Faculty Senate

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1986 Agendas

Agendas for Faculty Senate meetings can be accessed by clicking on the desired date. Contact the Faculty Senate Office via e-mail for more information.

- January 9
- February 6
- March 6
- April 3
- May 1
- June 5
- October 2
- November 6
- December 4

Faculty Senate, Oregon State University, Corvallis, OR 97331-6203 · 541.737.4344
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OREGON STATE UNIVERSITY
Faculty Senate Office (754-4344)
Corvallis, Oregon 97331
Social Science 107
12/21/85

REPORTS TO THE FACULTY SENATE
January 9, 1986

Agenda for the Senate Meeting: Thursday, January 9, 1986, 3:00 p.m., LaSells Stewart Center

The Agenda for the January 9 Senate meeting will include the reports and other items of business listed below. To be approved are the Minutes of the November 21 and December 5 Senate meetings, as published in the Staff Newsletter Appendix.

A. Reports from the Faculty

1. Installation of Senate President, President-Elect, and Newly-Elected Members of the Executive Committee for 1986 (p. 3) - H. R. Cameron

   Attached is a roster of Faculty Senate Executive Committee members. Elected members are denoted by the date following their names.

2. Welcome & Instructions to New Senators (pp 4, 5) - Robert McMahon

   Attached is the Chart of Members of the Faculty Senate for 1986.

3. Appointments of Recording Secretary and Parliamentarian

   a. Recording Secretary: The Executive Committee recommends that Thurston Doler (Executive Secretary of the Faculty Senate) be named as Recording Secretary for 1986.

   b. Parliamentarian: As prescribed in the Bylaws, Article XV, Section 2, the Executive Committee will appoint Thurston Doler (Speech Communication) to the position of Senate Parliamentarian for 1986.

4. Report of the Long Range Planning Committee - Warren Hovland

   The December 5 Staff Newsletter announced President Byrne's appointment of a Long Range Planning Committee. Senate Liaison Warren Hovland will report to the Senate on the planning process and other details of interest.

5. Search Committees

   The University currently has several search committees operating. The Chairman of each of those listed below will be invited to attend the Senate meeting and apprise the Senators of the process from time to time. Not every Chairman will report each time, depending upon where the committee is in its process.

   a. Search Committee for Vice President for University Relations
   b. Search Committee for Vice President for Academic Affairs & Provost.
   c. Search Committee for Vice President for Finance & Administration.
   d. Search Committee for Dean of College of Science.

2.

B. Reports from the Executive Committee

1. New Senator Orienation

President McMahon will report on the New Senator Orientation/ Workshop that took place on January 6 at Nendel's Inn.

2. Oregon State Board of Higher Education Meeting Report

The State Board met on December 20. President McMahon participated in the meeting and will report on items of interest to the Faculty Senate.

C. Reports from the Executive Office

D. New Business

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331

Membership Roster
EXECUTIVE COMMITTEE OF THE FACULTY SENATE
1986

Phone #(s)	Name	Department
198-0	Robert McMahon Senate President	Forestry
2146	Sara E. (Sally) Malueg Senate President-Elect	Foreign Languages & Literatures
3244	Robert Schwartz '86	English
2643	John Dunn '86	Physical Education
3370	Robert Mrazek '86	Chemical Engineering
4143	W. Curtis Johnson '87	Biochemistry & Biophysics
3421, 2511	Tom McClintock '87	History Department & CLA Dean's Office
2118	Nancy Powell '87	Library
2111	David Nicodemus (Ex-Officio)	Dean of Faculty

* * * * * * * * * * * * * * * * * * *

Staff:

2461, 4344	Thurston E. Doler Executive Secretary & Parliamentarian	Speech Communication
4344	Shirley Schroeder Administrative Assistant	Faculty Senate Office

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January 1986
FSO/12-85

FACULTY SENATE MEMBERSHIP

OREGON STATE UNIVERSITY — JANUARY 2, 1986

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

Underlined names are newly-elected or re-elected for a term starting in January 1985. Names marked by an Asterisk (*) are serving for a second consecutive term. Year in parentheses, i.e., (85), 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.

1986	1987	1988
AGRICULTURE:		
Ralph E. Berry, Entomology (84)	Peter Bottomley, Micro (85)	Bruce E. Coblentz, Fish & Wild (86)
Neil W. Christensen, Soil Sci (84)	Michael Martin, Agr & Res Econ (85)	David A. King, Agr Communic (86)
Ralph Garren, Hort (84)	Terry Miller, Agr Chem (85)	Gerald Kling, Soil Sci (86)
*Martin Hellickson, Agr Engr (81)	David Philbrick, Extension (85)	Sheldon Ladd, Crop Sci (86)
Harold Kerr, Extension (84)	Thomas Savage, Poultry Sci (85)	Mina McDaniel, Food Sci & Tech (86)
Stanley Miller, Agr & Res Econ (84)	Janice Kimpel, Bot & Pl Path (86)	Murray Powelson, Bot & Pl Path (86)
Roger G. Petersen, Statistics (84)	John R. Stewart, Horticulture (86)	Richard Scanlan, Food Sci & Tech (86)
BUSINESS:		
Robert Collins, Bus (84)	Dahli Gray (85)	George Martin, Bus (86)
	Jane Siebler (85)	Jonathan King, Bus (86)
EDUCATION:		
George Kerekgyarto, Indus Ed (86)	Gene Craven, Sci Educ (86)	Wayne Courtney, Ed (86)
ENGINEERING:		
Dwight Bushnell, Mech Engr (84)	Milt Larson, Mech Engr (86)	Robert Mrazek, Chem Engr (86)
J. Richard Bell, Civil Engr (84)		Len Weber, Elec & Comp Engr (86)
Robert E. Wilson, Mech Engr (84)		
FORESTRY:		
Robert Beschta, For (84)	Deborah J. Allen, Res Recr (85)	David E. Hibbs, For Sci Ctr (86)
James Funck, For (84)	Robert L. Krahmer, For Prods (85)	Steven R. Radosevich, For Sci Ctr
HEALTH & PHYSICAL EDUCATION:		
John Dunn, PE (84)	Margaret Smith, Health (85)	
Kathleen Heath, PE (84)		
HOME ECONOMICS:		
Jean Peters, Foods & Nutr (84)	Greg Look, Food Sys Mgmt (85)	David W. Andrews, Human Dev (86)
LIBERAL ARTS:		
Robert Dale, Philos (85)	David Eiseman, Music (85)	Jacqueline Bobo, Speech (86)
Warren Hovland, Relig Studies (84)	Dianne Hart, For Lang & Lits (85)	Barbara Loeb, Art (86)
Robert Kiekel, For Langs & Lits (84)	Thomas McClintock, Hist (85)	Michael Oriard, Engl (86)
Louise Sarsohn, History (84)	Henry Sayre, Art (85)	Dale Simmons, Psych (86)

LIBERAL ARTS, continued

*Gary Tiedeman, Sociology (81)		Courtland Smith, Anthro (86) *R. Charles Vars, Econ (85)

OCEANOGRAPHY:

Louis Gordon (85)	Adrianna Huyer (85) David Enfield (85)	David Carlson '86 Priscilla Newberger (86)

PHARMACY:

*Mark Christensen (81)	*Gary DeLander (85)	

SCIENCE:

*Joel Davis, Math (83) H. D. Brunk, Stats (84) *Kenton Chambers, Bot & Pl Path (81) Fred Rickson, Botany (85) Gary Musser, Math (84) Hollis Wickman, Chem (84)	*Curtis R. Cook, Comp Sci (82) Francis J. Flaherty, Math (85) Wil Gamble, Bio/Bio (85) James Krueger, Chem (85) John W. Lee, Math (86)	Chris Bayne, Zoo (86) A. J. Boucot, Geology (86) Carroll W. DeKock, Chem (86) Paul Farber, Gen Sci (86) Robert M. Schori, Math (86) T. Darrah Thomas, Chem (86)

VETERINARY MEDICINE:

Donald E. Mattson (84)		Loren H. Appell (86)

LIBRARY:

Nancy Powell (84)		Michael P. Kinch (86)

ROTC:

George M. Zinck, AFROTC (86)	Doyle W. Hensley, Nav Sci (85)	

UNASSOCIATED FTE:

Michael Beachley, Athletics (86) Jeff Grass, Publications (86) *Janet Nishihara, EOP (85) Mimi Orzech, EOP (86)	Jon Root, CMC (85) Lawrence Griggs, EOP (85) Diana K. Conrad, Admissions (86) Leslie Dunnington, Counsel Ctr (86)	William J. Brennan, Stu Affairs (86) Marshall Jennings, Fin Aid (86) Cliff Michel, Counsel Ctr (86) Nancy Vanderpool, Stu Affairs (86)

* * * *

OREGON STATE UNIVERSITY Corvallis, Oregon 97331
Faculty Senate Office (754-4344) Social Science 107
1/22/86

REPORTS TO THE FACULTY SENATE
February 6, 1986

The Agenda for the February 6 Senate meeting will include the reports and other items of business listed below. To be approved are the Minutes of the January 9 meeting, as published and distributed in the Staff Newsletter Appendix. (NOTE CHANGE IN MEETING PLACE FOR FEBRUARY)

Agenda for the Senate Meeting: Thursday, February 6, 3:00 p.m., in WENIGER HALL, ROOM 151 (note change in meeting place)

A. Reports from the Faculty

1. Undergraduate Admissions Committee Report - Alex Wallace
(pp. 4-17)

Attached is a report of the Undergraduate Admissions Committee. The several recommendations presented by the Committee are divided into two groups: 1) those that require Senate action, and 2) those that do not require Senate action. Group 1) is found as item "11. Constitution of the Committee," on the first page of the report. In the event this recommendation is adopted and implemented, the quorum of the Committee would be five members, as recommended in "III. Appeal Hearings," item A.

The other recommendations, which constitute Group 2), the Executive Committee considers to be within the prerogative of the committee in devising its own operational procedures. The UAC Chairman, Alex Wallace, will present the report to the Senate.

2. Faculty Economic Welfare Committee - Fred Hisaw

The FEWC has been asked to provide the Senate with status reports on the following items:

a. 1986-87 Salary Adjustments

Salary adjustments for the second year of the biennium will be made sometime this Spring. Previously published formulas for adjustments included both across-the-board and merit percentages for July 1, 1986 and May 1, 1987. The FEWC has been asked to review this matter for any appropriate recommendations prior to their implementation.

b. 1985 Salary Adjustments

Comparison of the recommended distribution formulas with actual adjustments will be discussed.

c. 1985 Survey on Benefits (OSU Faculty)

A preliminary report on numbers of responses to the Survey was presented to the Senate earlier. This report will be the final report, with the accompanying recommendations.

3. Reports of Faculty Organizations

Representatives of Faculty organizations have again been invited to provide the Senate with current information on matters of interest. Those who will report are:

a. Association of Oregon Faculties (AOF)

b. American Association of University Professors (AAUP)

IFS will report at another time and place on the agenda.

4. Curriculum Council Report (p. 18) - Jonathan King

Attached is a report from the Curriculum Council outlining areas of procedural changes for certain Category II documents. This report is presented for the information of the Senate. No action is necessary, but suggestions will be welcome.

5. Faculty Club; Progress Report (p. 19) - Herb Frolander
John Yoke

Attached is an "Executive Summary" from the analysis of Faculty responses to the Faculty Club Survey done in December 1985. The Senate will be provided with an update on the progress to date in getting the Faculty Club going.

B. Reports from the Executive Committee

1. OSSHE Strategic Plan, 1987-93

The Chancellor's staff is in the initial stage of writing a new "Strategic Plan" for the Oregon State System of Higher Education. The current Plan expires in 1987 and is to be replaced by the new one. Preliminary "drafts," later called "pre-drafts," were circulated. The Executive Commitee, with chairmen of several Faculty Senate Committees, met in special session and generated reactions and responses to the "second draft." The responses were presented to Acting Vice President Wilkins with the request that they be forwarded to the Chancellor's Office.

We have been informed by Vice Chancellor for Academic Affairs Larry Pierce, that a genuine "draft proposal" will be presented in about a month. Faculty input from a variety of sources will be solicited, Pierce stated. Copies of the "pre-draft" working document and the response to it are available in the Faculty Senate Office.

2. Interinstitutional Faculty Senate (IFS) Meeting

The IFS winter term meeting will be held in Monmouth at WOSC, on January 24 and 25. In addition to other issues, Vice Chancellor Larry Pierce will present to the IFS representatives a status report on the development of the new OSSHE Strategic Plan. One of OSU's IFS representatives will be invited to report to the Senate. Our current IFS representatives are David Faulkenb[illegible], Jean Peters, and Gary Tiedeman.

3. OSBHE Meeting, January 17

President McMahon will report on items of interest to the Faculty from the Board meeting. Included will be:

a. The Search and Selection Process: A document for choosing the chief executive of an academic enterprise (created by the OSSHE). This document has been referred to the Administrative Appointments Committee for examination and recommendations.

b. Third Year Evaluation of Chancellor William (Bud) Davis: Al Batiste, Chairman of the State Board, has invited all Faculty to provide comments to him by no later than February 15 on the Chancellor's performance. (Al Batiste may be contacted at: 256-1834, or by writing to him at: P.O. Box 5035, Portland, Oregon, 97208.)

4. Advisory Committee to the Director of Intercollegiate Athletics (pp. 20, 21)

Attached is a Memorandum outlining membership and procedures for an Advisory Board to the Director of Intercollegiate Athletics. Pursuant to President Byrne's request, the Executive Committee has submitted nominations for appointment of Faculty members to the Committee. (The Board of Intercollegiate Athletics was dissolved last year.) President McMahon will provide any additional information that is available.

5. Notes from the Senate President

C. Reports from the Executive Office

D. New Business

TO: Executive Committee of the
Faculty Senate

FROM: Undergraduate Admissions Committee

Martin Hellickson, Associate Professor Ag. Engineering
John Ruben, Associate Professor Zoology
Barbara Reed, Assistant Professor (Courtesy) Horticulture
Marshall Jennings, Counselor Financial Aid
William Smart, Assistant Professor International Education
Chris Harris, Student
Tami Rohlfing, Student
Alex Wallace, Professor Speech Theatre Arts (Chair)

DATE: 19 December 1985

RE: Policy Recommendations and Procedural Guidelines for the Undergraduate Admissions Committee

The Undergraduate Admissions Committee has met on five occasions during the fall term of 1985 to address policies and procedures. We were motivated by a concern for a more uniform decision making process, the need to distribute the work load more evenly, and in response to requests for special consideration from the student sponsoring Departments of Athletics and E.O.P.

It is the Committee's responsibility to provide an equal opportunity for students' appeal for admission to the University when regular admission requirements have not been met. The categories of appeal cases are: 5% Special Admit, Transfer, and Undergraduate Special Admit (non-degree).

I. Undergraduate Special Admit (non-degree)

The Committee recommends: All cases of Undergraduate Special Admit (non-degree) be administered by the Admissions Office.

Discussion Summary

The Committee believes that in all of the sub-categories of Undergraduate Special Admit, including the recently implemented 7 hour non-admit student, the appeal is essentially a clerical process. It does, however, recommend that the Registrar's Office consider implementing a screening process to prevent these students from enrolling in sections of courses which are traditionally oversubscribed by regular students.

II. Constitution of the Committee

The Committee recommends: The Undergraduate Admissions Committee should be made up of 9 members, of which at least five be selected from the ranks of the teaching faculty. The remaining four members should include one college head advisor, one representative from International Education, and one student. For deliberations on student appeals, the representative of the Admissions Office should be granted discussion and voting rights.

(decision: 5-2)

Discussion Summary

The difficulty of marshalling a working committee to handle heavy case loads in late summer might be alleviated with a balance of teaching and non-teaching members. Furthermore, a larger committee which is made up of members willing and able to serve during this period would address complaints from E.O.P. and the Department of Athletics that their candidates were not given fair and sufficient hearing.

Considerable deliberation was focused upon the background requisite for evaluating student files. The preponderance of student appeals are the result of substandard high school grades and entrance scores. The identification of five teaching faculty on the committee reflects the view that their experience in determining classroom success justifies the emphasis. Likewise, a head advisor would be able to contribute a broader perspective within this area.

A considerable number of international students must be processed by the committee, and a representative from the International Education office has proven invaluable in interpreting foreign transcripts. The recommendation that student representatives be limited to one is based upon the history of their availability to attend meetings during the periods of heavy case load work. It was generally agreed that their input should not be eliminated.

The addition of a tenth voting member with the representative from the Admission Office for student appeal deliberations was a unanimous decision based on the familiarity with the process and the experience in interpreting school records and test scores. This member would have no vote on policy matters.

III. Appeal Hearings

The Committee recommends:

A. A quorum should be defined as five members.

B. The letter and forms requesting information from all students who have not met regular admission requirements should be revised. (See enclosure #1.)

C. Files which are assembled by E.O.P. and Department of Athletics should conform to requirements in the revised forms. Additional information required by E.O.P. and the Department of Athletics may be included in the file as supplementary materials.

D. The student appeal process will be limited to one consideration of the completed file unless the committee chooses to defer for more information, and if denied, the candidate may schedule a personal appearance before the committee to provide new or expanded information.

E. The committee will not consider incomplete files except in cases where extreme circumstances justify. The committee will decide to hear these appeals on a case by case basis.

F. Exception to "E.": The committee reaffirms the December 19, 1984 decision to consider "sixth semester" appeals for Athletic Department early recruiting. (See enclosure #2.) The acceptance of an early appeal may be conditional. (For example, a student may be made aware of deficiencies which are of concern, and be asked to demonstrate some effort to address the deficiencies prior to matriculation at O.S.U. In some cases, the re-taking of an entrance test may be required.)

(decision: 1 dissent on D., unanimous all others)

Discussion Summary

By increasing the size of the quorum, the workload will be spread more equitably and decrease the length of many of the late summer sessions. It will also provide resolution to the complaint from the Department of Athletics that too few members have been present to give a fair hearing.

The requirement that all applicants use the same format for appeal will help to insure that an equal opportunity will be provided for the allocation of the limited 5% positions.

IV Quotas

The Committee recommends:

A. There should be only one quota assigned to the 5% Special Admit category. The E.O.P. should continue to be the only sponsoring department allotted a guaranteed number of positions.

B. The E.O.P. should continue to have its quota negotiated annually in a meeting with the Undergraduate Admissions Committee.

(decision: 1 dissent on A, 8-0 unanimous on B.)

Decision Summary

Considerable discussion addressed the proposal from the Department of Athletics regarding a quota of 30%+ of the available 5% positions. (See enclosure #3.) The committee met with the Athletic Director, reviewed student/athlete special admission policies at numerous universities, and agreed in majority that a quota designated particularly for student/athletes was not justified. Much of the data which is available concerning this subject requires interpretation and is therefore not included in this report.

V Committee Procedures

The Committee recommends:

A. Decisions on admissions appeal for 5% positions and transfer students be read by at least three committee members, with appeal for additional members to read if asked by one of the original readers.

B. All files of student/athletes will be read by all members present.

C. E.O.P. student cases will be pre-screened by the Chair and Admissions Office representative. Cases which are not approved will go forward to the committee.

D. International student cases will be pre-screened by International Education Office representative and the Admission Office representative. Cases which are denied by them will not go forward to the committee.

E. All votes and participating committee members involved in appeal cases will remain confidential

(decision: unanimous on all)

Discussion Summary

The procedure of three readers per file is a continuation of past practice. If a member believes that a factor has not been given sufficient weight in the decision, a fourth reader will review the file. If a tie vote is then created, the entire committee typically reads the case. It is also a continuation of past practice to have all members read student/athlete files. Due to the stresses and focus which have been placed on student/athletes specially admitted in the past, it was determined that the entire committee should take an active role in these decisions. The E.O.P. cases have traditionally been screened by the Chair. The Committee recognizes the need to have more than one opinion represented in accepting these cases.

Two issues were discussed without formal motions. First, issues of discrimination are of concern to the committee. While agreeing with the stated policy of the University of non-discrimination on issues of race, creed, or nationality, the committee recognizes the differential in tuition as an example of discrimination between in state and out-of state or international students. When assigning the limited positions available in the 5% program questions arise concerning giving preference to in state Oregonians. The Committee will continue to give individual interpretation to this issue until guidance is provided.

Concerns of the appearance of propriety were also discussed, without formal motion. The acceptance of invitations to meet with students whose cases are on appeal and with coaches and sponsoring Departments to discuss committee decisions can be seen as inappropriate. It was informally agreed to restrict these activities to committee meetings.

8.

new letter

1

Office of Admissions

Oregon State University

Corvallis, Oregon 97331 (503) 754-4411

DATE :
TERM :
STATUS :
SCHOOL OR
COLLEGE :

Oregon State University is pleased to learn that you are interested in being a student here. Your application and fee have been received and your academic records have been evaluated.

I'm sorry to have to advise you that at this time you do not meet all the requirements for admission established by the State Board of Higher Education. We have noted your current status on the enclosed form and we have identified alternatives you may wish to consider in order to become eligible for admission.

Should you pursue the alternative(s) available, we will, of course, re-evaluate your application upon receipt of the necessary evidence. Your application and fee are effective for this academic year in the event you become eligible for admission. If you choose to enroll during a later academic year, you will need to apply again.

If you would like us to forward your official records to another institution, please authorize us to do so in writing. Otherwise, your file will be retained for one calendar year.

If you wish to discuss your situation further, feel free to contact this office (503-754-4411) or stop by at any time (B-104 Administrative Services Building). Any of our Admissions Officers will be happy to talk with you.

Sincerely,

Kay Conrad

KAY CONRAD
Associate Director
of Admissions

KC/fdt

T13

ENCL:

new letter

Office of Admissions

Oregon State University

Corvallis, Oregon 97331

(503) 754-4411

Your appeal for admission to Oregon State University by exception was considered by the Undergraduate Admissions Committee at its meeting on _____.

I'm sorry to advise you that after carefully reviewing all related documents and letters, the committee's decision was that the evidence presented did not warrant an exception to the minimum admission requirements.

You have the right to request a personal appearance before the committee at your earliest convenience if you feel you want to pursue the matter further. Their next meeting is scheduled for _____. Please contact this office in writing for an appointment.

Thank you for your interest in Oregon State University and best wishes in your further educational pursuits.

Sincerely,

KAY CONRAD
Associate Director
of Admissions

T12B:KC/fdt

ENCL:

10.

old letter

Office of Admissions Oregon State University Corvallis, Oregon 97331 (503) 754-4411

DATE :
TERM :
STATUS :
SCHOOL OR
COLLEGE :

Your interest in Oregon State University, as evidenced by your application for admission, is sincerely appreciated.

We regret, however, to advise you that you have not satisfactorily met all the admission requirements specified by the State Board of Higher Education. The attached form indicates why you are not eligible for admission at this time. Alternate means of qualifying are also noted on the sheet.

Your application can be reconsidered for another term in this same academic year by notifying us in advance and providing the appropriate additional academic records. There is no fee required in this case. If you apply for a later academic year, the entire application process and payment of another fee must be completed.

Your official records can be forwarded, upon receipt of your written authorization, to another institution of your choice. Security regulations prevent our releasing these records to you, however.

If you wish to discuss your status further, feel free to write, call (503-754-4411) or stop by this office (Room B-104 Administrative Services Building) at your convenience.

Sincerely,

Kay Conrad

KAY CONRAD
Associate Director
of Admissions

KC/fdt

T13: A-05

ENCL:

enclosure being revised

Office of Admissions | Oregon State University | Corvallis, Oregon 97331 | 503/754-4411 | In Oregon toll free 1-800-462-3287

QUALIFYING FOR ADMISSION AS AN UNDERGRADUATE
Effective Fall, 1985

ENTERING FROM HIGH SCHOOL: Applicants seeking admission to Oregon State University who graduated from high school in 1985 and/or who have fewer than 30 transferable hours of credit from an accredited college or university must:

REQUIREMENT	STATUS
1) graduate from a standard or accredited* high school, *graduates of nonstandard or unaccredited high schools may be admitted by achieving a minimum score of 970 SAT or 22 ACT and an average of 410 or above on three College Board Achievement Tests (English, Math Level I or II, and one other).	_____
2) present SAT or ACT scores that satisfy the English proficiency requirement of a score of 30 on the Test of Standard Written English (TSWE) of the SAT or a score of 12 on the English portion of the ACT.	_____ SAT (TSWE) _____ ACT (English)
3) have achieved a cumulative grade point average of 2.75 on the four year (grades 9-12) high school record as calculated by the Office of Admissions	_____ Present GPA
☐ 6th ☐ 7th ☐ 8th Semester (Final GPA)	
OR	
have a GPA that when combined with SAT or ACT scores, predicts success in the university,	_____ GPA required w/your scores
4) have successfully completed 14 units of required subjects verified by your high school	_____ _____
OR	_____ Subject(s) Deficient
score an average of 410 on three College Board Achievement Tests (English, Math Level I or II, and one other). This requirement (#4) does not apply to those who graduated from high school prior to 1985,	_____ Average Score
5) have achieved a cumulative GPA of 2.00 (2.25 non-residents) on all transferable college credits earned in excess of 12 but fewer than 30.	_____ GPA

(SEE OTHER SIDE)

SUMMER WORK: Ineligible high school graduates only (not transfers) may qualify for admission by completing summer work as follows:

1) successfully complete nine (9) graded (A-D) term hours of credit in prescribed course work at OSU with a 2.00 ("C") GPA. Students pursuing this option must check with the Office of Admissions to insure they are enrolled in the requisite summer term courses.

_____ GPA

2) successfully complete make-up course work for specific requirements missed.

_____

GED: Both resident and non-resident holders of the GED are admissible with an average score of 49 for the five GED tests and a minimum score of 40 on each of the five tests or may qualify under the summer option.

_____ GED Average Score

_____ Minimum Score/Test

****

TRANSFERS: To be eligible for admission as a transfer student a resident applicant must satisfactorily complete 30 transferable term hours of credit (no failed courses count in the 30) at an accredited institution with an accumulative gpa of 2.00 (2.25 for non-residents). Further, a minimum of 24 of the 30 hours must be graded (A-D); a maximum of six (6) hours may be ungraded (i.e. P or S). The student must also be eligible to return to the last institution attended.

_____ Res. GPA

_____ Non Res. GPA

_____ Eligible To Return

****

EXCEPTIONS: Any applicant (entering freshman or transfer) who is denied admission because of failure to meet any of these requirements may petition the Undergraduate Admissions Committee for an exception. *See procedures below.*

HIGH SCHOOL SENIORS/RECENT GRADUATES/NOT TRANSFERS

1) letter requesting special consideration from applicant explaining why the requirement(s) were not met,

2) second TSWE score if the first is below 30,

3) complete high school transcript to date,

4) at least three (3) letters of recommendation from teachers, counselors or employers. (If the TSWE scores are below 30, one letter must be from a recent English instructor.) In all cases, comments should address the applicant's potential for academic success at OSU. All correspondence should be sent to the Undergraduate Admissions Committee in care of the Office of Admissions. Persons asked to provide recommendations should be listed in the applicant's letter so the office knows when all have been received.

TRANSFERS

Follow the instructions above in numbers 1 and 4 plus provide transcripts of all college level work completed.

KC/fdt 7-85

13. 2

K.C.

College of Home Economics

Oregon State University

Corvallis, Oregon 97331 (503) 754-3551

December 19, 1984

TO: Dee Andros, Director of Athletics

FROM: Rodney M. Cate, Chair
Undergraduate Admissions Committee

RE: Quota for Athletic Admissions

The Undergraduate Admissions Committee has considered your request for a set number of special admit athletes to be determined by the Athletic Department using the minimum NCAA standards. The committee has voted to deny that request. This decision was not made lightly and came about due to several factors. First, the committee felt that at times in the past the Athletic Department has requested admission for athletes that were clearly not likely to succeed academically. Second, without contrary evidence, the committee is not convinced that the Athletic Department has a sufficient support system to provide necessary academic services to athletes who have minimal academic backgrounds. Third, the committee is hesitant to set a precedent of "quotas" for special types of students. Such precedent could result in the establishmgnt of quotas, which could cause a severe erosion in the slots available for those students who are only minimally deficient, but are much more likely to be academically successful.

This decision should not be interpreted that the committee is not generally supportive of the athletic programs at OSU. The committee is very willing to work closely with the Athletic Department in making decisions as early as possible in the year. The following recommendations are made by the committee:

1. Applications containing sixth semester transcripts and test scores will be reviewed by the committee.

2. The Athletic Department should convey as much personal information as possible concerning the potential student-athlete. In other words, why do you believe the student will be successful at OSU?

3. A letter from the recruiting coach should accompany the application. This is in addition to the three other letters of recommendation.

4. The recruiting coach should appear before the committee to speak in behalf of the student-athlete.

5. Those athletes appropriate for EOP sponsorship should be presented first through EOP. The committee objects to having to consider athletes through EOP who have previously been denied with Athletic Department sponsorship.

6. The Athletic Department should consider requesting that as many athletes as possible gain admission through the successful completion of nine hours on the OSU campus the summer preceding admission. Other ineligible students are encouraged to do so.

Two other matters could facilitate cooperation between the committee and the Athletic Department. First, in recruiting the Athletic Department should be aware that the committee considers a myriad of factors in admission of students. Particularly important factors are special circumstances that might contribute to inadequate grades, quality of the high school, number and grades in college preparation courses, improvement in grades from freshmen to senior years, grade point average, etc. Second, the committee could utilize information concerning the academic progress and graduate rates of special admit athletes. These data have been previously requested, but have not been received.

Please feel free to contact me if you have questions concerning this memorandum.

km

cc: President Byrne
Pete Fullerton, Pharmacy
Jack Rainey, Athletic Dept.
Kay Conrad, Admissions
Bud Gibbs, Registrar
John Ruben, Zoology
Marv Durham, International Ed.
Marshall Jennings, Financial Aid
Alex Wallace, Speech Communication

DEC 1984
RECEIVED
Admissions
Oregon State
University

103 GILL COLISEUM
CORVALLIS, OREGON 97331
PHONE (503) 754-2611

Oregon State University
DEPARTMENT OF
Intercollegiate
ATHLETICS

November 5, 1985

To: President Byrne
From: Lynn Snyder
Subject: Undergraduate Admissions

As per our recent conversation I am writing to propose the following change to the Admission Policy regarding student-athletes. I realize this is a significant change from past procedures. However, I feel it is a workable solution to a current problem. At the request of the Admissions Committee I have met with them and emphasized the willingness of the Athletic Department to work with that Committee in providing information and for the need for our Department to be accountable regarding the academic progress of student-athletes admitted through this program.

As you are aware, the NCAA may consider legislation in January to modify NCAA requirements for freshman eligibility to be effective August 1986. This proposal is, therefore, written in two parts. The first proposal assumes no significant changes in the more restrictive NCAA freshman eligibility requirements. The second proposal outlines procedures to be followed if substantial modifications are enacted. I should add that both Jack Davis and I are in agreement that a modest modification in freshman eligibility requirements is likely.

PROPOSAL I

Proposal I assumes no substantial change in the new NCAA Freshman Eligibility Requirements. As written, a 2.000 qualifier will be defined as 1) High School Graduate, 2.) Accumulative GPA of 2.000 in core curriculum of eleven academic courses including three years of English, two years of mathematics, two years of social science, two years of natural or physical science (one lab class), and two years of academic electives. All courses must be satisfactorily completed and certified by the high school principal. In addition, the student must receive a 700 combined score on SAT verbal and math sections or a 15 composite score on the ACT. A possible amendment would allow indexing the test scores and GPA such that a student could have a 14 ACT or 680 SAT with a 2.1 GPA; a 13 ACT or 660 SAT with a 2.2 GPA; a 16 ACT or 720 SAT with a 1.9 GPA; or a 17 ACT or 740 SAT with a 1.8 GPA.

Under these conditions, we propose the Athletic Department be provided 35 special admission spaces for recruited student-athletes annually. These spaces would be divided approximately as follows:

A. Up to fifteen students who meet NCAA freshman eligibility requirements but who do not meet Oregon State University requirements can be admitted if they have an accumulative grade point average between 2.0 and 2.25.
B. An additional fifteen students can be admitted if they have an accumulative grade point average of over 2.25.
C. An additional five students can be admitted if they meet all other NCAA and University admissions requirements but are lacking one University core requirement.

PROPOSAL II

Proposal II assumes that the NCAA freshman eligibility requirements will be substantially reduced, especially the elimination of a test score requirment. In this case we propose the Athletic Department be provided 35 special admission spaces annually with the following Department guidelines applicable to these spaces. We would attempt to allocate spaces as follows:

A. Up to five students could be admitted who meet NCAA minimum requirements for eligibility (to be counted against the fifteen alloted spaces in B, below).
B. Up to fifteen students can be admitted with an accumulative grade point average between 2.0 and 2.25 provided they have a minimum SAT score of 600 or a minimum TSWE score of 30.
C. An additional fifteen students can be admitted with an accumulative GPA of 2.25+ if they have a minimum SAT of 660 or a 30 TSWE score.
D. An additional five students can be admitted if they meet all other NCAA and University admission requirements but are lacking one University core requirement.

Note: The thirty spaces outlined in A, B, and C above are inclusive. In other words, all thirty students may in fact meet the criteria outlined in C; however, if we must utilize categories A and B, the maximums in those specific categories then apply.

If granted the above spaces, the Athletic Department proposes the following:

1. The Admissions Committee will receive a full report of all recruited student-athletes who are special admits, including letters of recommendation.
2. A complete progress report for all special admit students will be submitted to the Admissions Committee at the conclusion of each quarter.
3. At the conclusion of the Spring Quarter, Athletic Department personnel will meet with the Admissions Committee to review the progress of all student-athletes admitted under this program.
4. The Athletic Department agrees to meet with the Director of the E.O.P. Program to place as many students in the E.O.P. Program as desirable and possible. In addition, special admit students will continue to be initially enrolled in UESP.

5. The Athletic Department believes that a 67% success rate is reasonable for this program. Success is defined as any student-athlete who meets NCAA requirements for progress toward a degree and maintains an accumulative 2.0 grade point average. Following the conclusion of Summer School of 1988, the Athletic Department will agree to reduce our total of allocated spaces if we fail to meet this percentage. For instance, if under this formula, we admitted the full compliment of seventy students, we would expect 47 to meet the above criteria. If we only had 44 students who met the criteria, our allocated spaces would be reduced to 32 the next year. The only exception in calculating the above formula is for students who withdraw from the University in good academic standing, i.e., they have made normal progress and maintained an accumulative 2.0 GPA. In this case they would not count against the percentage but would be deducted from the total. In addition, the Department recognizes the need to "make this program work." Obviously if the Admissions Committee does not believe our Department is meeting our responsiblities in conducting this program, alternate proposals will be made to your office.
6. It should be emphasized that the above quota of 35 is a maximum. We certainly would do all that we can to operate with a lesser number and would anticipate that by August 15 of each year unused spaces could be returned to the "pool."

cc: JoAnne Trow, Vice President for Student Affiars
Bud Gibbs, Registrar and Director of Admissions
Alex Wallace, Chairman of Undergraduate Admissions Committee

January 16, 1986

To: Senate Executive Committee
Fm: Jonathan King, Chairman of the Curriculum Council
Re: Agenda Item for February Senate Meeting

The following proposal changes the processing of Category II curricular requests. I would like to present it to the Senate this February as an information item.

Temporary ("X") new course/change in existing course requests

1) "X" requests are to made only for truly experimental new courses/changes in existing courses or for courses which will only be offered one or two quarters. These courses can only be offered for a total of two quarters. Exceptions will be considered on an individual basis.

2) The Curriculum Council (CC) and/or Graduate Council (GC) will not review these requests; they will be approved automatically. However, the Curriculum Office must be notified by memo before the course is offered. The Curriculum Office will apprise deans of new "X" courses on a quarterly basis.

3) "X" courses may be implemented immediately (versus the previous April 1 and November 1 deadlines and minimum four month delay). However, to appear in the Schedule of Classes, the Curriculum Office must be notified by June 1 at the latest. "X" courses will be designated in the Schedule of Classes as "BA 431X".

Permanent new course/changes in existing course requests

1) Permanent change requests may be submitted to the Curriculum Office by either April 1 or November 1 (versus the previous July 1 only).

2) The CC (and GC) will review these requests only--prior "X" course status will have no bearing on the approval process.

3) April 1 requests, if approved, may be effective the following fall term (versus the previous 1 1/4 years). They will appear in the Schedule of Classes for the year commencing the following fall and in the General Catalog one year later (different printing deadlines).

   November 1 requests, if approved, may be effective as early as the following spring term. They will appear in the following year's Schedule of Classes and General Catalog.

There will be no changes in the current forms and procedures for dropping courses, changing prerequisites (when these are independent of permanent course changes), and P/NP grading requests.

The above procedures will substantially reduce paperwork and manhour costs for all concerned. In addition, the time lags between the initiation and implementation of requests are also substantially reduced.

The integrity of the review process is unaffected. Indeed, it may even improve: the CC and CG will be under less time pressures to the extent that permanent requests are spread over the bi-annual reviews.

EXECUTIVE SUMMARY

Based on the results of the faculty survey the following general conclusions can be drawn:

General results:

- 1450 surveys were distributed of which 938 were returned
- of 938 surveys returned, 668 or 71 percent indicated an interest in becoming a member of the faculty club

Of those indicating an interest in membership:

- 92 percent considered Anderson House within walking distance
- on average, respondents interested in membership purchased their lunch 2.35 days per week spending $3.24 per lunch purchased
- on average, respondents interested in membership anticipated purchasing lunch at the faculty club 1.68 days per week
- while the largest percentage of respondents preferred buffet style service (45 percent), comments and other results indicate the need for further study to identify an appropriate style of food service
- 87 percent of the respondents desire alcoholic beverages to be served at the facility, with the vast majority indicating they would most often order beer or wine
- respondents indicated they would use the club 1.1 days per week on average both for coffee and pastry in the morning, and for drinks and snacks in the late afternoon and early evening
- 88 percent of the respondents indicated they would make use of facilities for small group meetings were they available
- 98 percent of respondents indicated they would be willing to pay $50 initiation and $5 per month membership fees. Only 62 percent would be willing to pay $100 initiation and $10 per month membership fees. Fees at higher levels indicated membership levels of 15 percent and less
- the largest proportion of respondents interested in membership were male, married, holding the rank of Associate or Full Professor, with 8 or more years of service at OSU

Office of the President

Oregon State University

Corvallis, Oregon 97331-2128 (503) 754-4133

December 27, 1985

Robert McMahon
Faculty Senate President
Oregon State University
Corvallis, Oregon 97331

Dear Robert:

I am writing to indicate to you the creation of a new Athletic Advisory Committee which will replace the previous Board of Intercollegiate Athletics. You may recall the Board of Intercollegiate Athletics was formally dissolved with action taken by the Board last Spring. At that time I indicated my desire to construct a board which would be advisory to the Director of Athletics. Since that time our new Director of Athletics, Lynn Snyder, has been working with our faculty athletics representative, Jack Davis, and the former chairman of the athletic board, Roger Pringle, to recommend guidelines for an Athletic Advisory Committee. The guidelines (attached) have been submitted and approved by my office. As a result of this change we will be appointing a new Athletic Advisory Committee within the next few weeks. That committee will begin meeting shortly after the first of the year.

On behalf of Oregon State University I extend to you our appreciation for your past service on the Board of Intercollegiate Athletics. We look forward to the continued development of our athletic program and ask for your continued support.

Sincerely,

John V. Byrne
President

Athletic Advisory Committee
Oregon State University

The Athletic Advisory Committee of Oregon State University is established to advise the Director of Intercollegiate Athletics regarding policies related to the Intercollegiate Athletics Program. Meetings will be called by the Director of Athletics as needed. The Committee shall elect a Chair to conduct the regular business sessions. The Chair will appoint an interim Chair to preside in the Chair's absence. Personnel provided by the Department of Athletics shall keep a record of the proceedings of all meetings.

The Athletic Advisory Committee may review such items as program and budget objectives, academic performance of student-athletes, and NCAA/Pacific-10 Conference rules and regulations. The Committee will advise the Director of Athletics in making recommendations; the Committee should seek to express the viewpoints of students, faculty, alumni, and other friends of the University. The Committee will be represented on search committees involving the hiring of the Director of Athletics, and head coaches.

The following persons shall be members of the Committee: The President of the Associated Students of Oregon State University, one other student appointed by the President of Oregon State University upon recommendation of the ASOSU Senate, the President of the Board of Directors of Alumni Relations of Oregon State University, the Institutional Athletic Representative of Oregon State University, the elected President of Oregon State University Faculty Senate, the President of Oregon State University Beaver Club, and three additional persons appointed by the President of Oregon State University - two of whom shall be members of the faculty of Oregon State University and shall be appointed after consultation with the Executive Committee of the Faculty Senate. The three members appointed by the President shall serve rotating three year terms beginning July 1. To provide for rotation of membership, initial appointments will be one three-year term, one two-year term, and one one-year term. The appointed student member shall serve a one-year term coinciding with that of the President of ASOSU. The elected members of the Committee shall serve through their normal term of office as specified by their sponsoring organization. Any person who ceases to have the qualifications above prescribed for membership on the Committee shall thereupon cease to be a member.

OREGON STATE UNIVERSITY Corvallis, Oregon 97331
Faculty Senate Office (754-4344) 107 Social Science

2/25/86

REPORTS TO THE FACULTY SENATE
March 6, 1986

AGENDA FOR THE SENATE MEETING: Thursday, March 6, 1986; 3:00 p.m.,
(NOTE CHANGE IN MEETING PLACE AGAIN THIS MONTH) WENIGER HALL 151

The Agenda for the March 6 Senate meeting will include the reports and other items of business listed below. To be approved are the Minutes of the January 9 and February 6 Senate meetings, as published in the Staff Newsletter Appendix.

A. Reports from the Faculty

1. Report from NCAA Institutional Representative - Jack Davis

Professor Davis, who serves as the OSU representative to the NCAA (and currently is serving as President of the NCAA), will present an annual report to the Senate. This report is a customary practice which occurs annually and at any other time as a need arises.

2. American Association of University Professors - Charles Langford

This report from AAUP was originally scheduled for the February agenda, and has been rescheduled. Professor Langford will brief the Senate on current activities and items of interest by the AAUP.

3. Search Committee Updates

The Executive Committee has asked for the Chairman of each Search Committee to make a report if there is additional information the Senate should be apprised of.

a. Dean of Science Search Committee - T. Maresh
b. Vice President for Academic Affairs & Provost - M. Woodburn
c. Vice President for Finance & Administration - Pat Wells
d. Vice President for University Relations - T. McClintock
e. Acting Associate Vice President for Academic Aff. - L. Norris
f. Acting Assistant Vice President for Academic Aff. - D. Faulkenberry

4. Presidents Long-Range Planning Commission - K. Green or Bud Weiser
(pp. 4-12)

One of the Commission members, as well as the Chairmen of the three subcommittees, will be invited to provide status reports to the Senate. Attached are several documents which deal with varying facets of the Long-Range Planning process:

a. Principles for Guiding Long-Range Planning at OSU (pp. 4, 5)
b. Long-Range Planning Process (chart) (p. 6)
c. Long-Range Planning Guide for Major Planning Units (pp. 7-10)
d. OSU Long-Range Planning Process: Commission Schedule to July 1, 1986 (pp. 11, 12)

5. Committee on Committees (p. 13) - Randy Jacobson

Attached is a report from the Committee on Committees which recommends amendment of the Standing Rules of the Promotion and Tenure Committee. This change was recommended by the P&T Committee in their report to the Senate on November 7, 1985, and was approved by the Senate at that meeting.

6. Ad Hoc Committee to Review Senate Structure - Richard Scanlan (p. 14, 15)

Attached is the report of the Committee. The report contains two recommendations. Since each recommendation concerns completely different items, they will be considered separately.

7. Task Force on Faculty Appointments - John Fryer

A verbal report on the progress of the Task Force will be given by its Chairman, John Fryer. The Task Force was created by action of the Faculty Senate and Acting Vice President for Academic Affairs and Provost, Bill Wilkins. The Final Report of the Task Force is expected prior to the June Senate meeting.

8. Faculty Status Committee (p. 16) - John Block

The Executive Committee asked the FSC to review proposed changes to the Administrative Rule concerning Staff Fee Rates and Eligibility. The attached report is their response to the revised Rule.

9. Faculty Economic Welfare Committee (pp. 17-22) - Fred Hisaw

Attached are six charts prepared for the FEWC by Curtis Mumford. All are based on information provided by our office of Budgets. The FEWC is providing them for information and in response to earlier requests for these statistics. Chrm. Hisaw will discuss the charts with the Senate.

B. Reports from the Executive Committee

1. OSBHE Meeting, February 21 (pp. 23-26)

President McMahon attended the February 21 Board meeting and will present a full report on events of that meeting. He will also update us on the status of the Board's draft proposals for search and selection of institutional executives.

2. Executive Committee Appoints "Executive Board"

Due to a need to ensure timely response to administrative initiatives in situations in which consultation with the entire Executive Committee is impractical, the Executive Committee has appointed the President, President-Elect, and one member of the EC, John Dunn, to serve as an Executive Board.

3. Retention of TIAA-CREF Plan (pp. 27-29)

The Executive Committee has referred to the Retirment Committee and the Faculty Economic Welfare Committee a request from Ron Anderson (Chancellor's Office staff member) seeking advice on

whether or not to continue to participate in the Plan. Attached are three documents; a Memo from VP Wilkins, a Memo from Ron Anderson, and a list of advantages and disadvantages of the Plan (the list was prepared by the Chancellor's Office).

4. Intercollegiate Athletics Advisory Board

As reported to the Senate last month, an Advisory Board has been appointed to the Director of Intercollegiate Athletics. The EC responded to a request for suggestions of names of Faculty members for possible appointment to the Advisory Board. President McMahon will advise the Senate of any change in the status of that item.

5. Notes from the Senate President

C. Reports from the Executive Office

D. New Business

PRINCIPLES FOR GUIDING LONG-RANGE PLANNING AT OREGON STATE UNIVERSITY

To assure effectiveness of the long-range planning process, the following general principles have been adopted by the Long-Range Planning Commission and approved by President Byrne.

1. The aim of the entire process is to increase the vitality and effectiveness of the University in its service to faculty, students, and its varied local, national, and international constituencies.

    - To achieve this aim requires an assessment of the external environment, an institutional assessment, and an analysis of the University's missions and goals.

2. The concepts of quality, flexibility, and informed choice shall guide the process.

3. The success of the endeavor is dependent on total university involvement.

    - Each teaching, research, and service unit will participate in formulating the University's long-range plan.

4. Open communication and a consultative process are essential to the operation.

    - Faculty newsletters, articles in the Barometer, open hearings and forums, and letters to the Commission and committees shall be used to foster open communications.

    - Faculty shall be involved in the entire process on the Commission, the major committees, at the unit planning stage, and by consultation throughout the process.

    - Students, staff, alumni, and relevant external constituencies shall be consulted and involved at appropriate times in the process. Students have specific units for which they have planning responsibilities.

5. Responsibilities for the long-range planning process must be clearly delineated.

    - The president -- is the chief planning officer, appoints the Commission, negotiates with the major planning units and with the Commission, and issues the University Long-Range Plan.

- The Long-Range Planning Commission -- designs, modifies, and oversees the planning process.

- The vice presidents, deans, and directors -- are responsible for the specific academic and service unit plans under their jurisdiction.

- Department administrators and faculty -- provide data, review the unit's opportunities and goals, and help set target dates for achieving them.

6. The focus of planning at all levels shall be the coherent unity of Oregon State University and of OSU as a part of the Oregon State System of Higher Education.

    - The planning process must recognize the importance of the external environment in which OSU operates; the unique characteristics and strengths of OSU as a Land-Grant and Sea-Grant university; and OSU's distinctive and historic mission and goals.

7. Long-range planning must be a dynamic process involving continual evaluation, adaptation, and adjustment to changing needs and conditions.

    - OSU should be prepared to capitalize on new opportunities for growth and service which promote and enhance the goals of the University.

    - The long-range plan will be updated and revised to coincide with preparation of the biennial budget.

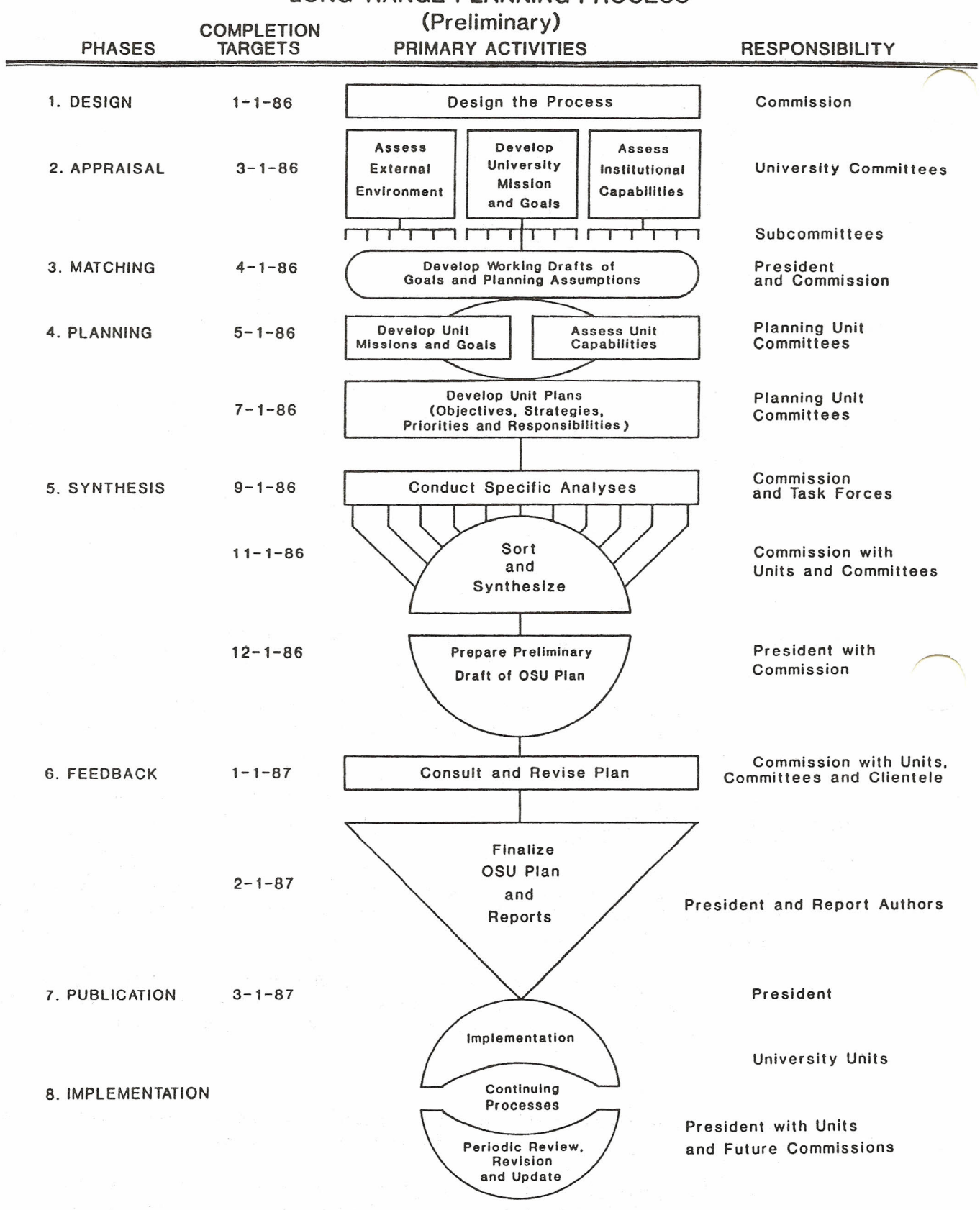
8. The budget process will be liked to the planning process to assure that resource allocation decisions in the future will be made in accordance with the long-range plan.

    - Although continuing to be diverse and comprehensive, OSU may refine its programmatic emphases -- establishing priorities and allocating resources to programs and areas that advance the goals of the University.

9. The entire process shall lead to a plan that incorporates timely and effective target dates for achieving specific goals.

    - The final plan shall take into consideration the sensitive interrelationship between the human, academic, fiscal, and physical elements that are involved.

LONG-RANGE PLANNING PROCESS (Preliminary)



DISCUSSION DRAFT
(2-17-86)

LONG-RANGE PLANNING GUIDE
for
Major Planning Units

Major OSU planning units (attached list) will follow a standardized format (and length) as described herein for presenting their long-range plans to the President.

Unit Planning Schedule

The University planning assumptions will be distributed to OSU planning units in mid-April.

- On May 15 preliminary drafts of unit plan sections 2, 3 and 4 are due in the President's office.
- On July 1 complete unit plans (sections 1-7) are due in the President's office.

The President and his designees will subsequently review and discuss unit plans with planning leaders in the course of developing the overall OSU Long-Range Plan by March 1987.

Unit Plan Format

1. Executive Summary (1-2 pages).
2. Mission Statement (1 page).
3. Supplement to OSU External Environment Assessment (1-3 pages).
4. Supplement to OSU Institutional Capabilities Assessment (1-3 pages).
5. Specific Unit Goals (1-3 pages). Optional rationale narrative (0-1 page).
6. Implementation Plan Table (1986-89); pages as required. Optional rationale narrative (0-3 pages).
7. Description of the Unit's Planning Process (1 page).

Instructions

Submit seven copies of preliminary drafts of sections 2, 3 and 4 to the President by May 15, 1986. Submit seven copies of the total plan to the President by July 1, 1986. Start each of the seven sections of the plan on a separate page. Print pages on one side of 8 1/2 x 11" paper punched for a standard 3 ring binder. Number all pages consecutively. Adhere strictly to the page number limits indicated in the format.

The intent is that major unit plans should be concise, action oriented, and build upon and refine (not repeat) the OSU statements of mission, external assessment, institutional capabilities, and goals.

Sections of the Plan

(1) The Executive Summary should emphasize especially the goals and implementation plans you present in sections 5 and 6.

(2) Mission statements should articulate clearly how your unit's missions fit into the overall missions of the University. This information will provide the basis for considering revisions of the OSU mission statement, or of the unit's mission.

(3) Your unit's external environment assessment statement should supplement the comparable OSU assessment and Planning Assumptions by concisely stating important trends, opportunities and contraints for your unit which are not included in the OSU statement; by identifying components in the OSU statement that are particularly relevant and important to your unit; or by suggesting revision of the OSU external assessment or Planning Assumptions.

Your response will be used to refine the OSU external environment assessment and Planning Assumptions, and to identify trends, constraints and opportunities which are unique and important to your planning unit.

(4) Please follow the same approach described in section 3 for supplementing the OSU statement of institutional strengths, needs and opportunities. Your information will be used to refine the institutional capabilities assessment and Planning Assumptions.

(5) The goals statement should list your unit's major goals and their respective priorities. Goals should be realistic, relatively specific, and congruent with the preceding sections of your plan dealing with missions, external trends and institutional capabilities.

You are invited (not required) to provide a narrative section totaling no more than three pages to describe the rationale for the unit's major goals and priorities.

(6) Complete the Implementation Plan Table for each of your unit's major goals. Present specific objectives and plans of action you will pursue during the next 1 to 5 years (July 1986 through June 1989) to achieve each major goal. Start a new page for each goal. Include as many objectives as appropriate to adequately describe your plans for achieving each goal. See examples provided. Feel free to type implementation plans on oversize sheets conforming to the format provided; and reduce them to 8 1/2 by 11 inch sheets for submission. Do not reduce pages in other sections of the plan.

In developing action plans base your financial estimates on the OSU Planning Assumptions and on your best analysis of fiscal realities which will affect your unit during the next three years.

The Implementation Plan tabulation is the "heart" of the unit's plan. It will be integrated into the OSU Long-Range Plan.

You are invited (not required) to provide a narrative section totaling no more than three pages summarizing your rationale for the objectives presented in section 6.

(7) Briefly describe (1 page) the planning process you used to develop the unit's plan. Identify author(s) of primary sections of the plan; how and to what extent faculty, students, clientele and administrators participated in the process; and comment on studies, surveys or analyses specifically conducted to assist in developing the plan.

OSU Major Planning Units

	Unit Name	(Planning Leader)
1.	College of Agricultural Sciences	Dean
2.	College of Business	Dean
3.	College of Engineering	Dean
4.	College of Forestry	Dean
5.	College of Health and Physical Education	Dean
6.	College of Home Economics	Dean
7.	College of Liberal Arts	Dean
8.	College of Oceanography	Dean
9.	College of Pharmacy	Dean
10.	College of Science	Dean
11.	College of Veterinary Medicine	Dean
12.	OSU/WOSC School of Education	Dean
13.	Other SCH Generating Units	VP, Academic Affairs
14.	Graduate School	VP, Res & Grad Studies
15.	Research	VP, Res & Grad Studies
16.	Extension Service	Director, CES
17.	International Education	VP, Academic Affairs
18.	Library	VP, Academic Affairs
19.	Academic Support	VP, Academic Affairs
20.	Student Affairs	VP, Student Affairs
21.	University Relations	VP, Univ Relations
22.	Intercollegiate Athletics	Director, IA
23.	Finance and Administration	VP, Finance & Admin
24.	Faculty Senate	Senate President

The planning leader of each major planning unit is responsible for designing and conducting a planning process within their college or support and service unit that is effective and appropriate for the unit, and consistent with the published statement of OSU Planning Principles.

6. IMPLEMENTATION PLAN TABLE (1986 - 89)

Planning Unit: _____.

Goal: _____.

Objective	Specific Action Plan	Person Responsible	Target Date	Resource Requirments ($)		
				Internal		External
				Recurring (Annual)	Non-Recur (Total)	

OSU
LONG-RANGE PLANNING PROCESS
Commission Schedule to July 1, 1986

President's Long-Range Planning Commission: Kinsey Green (Home Economics, x 3551), C. Bud Weiser (Horticulture, x3695), D.S. Fullerton (Pharmacy, x3424), Steve Lawton (Business, x4033), Warren Hovland (Religious Studies), x2921

Phases	Completion	
1. Design	January 1	
2. Appraisal and Matching		
	March 15	- Drafts/Issues Due From Three Committees
	March 13	- Forum on Mission and Goals
	March 19	- Forum, External Assessment Committee
	March 26	- Three Committee Reports Due
	April 15	- Distribution of OSU Planning Assumptions and Mission and Goals

a. Mission and Goals - Liaison: Warren Hovland

Frank Schaumburg, Chairman
John Dunn
Lisa Ede
John Fryer
Carl Stoltenberg
Benno Warkenton

b. External Assessment - Liaison: Steve Lawton

John Beuter, Chairman
Fred Burgess
Jack Lattin
Alice Morrow
Gene Nelson
Bill Robbins
Sam Stern
Tony Van Vliet

c. Internal Assessment - Liaison: Kinsey Green, Bud Weiser

Chris Mathews, Chairman
Linda Blythe
Mike Burke
Gwil Evans
Dave Robinson
Lynn Spruill

Doug Stennett

3. OSU Unit Planning

February 20	- Meeting with Unit Planners (Vice Presidents, Deans and Directors) to discuss Units' Long-Range Planning Guide. Text of Faculty Forum paper on OSU Planning Principles distributed.
February 28	- OSU Long-Range Planning Guide distributed to Planning Units
March 11	- Help Session re: Planning Guide
April 15	- OSU Planning Assumptions distributed.
May 15	- Parts 2, 3, 4 due from Units
July 1	- Unit Plans due to President

4. 1987-93 State System Strategic Plan - Liaison: Pete Fullerton

The Strategic Plan is being developed by the Chancellor's office, working with the State System Academic Council. (Provost Bill Wilkins is the OSU Representative on the Council.) The 1987-93 Strategic Plan will serve as the basis for the Oregon State System of Higher Education's submission for the OECC State Comprehensive Plan for Education (SCOPE). OSU Planning Assumptions should be consistent with the State System Mission and planning assumptions.

Tentative Schedule:

Mid January	- Discussion of pre-draft of Strategic Plan
February 1	- Meeting of Chancellor, Vice Chancellor, and OECC Higher Education representatives with State Board Planning Committee.
February 20	- Academic Council meeting; will discuss format of revised Mission Statement from each institution.
March 21	- State Board Meeting (OSU) Institutions' Mission Statements to be discussed.
April 18	- State Board Meeting (Western). Draft of State System Strategic Plan presented to Board.
April 27	- Scope Submission to OECC

College of Oceanography

Oregon State University

Corvallis, Oregon 97331 (503) 754-3504

DATE: February 7, 1986

TO: Robert McMahon, Faculty Senate President

FROM: Randy Jacobson, Chairman, Committee on Committees

RE: Standing Rules of the Promotion and Tenure Committee

The Committee on Committees recomends to the Faculty Senate that the following changes (underlined) in the standing rules of the Promotion and Tenure Committee be adopted:

The Promotion and Tenure Committee studies statements of policy, advises on matters pertaining to promotion and tenure of faculty, and makes recommendations to the Faculty Senate Executive Committee. The Committee is entitled to observe the annual promotion and tenure process in the Executive Office and to read the dossiers. <u>The committee members shall maintain confidentiality concerning all that they hear and read about promotion and tenure dossiers and any actions affecting individual faculty members.</u> The Committee shall file an annual report with the Faculty Senate. This report will include a summary of the previous year's promotion and tenure actions. The committee consists of six tenured faculty, primarily full professors, who have been granted tenure at OSU and who reflect the diversity of the University.

This amendment was submitted to the COC for consideration by the Faculty Senate. The decision by the COC was unanimous.

Oregon State University is an Affirmative Action/Equal Opportunity Employer

Department of Biochemistry and Biophysics

Oregon State University

Corvallis, Oregon 97331-6503 (503) 754-4511

MEMORANDUM

February 25, 1986

TO: Executive Committee of the Faculty Senate,
Robert O. McMahon, Senate President

FROM: Ad hoc Committee to Review Faculty Senate: Nancy Leman (CLA), Dale McFarlane (Business), Richard Scanlan (Agriculture), R. R. Becker (Science), Chairman RRB.

SUBJECT: Review of Role, Function and Structure of Faculty Senate

The broad charge to this committee was in part "to study the missions, responsibilities and structure of the Faculty Senate in view of changes in administrative organization, faculty composition, Senate responsibilities, and the demands of the Senate." The Executive Committee stressed the urgency of the charge. We have chosen to narrow our study partly because of the time constraint, but mainly because a major reorganization of the Senate seems to us to be premature. In addition, it is difficult to argue with or improve upon Article II of the Senate's Bylaws which states in part:

> "the Faculty Senate shall (a) have legislative responsibility with respect to academic policies, educational standards, curricula, and academic regulations; (b) study and prepare recommendations to the President of Oregon State University concerning the welfare of the faculty; (c) provide the means through which any matter of general interest to the faculty or pertaining to the institution and its purpose may be brought to the Faculty Senate for discussion and appropriate action."

But, because of the reorganization of the OSU administrative structure, certain important changes for the Senate seem indicated. These we have studied and discussed with President John Byrne, Acting Vice President Bill Wilkins, Dean of Faculty David Nicodemus, Professors H. R. Cameron, Robert McMahon, Sally Malueg, and Thurston Doler, respectively past president, president, president elect and executive secretary of the Faculty Senate. Currently, at the request of President Byrne, the Faculty Senate President has been meeting several times a week on a trial basis with the University Cabinet, composed of President Byrne and the five Vice Presidents. The Senate President thus is well informed concerning University administrative matters, and has the opportunity of supplying, when it has been predetermined, of the faculty view. Additionally, he reports to the Senate Executive Comittee bi-weekly and to the Senate monthly. But it is possible that a Senate President who serves for only one year is at some disadvantage in this setting in expressing faculty views and responding on issues that may well require deliberate study through the Senate structure. The Senate President thus may feel that he should not present the Faculty view, but may in fact feel obliged in the press of circumstances to make judgments in matters upon which the Senate has not expressed itself. Nevertheless, on balance,

the current opportunity to provide faculty representation on the University Cabinet is so attractive that this committee recommends a continuation of this procedure.

In the new OSU administrative structure, the Faculty Senate interacts with the administration primarily through the Vice President for Academic Affairs and Provost. We feel strongly, however, that as the need arises, the Senate President should have ready access also to the President of the University. We believe that either the Vice President or an Associate Vice President for Academic Affairs should meet regularly as an ex officio member with the Executive Committee of the Faculty Senate. This role has been filled admirably by Dean Nicodemus for many years, and the information transmitted from the Administration to the Senate and vice versa has been invaluable.

Over the years, and perhaps more lately, there have been criticisms of the Faculty Senate, suggesting that it is ineffective, at least in part because some of the 28 committees do not meet on a regular basis and sometimes not at all. The perception of some is that important assignments are thus not completed, and decisions are made by the Administration without desirable faculty discussions and recommendations. Valid or not, these criticisms would be less frequent if the structure already in place were functioning properly. Committee assignments have been difficult to fill since some faculty feel the work is unimportant. We believe that improvement can be made in the functioning of the Senate and urge the Committee on Committees to be more diligent in studying the structure and effectiveness of University councils and committees. A major reorganization of the Senate now in our view would be premature. Perhaps after the administrative structure of the University gels, within the coming year, it may be appropriate and useful to examine in depth the function and organization of the Senate.

The following recommendations relate to circumstances brought about by the recent administrative reorganization of the University, and would serve as guidelines as long as the need exists:

1. The Faculty Senate President will meet with the University President's Cabinet as is the current practice.

2. The Vice President for Academic Affairs and Provost or the Associate Vice President for Academic Affairs will be an ex officio member of the Senate Executive Committee.

College of Pharmacy Oregon State University Corvallis, Oregon 97331-3507 (503) 754-3725

February 20, 1986

TO: ✓Robert McMahon, President
Faculty Senate

Faculty Senate Executive Committee

FROM: Faculty Status Committee
Paul Kopperman
Mark Wilson
Dick Bell
Terry Miller
Dale Simmons
Julie Brauner
Laurel Maughan
John Leonard
Hollis Wickman
John Block, Chair

SUBJECT: Revised OAR 580-22-030, Staff Fee Rates

In response to your request of January 23, the Faculty Status Committee has examined the revised draft of OAR 580-22-030, Staff Fee Rates. The Committee is pleased to note that the title of this regulation is now "Education Assistance Plan".

Specifically you asked for input on the clause defining employees. As written the revised regulation seems to be broadly based including just about anyone connected with the University who has a 0.5 or greater appointment excluding temporary classified employees and student assistants. The Faculty Status Committee recommends that this clause be interpreted as broadly as possible because it is in the University's best interest to encourage the educational development of its employees.

c: S. Malueg, President-Elect
T. Doler, Executive Secretary

Oregon State University--Comparison of 1985-86 with 1984-85 Average Annual Salaries[1]
for INSTRUCTOR

College	1984-85		1985-86		Change		
	FTE	Average Annual Salary	FTE	Average Annual Salary	FTE	Annual Salary Amount	Annual Salary Percent
	no.	dollars	no.	dollars	no.	dollars	%
Agriculture, Ext. Service	29.35	$17.955	23.04	$20,305	- 6.31	+$2,350	+13.1%
Agriculture, Exp. Station	18.54	21,180	17.34	22,821	- 1.20	+ 1,641	+ 7.7%
Agriculture, Res. Instr.	2.70	19,726	2.20	21,287	- 0.50	+ 1,561	+ 7.9%
Forest Research Lab.	0.82	20,566	1.77	21,672	+ 0.95	+ 1,106	+ 5.4%
Forestry	4.11	19,427	3.78	20,553	- 0.33	+ 1,126	+ 5.8%
Liberal Arts	33.76	15,159	31.54	16,876	- 2.22	+ 1,717	+11.3%
Science	13.86	19,149	14.54	21,167	+ 0.68	+ 2,018	+10.5%
Oceanography	0.00	---	0.61	32,134	+ 0.61	---	---
Business	16.91	17,640	16.73	18,493	- 0.18	+ 853	+ 4.8%
Education	6.54	17,542	7.93	17,795	+ 1.39	+ 253	+ 1.4%
Engineering	7.02	20,812	9.46	21,446	+ 2.44	+ 634	+ 3.0%
Home Economics	4.43	18,696	5.23	21,678	+ 0.80	+ 2,982	+16.0%
Pharmacy	0.10	20,000	0.19	20,062	+ 0.09	+ 62	0.3%
Health & Phys. Education	4.96	18,265	5.40	19,244	+ 0.44	+ 979	+ 5.4%
Veterinary Medicine	2.53	22,587	1.54	22,772	- 0.99	+ 185	+ 1.0%
University	287.47	$18,005	292.17	$19,909	+ 4.70	+$1,904	+10.6%

[1] Source of data: Office of Budgets, Oregon State University. All salaries and FTE are expressed on a 9-month BASIS. (12-month salaries are converted to 9-month BASIS salaries by dividing by 1.22; and 12-month FTE are converted to 9-month FTE by multiplying by 1.22.) File date December 31.

OSU Faculty Economic Welfare Committee, 2/20/86.

Oregon State University--Comparison of 1985-86 with 1984-85 Average Annual Salaries[1]
for ASSISTANT PROFESSOR

College	1984-85		1985-86		Change		
	FTE	Average Annual Salary	FTE	Average Annual Salary	FTE	Annual Salary Amount	Annual Salary Percent
	no.	dollars	no.	dollars	no.	dollars	%
Agriculture, Ext. Service	96.34	$19,965	80.45	$21,788	-15.89	+$1,823	+ 9.1%
Agriculture, Exp. Station	20.63	24,017	24.40	25,772	+ 3.77	+ 1,755	+ 7.3%
Agriculture, Res. Instr.	6.27	23,159	7.41	25,253	+ 1.14	+ 2,094	+ 9.0%
Forest Research Lab.	9.34	23,931	7.72	26,231	- 1.62	+ 2,300	+ 9.6%
Forestry	2.67	24,083	2.87	27,069	+ 0.20	+ 2,986	+12.4%
Liberal Arts	50.02	19,871	51.54	21,789	+ 1.52	+ 1,918	+ 9.7%
Science	34.24	23,292	27.73	26,515	- 6.51	+ 3,223	+13.8%
Oceanography	9.10	25,531	9.29	28,482	+ 0.19	+ 2,951	+11.6%
Business	16.22	28,240	15.64	31,400	- 0.58	+ 3,160	+11.2%
Education	11.48	21,039	9.59	23,714	- 1.89	+ 2,675	+12.7%
Engineering	17.02	28,174	15.16	32,359	- 1.86	+ 4,185	+14.9%
Home Economics	8.20	22,353	8.28	23,824	+ 0.08	+ 1,471	+ 6.6%
Pharmacy	6.00	23,614	5.06	26,213	- 0.94	+ 2,599	+11.0%
Health & Phys. Education	10.30	22,504	9.77	24,948	- 0.53	+ 2,444	+10.9%
Veterinary Medicine	8.90	31,105	8.23	33,601	- 0.67	+ 2,496	+ 8.0%
University	422.93	$22,728	400.36	$25,009	-22.57	+$2,281	+10.0%

[1] Source of data: Office of Budgets, Oregon State University. All salaries and FTE are expressed on a 9-month BASIS. (12-month salaries are converted to 9-month BASIS salaries by dividing by 1.22; and 12-month FTE are converted to 9-month FTE by multiplying by 1.22.) File date December 31.

OSU Faculty Economic Welfare Committee, 2/20/86.

Oregon State University--Comparison of 1985-86 with 1984-85 Average Annual Salaries[1] for ASSOCIATE PROFESSOR

College	1984-85		1985-86		Change		
	FTE	Average Annual Salary	FTE	Average Annual Salary	FTE	Annual Salary Amount	Annual Salary Percent
	no.	dollars	no.	dollars	no.	dollars	%
Agriculture, Ext. Service	78.89	$25,856	83.42	$27,568	+ 4.53	+$1,712	+ 6.6%
Agriculture, Exp. Station	47.67	28,630	42.90	31,027	- 4.77	+ 2,397	+ 8.4%
Agriculture, Res. Instr.	22.44	27,608	22.69	30,158	+ 0.25	+ 2,550	+ 9.2%
Forest Research Lab.	13.68	27,744	11.72	30,631	- 1.96	+ 2,887	+10.4%
Forestry	6.81	29,492	6.62	33,394	- 0.19	+ 3,902	+13.2%
Liberal Arts	58.33	25,828	56.42	27,918	- 1.91	+ 2,090	+ 8.1%
Science	48.92	26,845	44.29	29,272	- 4.63	+ 2,427	+ 9.0%
Oceanography	6.68	32,298	10.68	34,988	+ 4.00	+ 2,690	+ 8.3%
Business	15.82	31,911	15.99	35,891	+ 0.17	+ 3,980	+12.5%
Education	12.87	28,190	13.70	30,237	+ 0.83	+ 2,047	+ 7.3%
Engineering	27.05	32,592	25.88	36,655	- 1.17	+ 4,063	+12.5%
Home Economics	11.07	27,124	9.92	30,534	- 1.15	+ 3,410	+12.6%
Pharmacy	7.96	27,430	7.96	30,967	0.00	+ 3,537	+12.9%
Health & Phys. Education	15.01	27,624	17.35	29,790	+ 2.34	+ 2,166	+ 7.8%
Veterinary Medicine	8.02	36,548	10.58	39,954	+ 2.56	+ 3,406	+ 9.3%
University	496.86	$27,846	500.84	$30,524	+ 3.98	+$2,678	+ 9.6%

[1] Source of data: Office of Budgets, Oregon State University. All salaries and FTE are expressed on a 9-month BASIS. (12-month salaries are converted to 9-month BASIS salaries by dividing by 1.22; and 12-month FTE are converted to 9-month FTE by multiplying by 1.22.) File date December 31.

OSU Faculty Economic Welfare Committee, 2/20/86.

Oregon State University--Comparison of 1985-86 with 1984-85 Average Annual Salaries[1]
for PROFESSOR

College	1984-85		1985-86		Change		
	FTE	Average Annual Salary	FTE	Average Annual Salary	FTE	Annual Salary Amount	Annual Salary Percent
	no.	dollars	no.	dollars	no.	dollars	%
Agriculture, Ext. Service	71.60	$33,031	66.78	$35,872	- 4.82	+$2,841	+ 8.6%
Agriculture, Exp. Station	74.96	35,932	81.06	38,703	+ 6.10	+ 2,771	+ 7.7%
Agriculture, Res. Instr.	24.86	37,364	24.16	40,418	- 0.70	+ 3,054	+ 8.2%
Forest Research Lab.	9.72	37,634	8.19	40,940	- 1.53	+ 3,306	+ 8.8%
Forestry	9.31	40,537	9.65	44,208	+ 0.34	+ 3,671	+ 9.1%
Liberal Arts	60.57	32,450	64.67	35,161	+ 4.10	+ 2,711	+ 8.4%
Science	89.74	36,434	94.94	39,817	+ 5.20	+ 3,383	+ 9.3%
Oceanography	13.38	39,887	13.46	43,624	+ 0.08	+ 3,737	+ 9.4%
Business	14.33	40,225	13.87	45,355	- 0.46	+ 5,130	+12.8%
Education	12.44	34,212	12.59	37,052	+ 0.15	+ 2,840	+ 8.3%
Engineering	28.75	40,847	31.30	46,421	+ 2.55	+ 5,574	+13.6%
Home Economics	7.72	36,953	6.91	39,342	- 0.81	+ 2,389	+ 6.5%
Pharmacy	7.39	38,694	7.04	42,958	- 0.35	+ 4,264	+11.0%
Health & Phys. Education	7.94	36,675	7.38	40,740	- 0.56	+ 4,065	+11.1%
Veterinary Medicine	3.20	49,269	3.06	53,719	- 0.14	+ 4,450	+ 9.0%
University	549.77	$36,911	559.13	$40,432	+ 9.36	+$3,521	+ 9.5%

[1] Source of data: Office of Budgets, Oregon State University. All salaries and FTE are expressed on a 9-month BASIS. (12-month salaries are converted to 9-month BASIS salaries by dividing by 1.22; and 12-month FTE are converted to 9-month FTE by multiplying by 1.22.) File date December 31.

OSU Faculty Economic Welfare Committee, 2/20/86.

Comparison of 1985-86 Average Annual Academic Salaries at Oregon State University with Salaries One Year Earlier, 1984-85 (file dates as of December 31.)

Academic Rank	1984-85 FTE	1984-85 Average Salary	1985-86 FTE	1985-86 Average Salary	Difference FTE	Difference Salary
	no.	$	no.	$	no.	%
Professor						
9-month.....	174.62	34,533	182.62	38,000	+ 8.00	+ 10.0%
12-month.....	307.50	46,381	308.62	50,766	+ 1.12	+ 9.5%
9-month Basis...	549.77	36,911	559.13	40,432	+ 9.36	+ 9.5%
Associate Professor						
9-month.....	192.58	27,729	193.72	30,644	+ 1.14	+ 10.5%
12-month.....	249.41	34,063	251.74	37,146	+ 2.33	+ 9.1%
9-month Basis...	496.86	27,846	500.84	30,524	+ 3.98	+ 9.6%
Assistant Professor						
9-month.....	157.82	22,858	151.91	25,274	- 5.91	+ 10.6%
12-month.....	217.31	27,634	203.65	30,313	- 13.66	+ 9.7%
9-month Basis...	422.93	22,728	400.36	25,009	- 22.57	+ 10.0%
Instructor						
9-month.....	116.13	16,624	116.47	18,218	+ 0.34	+ 9.6%
12-month.....	140.45	23,109	144.02	25,657	+ 3.57	+ 11.0%
9-month Basis...	287.47	18,005	292.17	19,909	+ 4.70	+ 10.6%
All 4 Above Ranks						
9-month.....	641.15	26,372	644.72	29,218	+ 3.57	+ 10.8%
12-month.....	914.67	34,995	908.13	38,420	- 6.54	+ 9.8%
9-month Basis...	1757.03	27,840	1752.50	30,656	- 4.53	+ 10.1%
Research Associate						
9-month.....	---	---	---	---	---	---
12-month.....	85.44	20,279	97.23	21,178	+ 1.79	+ 4.4%
9-month Basis...	104.23	16,622	118.62	17,359	+ 14.39	+ 4.4%
Research Assistant						
9-month.....	2.99	15,295	1.50	17,581	- 1.49	+ 14.9%
12-month.....	326.60	18,999	320.37	20,868	- 6.23	+ 9.8%
9-month Basis...	401.44	15,571	392.35	17,101	- 9.09	+ 9.8%
Graduate Research Assistant						
9-month.....	27.28	15,954	31.38	16,892	+ 4.10	+ 5.9%
12-month.....	168.72	13,065	169.61	14,264	+ 0.89	+ 9.2%
9-month Basis...	233.11	11,325	238.30	12,376	+ 5.19	+ 9.3%
Graduate Teaching Assistant						
9-month.....	130.54	14,748	123.82	15,649	- 6.72	+ 6.1%
12-month.....	4.92	15,067	4.25	15,571	- 0.67	+ 3.3%
9-month Basis...	136.54	14,642	129.00	15,533	- 7.54	+ 6.1%
Entire Academic Staff						
9-month.....	801.96	24,484	801.42	26,617	- 0.54	+ 8.7% 1/
12-month.....	1500.35	28,144	1499.49	30,755	- 0.86	+ 9.3% 1/
9-month Basis...	2632.35	23,378	2630.79	25,638	- 1.56	+ 9.67% 1/

1/ This represents the percentage change in the average salary of this academic group this year compared to last year. It does not represent a weighted average of all the different percentage changes in the several academic groups, - this year compared to last year.

Note: All academic staff included.

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

OSU Faculty Economic Welfare Committee, 2/21/86.

Oregon State University
Average Annual Academic Salaries for Various Schools and Colleges
(9-month equivalents as of December 31, 1985)*

Full Professor			Associate Professor			Assistant Professor		
FTE	School or College	Annual Salary	FTE	School or College	Annual Salary	FTE	School or College	Annual Salary
3.06	Veterinary Medicine	$53,719	10.58	Veterinary Medicine	$39,954	8.23	Veterinary Medicine	$33,601
31.30	Engineering	46,421	25.88	Engineering	36,655	15.16	Engineering	32,359
13.87	Business	45,355	15.99	Business	35,891	15.64	Business	31,400
9.65	Forestry	44,208	10.68	Oceanography	34,988	9.29	Oceanography	28,482
13.46	Oceanography	43,624	6.62	Forestry	33,394	2.87	Forestry	27,069
7.04	Pharmacy	42,958	42.90	Agric. Exp. Station	31,027	27.73	Science	26,515
8.19	Forest Research Lab.	40,940	7.96	Pharmacy	30,967	7.72	Forest Research Lab.	26,231
7.38	Health & Phys. Educ.	40,740	11.72	Forest Research Lab.	30,631	5.06	Pharmacy	26,213
24.16	Agric. Res. Instr.	40,418	9.92	Home Economics	30,534	24.40	Agric., Exp. Station	25,772
94.94	Science	39,817	13.70	Education	30,237	7.41	Agric., Res. Instr.	25,253
6.91	Home Economics	39,342	22.69	Agric., Res. Instr.	30,158	9.77	Health & Phys. Educ.	24,948
81.06	Agric., Exp. Station	38,703	17.35	Health & Phys. Educ.	29,790	8.28	Home Economics	23,824
12.59	Education	37,052	44.29	Science	29,272	9.59	Education	23,714
66.78	Agric., Ext. Service	35,872	56.42	Liberal Arts	27,918	51.54	Liberal Arts	21,789
64.67	Liberal Arts	35,161	83.42	Agric., Ext. Service	27,568	80.45	Agric., Ext. Service	21,788
All	University	$40,432	All	University	$30,524	All	University	$25,009

* 12-month salaries were converted to a 9-month equivalent through use of conversion factor of 1.22. This tabulation represents all academic staff including President, Deans, Directors, Department Heads, Department Chairmen, etc. None of the administrative staff has been excluded.

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

OSU Faculty Economic Welfare Committee, 2/20/86.

REVISION

REVISED PROPOSAL FOR SEARCH AND SELECTION PROCESS FOR CHIEF INSTITUTIONAL EXECUTIVES
(Excerpt from OSBHE Agenda)

eeting #534

February 21, 1986

Search and Selection Process for Institution Executives

Staff Report to the Committee

Although the State Board of Higher Education has obviously participated in numerous procedures for selecting institution presidents, the Board has not adopted a written policy statement regarding such procedures.

There is no single best approach to the search for and selection of a new chief executive for an academic enterprise. Traditions in the state, institution needs, resources, and leadership requirements must all be considered in the design for the particular search. On the other hand, the process itself can have such a significant effect on the outcome that it must be planned with care. In order that the Board not have to begin anew each time there is a vacancy, it is recommended that the following policy be adopted. (Note--the underlined material is the proposed policy. Material not underlined is explanatory and will remain as part of the record for further reference, but will not be included in the text of the policy when that statement is published.)

The Search Committee

Underlying the composition and procedures of the committee is the increasingly well-documented facts that the most desirable candidates can be brought forward only under a guarantee of confidentiality, and that search committee members can give more judicious consideration of candidates when their comments are kept in confidence.

Over the years, presidential search committees have tended to become larger and larger to the point that they have become unwieldy and inefficient, the size sometimes hindering rather than facilitating the process. The Board eschews both plebiscitary and proportional representation approaches to committee composition.

Also underlying the composition and procedures is the Board's Internal Management Directive 1.020(1) which provides that: "The Chancellor shall make recommendations to the Board, in which rests the sole power of decision, concerning the selection, appointment...of Presidents...."

Composition

A single search committee will be appointed composed of four Board members, two faculty members, one student, one administrative staff member of the institution, and one member selected from the community at-large. The President of the Board will appoint members of the Board who are to serve on the committee. The Chancellor will appoint all other members of the committee.

The Faculty Senate of the institution will be asked to nominate four persons to the Chancellor, who will choose two to serve. The other two will be designated as alternates, to be called on only if those designated members should have to withdraw. Similarly, the President of the student body will be invited to submit two nominees, with one being chosen to serve and the second designated as the alternate. Administrators will be asked to nominate two of their number, one to be named to serve and one as an alternate. In making choices, the President of the Board and the Chancellor should be mindful of the desirability of having women and minority representation on the committee.

All appointees are plenary rather than constituent members of the committee.

The President of the Board shall serve ex-officio without vote. Unless a public meeting is announced, however, no more than five Board members can be present at one time. The President should retain the degree of detachment that will enable the exercise of impartial leadership through the ultimate decisional process while providing the committee with useful insights from the perspective of that office.

The Chancellor shall serve as a consultant to the committee and may attend any or all of its meetings.

The committee members shall elect (The Chancellor shall appoint) a person to chair the committee.

The Charge

The Chancellor shall give the committee a written charge spelling out its responsibilities and authority. Among other matters, the charge should contain the date on which the committee's recommendations are to be submitted to the Chancellor, the specific number of candidates to be recommended, and whether they are to be listed in any order of preference.

Search Coordinator

The Vice Chancellor for Academic Affairs shall serve as the Search Coordinator. Duties include: (1) handling all of the logistics involved with the meetings of the search committee, including making appropriate arrangements with candidates; (2) preparing form letters and handling all correspondence, usually over the signature of the chair; (3) maintaining the records and files and keeping the minutes of committee deliberations. Although not a member of the committee, the coordinator is expected to attend all of its meetings, including executive sessions. The coordinator will serve as liaison between the committee and the institution.

Schedule and Calendar

The committee shall agree on the schedule and length of regular meetings. If subcommittees are formed, their meeting times should be regularized to the extent practical.

The Statement of Qualifications

A statement of the prime qualifications to be sought in a new president shall be prepared. In preparing the statement of qualifications, the committee shall invite comments from concerned groups and individuals (faculty, students, administrators, alumni, members of the community at large, etc.). The statement of qualifications should contain as an appendix the institution's mission statement, excerpts from Administrative Rules and Internal Management Directives concerning authority and responsibilities of presidents and other relevant matters. The statement shall be presented to the Board for approval.

Soliciting Nominations and Applications

The vacancy announcement shall be advertised in four successive weekly issues of the Chronicle of Higher Education and in other suitable places. Nominations shall be sought aggressively from institutional faculty and students, other State System presidents and personnel, regional and national educational leaders, regional and national educational organizations, and other appropriate persons.

Vacancy announcements shall include the date on which the review of vitas will begin. This date will be the informal deadline for the receipt of nominations. The committee will, without public announcement, establish an absolute deadline to coincide with the time when the nominees have been reduced to the "semifinal" list.

Screening

The task of the search committee is to recommend to the Chancellor three to five persons, any one of whom would be satisfactory to the committee.

In carrying out its responsibilities, the committee will normally examine the qualifications of many scores of nominees. The committee should visit directly with the ten to fifteen of most qualified nominees either by telephone or by use of subcommittees. The five to ten semifinalists thus determinated may, at the discretion of the committee, be brought to the campus for extensive evaluation by the committee and campus interest groups. If semifinalists are brought to the campus, an individual candidate may decline these public interviews without prejudice.

The committee, as it works on the shortened list and then on the semifinalists and finalists, should avoid formal votes in favor of seeking consensus on the candidates. This approach helps to eliminate the perception that a committee member may be functioning as a "representative" of any particular interest. It cannot be stressed enough that every member of the committee should act as an individual whose sole interest in this context is seeking to find the best possible chief executive.

Recommendations

Following campus visits, the committee shall recommend three to five finalists to the Chancellor. The Chancellor shall recommend several finalists to be interviewed by the Board. Following the interviews, the Chancellor shall recommend to the Board the person who, from the perspective of that officer, is best qualified to be appointed.

Communications

In order that the confidentiality of the names of individual candidates be maintained, only the chair of the committee or designee will speak on behalf of the committee to the press or others concerning the progress of the search.

Board Selection

Following the Board's interviews with the finalists and receipt of the Chancellor's recommendation, the Board shall meet in executive session to rank the nominees in priority order and to direct the Chancellor to negotiate with the first priority nominee. If it becomes necessary to go beyond the first priority nominee, the Chancellor shall seek further advice from the Board.

When the Chancellor has been able to negotiate an acceptable appointment, that fact should be reported to the Board in a public special or regular meeting for decision by the Board.

Staff Recommendation to the Committee

It is recommended that the Board adopt the policy statement as recited above concerning the search and selection process for institution presidents.

COMMITTEE RECOMMENDATION:

BOARD ACTION:

Vice President for
Academic Affairs
and Provost

Oregon State University

Corvallis, Oregon 97331-2128 (503) 754-2111

February 10, 1986

MEMORANDUM

TO: Robert McMahon, President, Faculty Senate

FROM: Bill Wilkins
Acting Vice President for Academic Affairs and Provost

RE: TIAA-CREF Retirement Option

Attached is a copy of a February 3, 1986 memorandum from Ron Anderson asking for our views of whether or not to continue the TIAA-CREF optional retirement plan.

The advice of the appropriate Faculty Senate groups would be appreciated. Although Mr. Anderson does not set a deadline, I think we should respond by mid-March.

BHW/nrh

Attachment

Oregon
STATE SYSTEM OF HIGHER EDUCATION
OFFICE OF ADMINISTRATION
P.O. BOX 3175
EUGENE, OREGON 97403

February 3, 1986

MEMORANDUM

TO: Deans & Vice Presidents of Administration

FROM: Ron Anderson
RA

Faculty have the option to participate in the TIAA-CREF retirement program on annual earnings in excess of $4,800. (Participation in PERS is required on the first $4,800 of annual earnings.) Currently only 145 faculty are participating in the optional retirement plan and the question to you is whether or not the optional plan should be continued. One alternative would be to drop the TIAA-CREF option; a second alternative would be to consider other companies in lieu of TIAA-CREF. And of course a third alternative is not to change the TIAA-CREF option.

The Benefits Officers reviewed the TIAA-CREF optional plan and a list of advantages and disadvantages is attached. Please let us know your institution's position on continuing or changing the TIAA-CREF optional retirement plan.

RLA:rkp

cc: W. T. Lemman
Ross Hall
Joe Sicotte
Personnel Officers

TIAA-CREF OPTIONAL RETIREMENT PLAN

Advantages of the TIAA-CREF option:

1. TIAA-CREF is portable because the TIAA-CREF program is offered in hundreds of institutions nation-wide.

2. Many faculty, particularly new faculty members, have strong identification with and loyalty to the TIAA-CREF program.

3. In effect after five years of participation a death benefit is paid whether or not the individual is currently employed.

4. This defined contribution method of determining retirement benefits is less expensive for the employer.

Disadvantages of the TIAA-CREF optional retirement plan were mentioned:

1. No legislatively mandated benefit improvements are possible.

2. No sick leave benefit is counted.

3. No age 58 retirement is possible (TIAA-CREF benefits are actuarial computations.)

4. No disability benefit is provided.

5. The state taxes TIAA-CREF benefits.

6. The TIAA-CREF option is too complex to explain and understand.

7. The option may be discriminatory since it is only available to faculty.

8. The state matching contribution is made after employe contributions (or attributions) are made in five calendar years, but no interest on the match is credited to the employe's account.

9. The system-wide level of participation in TIAA-CREF is low.

OREGON STATE UNIVERSITY Corvallis, Oregon 97331
Faculty Senate Office (754-4344) Social Science 107
3/25/86

REPORTS TO THE FACULTY SENATE
April 3, 1986

Agenda for the Senate Meeting: Thursday, April 3, 3:00 p.m., Stewart Ctr.

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

A. Reports from the Faculty

1. Curriculum Council (pp. 4-36) - Jonathan King

Attached is the Council's Report on five International Program Proposals. The data are excerpted from a lengthy report prepared by the International Education Office. The program proposals have been reviewed and approved by the International Education Committee as well. Representatives of the International Education Comm., the International Education Office, and others involved in the proposals will be present at the Senate meeting to discuss these items.

2. Ad Hoc Committee to Review Senate Structure - Dick Scanlan (pp. 37-39)

Attached is a recommendation from the Ad Hoc Committee. This report is in response to Senate action last month which returned to the committee for clarification its recommendation regarding membership of a Vice President or Assistant Vice President on the Senate Executive Committee. In addition, the Committee has added recommendation #3. (See original report, also attached)

3. Search Committee Updates

The several active Search Committees will be asked if they wish to report on the status of their searches:

a. Vice President for Academic Affairs & Provost
b. Vice President for Finance & Administration
c. Vice President for University Relations
d. Dean of Science
e. Acting Assistant Vice President for Academic Affairs/Spec. Programs
f. Acting Associate Vice President for Academic Affairs
g. Assistant Vice President for Academic Affairs for International Programs.

4. Retirement Committee (pp. 40-44) - Lois P. Petersen

Attached is a report from the Retirement Committee in response to a request from the Chancellor's Office and Vice President Wilkins for advice on retention of the TIAA-CREF Retirement Option.

5. Faculty Economic Welfare Committee (pp. 45-55) - Fred Hisaw

The FEWC has several items to report. The first relates to the request from OSSHE for advice as to the retention of the TIAA-CREF Retirement option (attached).

The second item relates to Faculty Salary Adjustments for 1986-87. Attached is the report of the FEWC and several supporting documents Also attached for the Senate's information is a 1985 Memo from the former FEWC Chairman, Robert Michael, indicating "Merit Definition for 1985-86 Academic Year."

At the March Senate meeting, a request was made for the Committee to show the salary charts with the Library and Museums listed. Those revised charts are attached.

* * * * * *

B. Reports from the Executive Committee

1. D. Curtis Mumford Faculty Service Award

The Executive Committee will present to the Senate its recommendation for a recipient of the award for 1986. A "Confidential" document containing the recommendation will be distributed to Senators as they register for the April 3 meeting (at the sign-in table). The Senate will meet in Executive Session to consider the report. In accordance with Senate 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 representatives (proxies), and Senate Office staff. Before going into Executive Session, the President must also announce the statutory authority for such action (Attorney General's Opinion #6996, I., D.).

2. OSBHE Meeting on March 21 (pp. 56-63)

President McMahon will report on activities of the OSBHE at its meeting on the OSU campus on March 21. There are several items to report: a) OSSHE Strategic Plan; b) the OSSHE Planning Process; c) the Selection Process for institutional Presidents; and other items of interest. (See Attachment; OSSHE Planning Process)

3. OSU's Mission Statement (pp. 64-67)

Attached is a copy of the OSU Mission Statement prepared by Vice Presidents Wilkins and Phillips, which was forwarded to the Chancellor for inclusion in the OSSHE Strategic Planning document. Even though one of our PLRPC committees is currently working on a Mission Statement for OSU, this is a separate item. Also attached is an excerpt from the OSBHE Agenda indicating the statement that was discussed by the Board at the March meeting.

4. Faculty Panels for Hearing Committees

The Executive Committee is in the process of preparing for selection of a new Faculty Panel. The Senate will receive a nomination ballo in the May Reports to the Faculty Senate, and voting will take plac at the June meeting.

5. Faculty Senate's Long Range Plan

The Faculty Senate has been identified as one of the 24 major Planning Units by the PLRPC. The Senate officers and staff are working on a plan that will be submitted to the Senate at a later date.

6. Finals Week Committee Appointed

In response to a Motion by Senator Martin that was approved by the Senate in November 1985, the Executive Committee has appointed an Ad Hoc Committee on Finals Week. Bob Schwartz, Executive Committee member, has agreed to serve as Chairman of this Committee.

7. Academic Honesty Task Force Report

The Executive Committee has referred to the Academic Regulations Committee the report of the Task Force on Academic Honesty. The report has recommended changes in wording of AR 15. Therefore, the ARC has been asked to approve the changes and present their recommendation to the Senate. The EC has also asked the Task Force for clarifications of several of its recommendations.

8. Assistant Vice Chancellor Position Open (pp. 68, 69)

The Executive Committee has asked that the attached position announcement be shared with Senators, and that, in turn, they share the information with members of their Faculty.

9. Action of the Faculty Senate; President Byrne's Response (p. 70)

Attached is a Memo from President Byrne indicating his approval of recommendations of the Senate's Promotion and Tenure Committee.

* * * * * *

C. Reports from the Executive Office

1. President Byrne
2. Vice President Phillips
3. Vice President Trow

* * * * * *

D. New Business

4.

Academic Affairs—
Curriculum

Oregon State University

Corvallis, Oregon 97331

(503) 754-2111

March 17, 1986

TO: Executive Committee, Faculty Senate
Robert McMahon, President

FROM: Jonathan King, Chairman
Curriculum Council

SUBJECT: International Exchange Programs

The Curriculum Council has considered and approved, at their February 4 meeting, four new OSSHE international exchange program proposals and one new OSU international exchange program proposal. They are:

OSSHE proposals

1. China - Teacher Education Program - Beijing and Xiamen
2. France - the universities in Lyon
3. Hungary - University of Szeged
4. Korea - Yonsei University and Ewha University

OSU proposal

1. New South Wales, Australia - Mitchell College

Copies of the information provided to the Council by International Education is attached for your convenience.

We now submit these proposals to the Faculty Senate for their approval so that the students may be enrolled for the term beginning September, 1986.

cjj

encls.

International Education Oregon State University Corvallis, Oregon 97331 USA (503) 754-3006

February 12, 1986

MEMO TO: Executive Committee, Faculty Senate

SUBJECT: International Program Proposals

FROM: Jack Van de Water

The review of five different proposals is sufficiently complex that I thought an "executive summary" might be helpful. The five proposals are:

1. Korea - Ewha & Yonsei
2. China - Beijing Teacher's College
3. France - The Universities of Lyon
4. Hungary - University of Szeged
5. Australia - Mitchell College

Each of these proposals has been reviewed and approved by the International Education committee of the Senate (see attached). Each has also been reviewed and approved by the Curriculum Council.

These proposals will also be reviewed by the OSSHE Academic Council when it meets on February 20th.

These proposals have been developed as follows:

1. Korea - an OSSHE Executive Board for Korea, appointed by V.C. Pierce.

2. China - a task force of the Oregon Association of Colleges of Teacher Education, with assistance from a grant through the Oregon International Council.

3. France - an OSSHE Executive Board for France, appointed by V.C. Pierce and in cooperation with the OSSHE Resident Director in Poitiers, France, Dr. Jane Wamsley.

4. Hungary - an OSSHE Executive Board for Hungary, appointed by V.C. Pierce. This program is an extension of the existing program at PSU.

5. Australia - This is an OSU program proposal to extend the existing OSU program at New South Wales Institute of Technology to include Mitchell

College in Bathurst, New South Wales.

None of these programs are conceived as large ones involving significant resources or numbers of students.
For example:

1. Korea - each institution in Seoul wants to receive 2-3 students from the OSSHE and to send 2-3 students to the OSSHE.

2. China - this program is for students in teacher education programs; it involves both public and private colleges in Oregon.

3. France - the proposal calls for sending up to six OSSHE students in academic areas not available in the existing program and for a like number of students to enroll in the OSSHE.

4. Hungary - this is a direct exchange on a 4 to 1 ratio; we expect to send 16 students and receive 4. A USIA grant will provide for the additional costs.

5. Australia - this program calls for the direct exchange of no more than 15 students; 3 OSU students are planned for the first year.

The addition of these programs to the current network of opportunities available to OSU students will provide greater flexibility for students, prevent existing programs from becoming too large, and create new international linkages of value in the future to both students and faculty.

cc: V.P. Wilkins

A PROPOSAL

FOR A PROGRAM OF EXCHANGE

BETWEEN

THE OREGON STATE SYSTEM OF HIGHER EDUCATION

AND

YONSEI UNIVERSITY AND EWHA WOMEN'S UNIVERSITY

SEOUL, KOREA

November, 1985

Introduction

The OSSHE administers foreign study and exchange programs in France, Germany, China, Denmark, and Japan. This proposal is to establish an OSSHE program in Seoul, Korea beginning in the Fall of 1986. The proposal has been developed and approved by the OSSHE Korea Executive Board. The Board includes representatives from the U of O, OSU, PSU, EOSC, WOSC, SOSC, and OIT. (see attachment I.)

Background

Korea is of increasing importance to the State of Oregon and the U.S. Each year, approximately 200 Korean students study at OSSHE institutions, yet no Oregon students study in Korea. Korea is currently the seventh largest trading partner of the US. and the second most important trading partner of Oregon, while the U.S. is Korea's number one trading partner. More students each year are recognizing the importance of the "Pacific challenge" and of meeting the challenge through studying Asian cultures, including business practices. The OSSHE already has established programs in Japan and China, and is hereby proposing to develop a program in Korea by pooling the interest and resources available on each campus.

Academic Program

The academic program for undergraduates will offer a one-year "junior year abroad" type of program taught in English and designed to give a broad introduction to Korea in its Asian and world setting. Accordingly, course offerings will range from Korean Literature, Ceramics, and Art History, to Korean International Relations, Asian Thought Forms, and Business Environment and Strategy. Korean language study will be required. A description of proposed courses is in Attachment II.

The course of study is designed to provide two semesters of academic instruction in a quality educational environment. In addition, a three-week or six-week business internship opportunity can provide field experience to enhance the academic program.

Those students qualified in the Korean language may also, with permission, elect to take courses in Korean from the regular academic curricula.

Location

The program will be located in the International Divisions of Yonsei University and Ewha Women's University. Yonsei University, which celebrates its 100th anniversary this year, serves over 25,000 students and is composed of 15 colleges with 64 departments and 7 graduate schools. The Division of International Education was established to provide study opportunities for non-Korean students in Asian Studies. It offers a Korean Studies program at both the undergraduate and graduate levels. Yonsei University is located within walking distance of Ewha Women's University, the largest women's university in the world with 17,657 students. Since 1971, Ewha has offered an International

Summer School in which 101 students participated last year. Recently, Ewha established a one-year Asian Studies Program for American students, emphasizing Art and Ceramics, as well as an independent study component.

Faculty and Staff

A number of qualified faculty members are available to teach courses offered by the International Divisions of both schools. A majority of the faculty at the International Divisions have received doctoral degrees at universities in the U.S., Japan, England, Germany, and France. Additional instructors are drawn from visiting foreign faculty.

Dr. Park Heung-Soo is Director of the Division of International Education at Yonsei University. Dr. Byong-suh Kim is Director of the International Education Institute at Ewha Women's University. Both have extensive experience with U.S. higher education and have been working cooperatively with several U.S. institutions.

Both Yonsei and Ewha provide support services to their foreign students similar to those available to foreign students in the OSSHE.

Calendar

The academic year-long program will be divided into two semesters. The first semester will run from September 1 to mid-December. At Yonsei, the second semester will run from March 1 to the end of June. At Ewha, the second semester will run from the beginning of February through mid-May. Two semesters of credit will be adjusted to equal three terms of credit at OSSHE institutions according to the ratio 1:1.5.

Semester Credits	Term Credits
15	22.5
14	21
13	19.5
12	18
11	16.5
10	15
9	13.5
8	12
7	10.5

A tentative calendar for Fall, 1986 is Attachment III.

Room and Board

A number of options are available to Oregon students. Yonsei University can arrange for students to live with a Korean family through the homestay program. Or, students may choose to live in boarding houses catering to Yonsei students. Or, students may live in western-style dormitories for men and women. At Ewha, students may stay at the Ewha Dormitory or Home Management House. Dormitories here offer both western-style and Korean-style accomodations.

10.

Oregon
STATE SYSTEM OF HIGHER EDUCATION
OFFICE OF ACADEMIC AFFAIRS
P.O. BOX 3175
EUGENE, OREGON 97403
(503) 686-5720

Attachment I

October 31, 1985

TO: Executive Board of the OSSHE Study Program in Korea

Sang-Soon Kim	(voting rep)	Accounting	EOSC
Dan Safford	(voting rep)	Communications	OIT
Marge Woodburn	(voting rep)	Home Economics	OSU
Karen Sandness	(voting rep)	Foreign Languages	OSU
Matt Amano		Business	OSU
Ed Easton		Business	OSU
Gil Latz	(voting rep)	Geography	PSU
Bernard Ross	(voting rep)	Social Work	PSU
Arthur Johnstone		I.T.C.	PSU
Charles White		History	PSU
Harold Otness	(voting rep)	Library	UO
Kwangjai Park	(voting rep)	Physics	UO
Steve Kohl	(voting rep)	East Asian Languages	UO
Richard Kraus		Political Science	UO
Ron Morgali	(voting rep)	Natural Sciences	WOSC

Ex-Officio: Jack Van de Water, Judy Van Dyck, Anne Bender, Dawn White, Bob Olds, Paul Primak, Tom Mills, Jim Patterson, Roger Stevenson, Dan Cannon, Vic Dahl

FROM: Lawrence C. Pierce, Vice Chancellor

RE: Annual Executive Board Appointments

Upon the recommendation of appropriate individuals and groups, I am asking each of you to serve as a member of the OSSHE Executive Board and to assist in development of the OSSHE Korea program. We are pleased to have the direct involvement of each campus in this program. We appreciate your personal involvement and are eager to assist you in carrying out your responsibilities.

As is customary for many of our interinstitutional boards and committees, the Chancellor's staff will provide staff work for the Board and serve as convening officer (chair). I have asked Jack Van de Water, Director of OSSHE Foreign Study Programs, to serve the Board in this capacity.

The fall meeting of the Korea Executive Board is scheduled for Friday, November 22, 1985, 3:00 p.m. in Room 524, Administration Building, Oregon State University, Corvallis, Oregon.

Attachment II

Course Proposals

Korean Language - Beginning, Intermediate, Advanced Levels
Yonsei - A specially designed course offered by the Korean Language Institute is mandatory for all students. Those students possessing some proficiency before arrival will be tracked at a level depending on their abilities.
Ewha - An intensive Korean language program of 10 classroom hours per week under the supervision of language tutors. Three levels of instruction are offered.

Yonsei -
Business Environment and Strategy
A study of management organization and business strategy in the international environment. Emphasis will fall on Korean business organizations undergoing social, cultural, and technological development. Institutional and governmental environments will also be studied. Selected case studies will provide opportunities for in-depth study. This course offers one extra credit hour for successful participation in the internship program.
Suggested Readings:
1. Moskowitz, K., ed. From Patron to Partner. Lexington, Mass.: Lexington Books, 1983.
2. Sakong, I. and L.P. Jones. Government, Business, and Entrepreneurship in Economic Development: The Korean Case. Cambridge: Harvard University Press, 1981.

Organizational Behavior
A study of individual, group, and organizational behavior. Topics include, personality, perception, motivation, leadership, communication, decision-making, small group and inter-group behavior, and organization development. Behavior unique to Korean organizations will be emphasized. Case studies will be used for illustrative purposes. This course offers one extra credit hour for successful participation in the internship program.
Suggested Readings:
1. Szilagyi, A.D. and M.J. Wallace. Organizational Behavior and Performance. Scott Foresman, 1983.
2. Gibson, J.S., J.M. Ivancevich and J.H. Donnelly, Organizations: Behavior, Structure, Processes. Business Publications, 1982.
3. Ouchi, W. Theory Z. Addison-Wesley, 1981.

Korean History I and II
The first semester will begin by examining such questions as the origins of the Korean people, the impact of Chinese colonization, and ancient relations with the Japanese islands. The Three Kingdoms' period and the Unified Silla will be discussed and field trips to Puyo and Kyongju will be arranged if feasible to illustrate and enhance classroom discussion. The semester will close with the end of the Koryo dynasty and the establishment of the Yi dynasty. Contemporary developments in China and Japan will be introduced where relevant.

The second semester will open with a discussion of the political, ideological, and social structure of the early Yi dynasty. The events leading up to the Japanese invasions of 1592 and 1597 and their impact on Korea will be discussed. Questions of interest for the later Yi dynasty include the identity and thrust of the Silhak school, incipient capitalism, factionalism, clan rule, and the "opening" of Korean by Japan in 1876. The last half of the semester will be devoted to examining the period from 1876 to 1953 and will look at possible reasons for the collapse of the Yi dynasty and Japanese annexation. The colonial period and its legacy will be discussed in addition to Korea's role in the Japanese war machine. The course will end with an examination of the Korean War.

Suggested Readings:

1. Lee, Ki-Baik, trans. by Edward W. Wagner with Edward Schultz. A New History of Korea. Cambridge: Harvard University Press, 1984.
2. Han, Woo-Keun. The History of Korea. Seoul: Eul-yoo, 1970.
3. Lee, Chong-Sik. The Politics of Korean Nationalism. Berkeley: University of California Press, 1965.

Korean Economy I and II

The course will begin with a brief introduction to the historical formation of the Korean economy since the founding of the Yi dynasty has well as an assessment and survey of the state of the economy from the Japanese colonial period up to the Korean War. The course will generally cover agricultural, industrial and service sectors of the economy, giving particular attention to agricultural reforms, industrial growth and expansion of foreign trade. Contemporary monetary and fiscal policies and their effects of the economy will also be covered. Economic growth and associated problems such as income distribution, inflation, external debt, pollution, social overhead capital, etc., will be dealt with in the coures. At least one field trip will be made to aid class discussion.

Suggested Readings:

1. Choi, Ho-Chin. The Economic History of Korea, from the Earliest Times to 1945. Seoul: Freedom Library, 1971.
2. Kuznets, Paul W. Economic Growth and Structure in the Republic of Korea. New Haven: Yale University Press, 1977.
3. Suh, Sang-Chul. Growth and Structural Changes in the Korean Economy, 1910-1940. Cambridge: Harvard University Press, 1978.
4. Korea Exchange Bank. The Korean Economy: Review and Prospects. Third Edition, Seoul: The Korea Exchange Bank, 1980.
5. McGinn, Noel F., et. al. Education and Development in Korea. Cambridge: Harvard University Press, 1980.
6. Park, Chong-Kee, ed. Macroeconomic and Industrial Development in Korea. Seoul: Korea Development Institute, 1980.

Korean International Relations I and II

The course will cover both traditional and contemporary Korean international relations. The emphasis, however, will be on the contemporary relationship emerging among four powers: the U.S.A., Japan, the P.R.C., and the U.S.S.R. It will also deal with

interaction between South and North Korea.
Suggested Readings:
1. Kim, Key-Hiuk. The Last Phase of the East Asian World Order; Korea, Japan, and the Chinese Empire, 1860-1882. Berkeley: University of California Press, 1980.
2. Curtis, Jerald and Sung-Joo Han, eds. The U.S.-South Korean Alliance. Lexington, Mass.: Lexington Books, 1983.

Asian Thought Forms I and II
Chinese intellectual history is to be reviewed within the context of Confucianism, Taoism, and Legalism. With this perspective in mind, the course will deal with the impact of Chinese thought on the modern world. Other major philosophical and religious systems of Asia will be presented. In particular, Korean Shamanism and Japanese Shintoism will be treated in some detail.
Suggested Readings:
1. Creel, H.G. Chinese Thought from Confucius to Mao Tse-Tung. Chicago: the University of Chicago Press, 1953.
2. Theodore de Bary, et. al., eds. Sources in Chinese Tradition. New York: Columbia University Press, 1958.

Topics in Korean Society I and II
Korean Society I will offer a general outline of Korean social structure with comparisons to European or American society where relevant. Specific topics such a Korean family structure, interpersonal relations, position and role of women, Korean life cycle and life chances, etc., will be discussed.

Korean Society II will address larger social developments such as industrialization, urbanization, labor-management problems, role of mass media, and social stratification in the country.
Suggested Readings:
1. Barringer, Herbert. Social Stratification and Industrialization in Korea. ILCORK Working Paper 11, Seoul, 1971.
2. Brandt, Vincent S.R. A Korean Village: Between Farm and Sea. Cambridge, Mass.: Harvard University Press, 1971.
3. Cole, David C., et. al. Korean Development: the Interplay of Politics and Economics. Cambridge, Mass.: harvard university Press, 1971.
4. Korean National Commission for UNESCO, ed. Main Currents of Korean Thought. Seoul: Si-Sa-Yong-O-Sa, 1983.

Survey of East Asian and Korean Art History I and II
The first semester will stress comparative developments in China, Japan, and Korea with special emphasis on Korea from prehistoric times to the Koryo period. The second semester will focus on Yi period developments and modern Korean art. Field trips to the various museums and galleries available in Seoul will be sued to aid class presentations.
Suggested Readings:
1. Kim-Che-Won and Lena Kim Lee. Arts of Korea. Tokyo: Kodansha International, 1974.
2. McCune, Evelyn. The Arts of Korea: An Illustrated History. Rutland, Vt.: Tuttle, 1962.

3. Kim, Che-Won and Won-Young Kim. Treasures of Korean Art: 2,000 Years of Ceramics, Sculpture, and Jeweled Arts. New York: Abrams, 1966.

Survey of Korean Literature
A survey of the imaginative literature of the Korean peninsula, from the earliest fragments to the works of living writers, through broad reading of the best English translations. Half the term will spent on the major classical genres to 1900; half on modern literature. The course has two purposes-- the intrinsic enjoyment of good writing, and the deepened understanding of the Korean people through the study of this portion of their cultural heritage.
Suggested Readings:
1. Lee, Peter, ed. Anthology of Korean Literature: From Early Times to the Nineteenth Century. Honolulu: The University Press of Hawaii, 1981.
2. Rutt, Richard, ed. Virtuous Women: Three Masterpieces of Traditional Korean Fiction. Seoul: Korean National Commission for UNESCO, 1974.
3.Lee, Peter, ed. Flowers of Fire: Twentieth-Century Korean Stories. Honolulu: The University Press of Hawaii, 1974.

Ewha-

Korean Culture - Religions in East Asia
A critical examination of various religious traditions in China, Japan, and Korea, including Shamanism, Confucianism, Taoism, Buddhism, Christianity and new religions. Religious situations in Korea will be extensively examined with special reference to her historical context.
Required Readings:
1. Clark, Allen D. Religions of Old Korea. Seoul: Christian Literature Society or Old Tappan, N.J.: Fleming Revell, 1961.
2. Christian Literature Society, ed. Korea Struggles for Christ. New York; Pantheon Books, 1966.
3. Gard, Richard A. ed. Buddhism. New York: George Braziller.
4. Kitagawa, Joseph. Religions of the East. London: Westminster Press, 1968.
5. Wright, A. Studies in Chinese Thought. Chicago: University of Chicago Press.

Introduction to Contemporary Korea - Korean History
The course, an overview of 2,000 years of Korean history, will introduce the student to the major political events and important cultural contributions of Korea. Social and artistic highlights and Korea's setting among its East Asian neighbors will also be covered.
Suggested Readings:
1. Han, Woo-keun. The History of Korea. Seoul: Eul-Yoo Publishing Co., 1970.
2. Sohn, Pow-Key. The History of Korea. Seoul: Korean National Commission for UNESCO, 1972.
3. Osgood, Cornelius. The Koreans and Their Culture. New York:

Ronald Press, 1951.
4. Hulbert, Homer B. The Passing of Korea. Seoul: Yonsei University Press, 1969.
5. Hatada, Takashi. A History of Korea. Santa Barbara: ABC-CLIO, 1969.
6. Conroy, Hilary. The Japanese Seizure of Korea, 1868-1910 --A Study of Realism and Idealism in International Relations. Philadelphia: University of Pennsylvania Press, 1960.
7. Lee, Chong Sik. The Politics of Korean Nationalism. Univ. of California.
8. Buck, Pearl. The Living Reed. New York: John Day, 1963.
9. Kim, Richard. The Martyred. New York: George Braziller, 1964.
10. Brandt, Vincent. A Korean Village: Between Farm and Sea. Harvard University Press, 1971.

Korean Ceramics (I and II)
This is a three hour per week course in which students will study modeling techniques and extensively study ceramics as an art form.

Korean Culture - Korean Art History
The course is a general survey of Korean art from the prehistoric to the Yi period designed to help foreigners and laypersons comprehend the general picture of ancient Korean art: its nature and characteristics, its relationship with the art of neighboring nations, and the evolution of styles and taste in Korean art.
Suggested Readings:
1. Kim, Chewon and Kim, Won-yong. Treasures of Korean Art: 2000 Years of Ceramics, Sculpture, and Jeweled Arts. New York: Harry Abrams, Inc., 1966.
2. Kim, Chewon and Lena Kim Lee. Arts of Korea. Tokyo: Kodansha International, 1974.
3. McCune, Evelyn. The Arts of Korea, An Illustrated History. Tokyo: Rutland, VT., 1962.
4. Kim, Won-Yong. History of Korean Art (Korean text.) Seoul, 1968, Japanese edition (revised). Tokyo, 1976.
5. Gompertz, G. Korean Celadon and Other Wares of the Koryo Period. London, 1964.
6. Gompertz, G. Korean Pottery and Porcelain of the Yi Period. New York, 1968.
7. Lee, Sherman E. A History of Far Eastern Art. New York, 1964.
8. Hanguk Misul Chonjip (The Arts of Korea), 6 vols. (in English). Seoul: Tongwha Press, 1979.

Introduction to Contemporary Korea - Korean Economy
This course will deal primarily with economic development problems that are of particular importance to Korea. The primary emphasis will be on policy issues associated with maintaining rapid rates of economic growth and problems of income distribution since government participation and controls are very important in the economic development of Korea. To serve groups of different backgrounds, the course shall avoid purely mathematical exercises and whenever possible deal, instead, with the real problems which confront the developing economy of Korea.

Independent Study

In addition to the courses listed above, an independent study course is offered which is designed to take advantage of the location in Korea so that students can use materials not available in their own countries. The independent study can be on any subject, from a study of a particular craft of performing art to a research project on contemporary Korean drama. Projects can be developed with the help of a home campus professor before departure, with local arrangements being worked out by faculty members in the international division.

Attachment IV

Budget Projection for OSSHE Korea Program, 1986-87

The following expenditures relate to administering the OSSHE foreign study program in Seoul, Korea:

Administrative

a. Services and supplies (brochures, applications, postage, telephone. etc.)

= $1,000

b. Staff - .125 FTE for program coordination and administration

= $3,166

c. Liaison person in Korea to assist with course equivalents, coordination with local businesses, communication with OSSHE

= $2,000

TOTAL = $6,166

This projection is based upon a two semester program enrolling approximately 5 students per academic year. ($6,166 ÷ 5 participants = $1,233 per participant)

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Program Proposal

OBJECTIVES — To provide Oregon students preparing to be K-12 teachers an opportunity to study fall term in China. Accompanied by a faculty member from an Oregon School or Department of Education, the students will be able to take up to 20 quarter credit hours leading to their degrees while at the same time studying first-hand Chinese culture and history. The program will help education majors internationalize their future classrooms.

PROGRAM — Students will live and study at the Beijing Teachers College in the People's Republic of China from the end of August to early December. Instructors there will introduce the students to the Chinese educational system and arrange for classroom instruction described below. Students will visit historic sites near Beijing. Excursions will include visits to factories, villages, child care centers, hospitals etc.

A two-week December travel/study program will conclude at Xiamen University in Fujian province. This program will help students understand the diversity of China in terms of climate, language, topography and culture and will introduce them to Oregon's sister province. This period will also provide time for students to assess their experience in preparation for the return home.

INSTRUCTION: — A faculty member from an Oregon College, School or Department of Education will be in residence with the students and will provide instruction and academic supervision. The institution from which the faculty member is appointed will be responsible for the normal salary and benefits.

The Oregon faculty member will work with the Chinese faculty at Beijing Teachers College to coordinate school visits and to direct a comparative analysis of the Chinese education system. Chinese faculty will be responsible for the Chinese History and Chinese language class.

Four courses will be offered for 5 credit hours each:

Chinese History, Culture and Society
An introduction to traditional China from the city-state of Shang to the transformation from Imperial to modern China. The history will be enhanced by visits to museums, and archaeological sites such as the Qin tombs. The course will also look at the fall of the Manchu Dynasty, the founding and disintegration of the Republic, and the establishment of the People's Republic of China. Traditional and contemporary China will focus on continuity and change, on values and social structure both Confucian and communist.

Cultural and Social Foundations of Education
Taught jointly by American and Chinese faculty, this class will be a comparative look at American and Chinese public school structure and curriculum, social and legal roles of schools, principles of instruction and accountability. Students will observe k-12 classes. Minority and ethnic awareness will also be a part of the course. Multi-cultural education issues in the USA will be compared with the issues in China. Guest lectures will be arranged with the Institute of Nationality Studies to introduce Oregon students to Chinese minorities and government policies regarding these minority groups.

Special Methods: Curriculum Development
Under supervision of the Oregon faculty member, students will look at curriculum development for his/her discipline. Students will select and organize resource materials for use in teaching about China. This course can be individualized to fulfill social studies, literature, speech or other requirements. It can also be used for elective credits.

Chinese Language
Chinese language will be taught at beginning, intermediate and advanced levels by the Chinese faculty.

PROGRAM COORDINATION

An advisory board will oversee the program and set policy concerning curriculum , select the faculty director, and evaluate the program. The advisory board will be made up of one representative from each participating institution. The members will be appointed for a two year term.

All students will register on their home campus and receive academic credit, financial aid, etc., according to their campus policies.

Housing-Students will live in student housing in Beijing and in Xiamen.

Costs per student

Tuition - as charged on the home campus
Fees - as charged on the home campus
China tuition - to be arranged
Room and Board - to be arranged
Airfare - $900
Travel to Xiamen, field trips - TBA
Books and Supplies - $50
Program fee - $200

Staff in the OSSHE Foreign Study program office will provide the coordination and support for program development, develop publicity and application materials, receive applications and coordinate the screening and selection process, act as liaison between the overseas program and Oregon, and design and organize an orientation.

Advisors at each institution will play a key role in helping interested students plan their programs to include the study in China courses.

TIME LINE

Winter quarter 1986 - Final adoption of proposal. Distribute informational brochures and applications to all institutions; visit classrooms to explain program and stimulate student interest; application/screening; select of Resident Director; confirm dates and arrangements with Beijing and Xiamen; plan travel itinerary.

Spring quarter 1986 - complete screening and selection process; design and organize orientation; finalize travel, accommodations and instructional plan.

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Lyon Proposal

Objective To provide Oregon State System of Higher Education (OSSHE) students of French with a broader range of academic and cultural opportunities by expanding the existing year long reciprocal academic exchange program in Poitiers, France, to include the universities of Lyon, France. Lyon offers academic curricula in areas unavailable in Poitiers (including business and agriculture). The Lyon addition would administratively function as a satellite of the existing Poitiers program, with the Resident Director (an OSSHE faculty person) acting as chief on-site administrator, aided by Graduate Teaching Fellows from within the OSSHE.

Program Students can enroll for an academic year in any of the academic divisions of the various institutions of Lyon, participating in the exchange programs.

Lyon I: National Institute of Health and Medical Research
Lyon II: International Center of French Studies of Lyon
Lyon III: Institute of Business Administration
INSA (National Institute of Applied Sciences of Lyon)
Catholic Faculties:
- Institute of French Language and Culture
- Institute of Industrial Chemistry & Physics
- Superior Institute of Agriculture of Rhone-Alps
- Superior School of Technical Biochemistry: Biology
- School of Laboratories of Medical Analysis

Participants from Oregon must meet the same academic criteria as required for the existing Poitiers:
- --junior standing
- --2.75 cumulative g.p.a.
- --minimum of 2 years of college level French language
- --3.00 g.p.a. in French language classes

The students will participate in a mandatory orientation program (Stage) in France prior to the beginning of the academic year in Fall. This orientation is to assist the students in developing their language skills and to assist in their adjustment to their new French environment. This orientation program is already in existence as part of the Poitiers program. The instructors for

the orientation are faculty of the Institute for Foreigners of the participating French universities. At the end of the orientation students will be given a language exam; based on the results of this exam, students will be placed in an institute for foreigners at the appropriate linguistic level, or will be permitted to enroll directly into university courses. Qualified students will be encouraged to enroll directly in the universities.

During the period of time between the end of the orientation and the beginning of the academic year, students will have an opportunity to assist in the grape harvest (Vendange). Other excursion opportunities will be available during the academic year.

Credits and Equivalencies

Students will receive an academic transcript for work done in Lyon in the same manner used in the Poitiers segment of the program. The Resident Director will work with the faculties of French within the OSSHE to determine credits and equivalencies. This method may be replaced soon by a system of standardized course numbers to be assigned throughout the OSSHE specifically for the assignation of credit for academic work accomplished in France.

Instruction

Those students whose French language skills, as determined by examination at the end of the orientation, place them within the institute for foreigners will receive instruction, as in Poitiers, from faculty whose expertise is teaching French as a foreign language. These courses will include language, literature, history, and culture. The degree of difficulty, as well as breadth and depth, will differ from level to level, with the first degree being the least complicated, the second degree more challenging, the third degree even more challenging and more in depth, etc.

The students qualified, as determined by the language exam at the end of the orientation, to enroll directly in the participating institution will receive instruction from the university faculty in regular lectures and seminars alongside French university students. The Resident Director will maintain liaison with such faculty members in order to evaluate the academic work completed in Lyon and provide interpretation and translation into OSSHE credits and equivalencies, as in Poitiers.

Students will be expected to carry full academic loads for the academic year in Lyon.

The range of academic courses in Lyon is broader, and consequently, students who have academic majors and interests outside of the Humanities, which are abundantly available in Poitiers, will be able to enroll in courses in business, agriculture, and science, for example.

Program Coordination

This is an extension of an existing reciprocal academic exchange program presently based in Poitiers. The OSSHE Executive Board will continue to oversee the program and set policy concerning curriculum, select the faculty (Resident) Director, and evaluate the program. The Resident Director will continue to administer the program from the Poitiers site, but a Graduate Teaching Fellow position will be created in Lyon with the assistance, for the first year of a grant from the institutions of Lyon. The GTF will maintain close liaison with the Resident Director in Poitiers, and will serve as the on-site resource for the OSSHE students in Lyon, as well as for faculty, administrators, and residents of Lyon.

All students will register on their home campuses and receive academic credit, financial aid, etc. according to their campus policies.

Housing

Housing will be arranged through CROUS, an administrative office that exists to handle special services for students enrolled in French universities. This arrangement will be overseen by the OSSHE Resident Director.

Costs per student

Tuition - as charged on the home campus
Fees - as charged on the home campus
French tuition - waived in exchange for reciprocity for Lyon students in Oregon
Room and Board - to be arranged
Program Fee - TBA
Incidentals - TBA

As with Poitiers, this program with Lyon is reciprocal. Oregon students in Lyon will create slots in Oregon for students from Lyon.

Staff in the OSSHE Foreign Study program office will provide the coordination and support for program development, develop publicity and application materials, receive applications and coordinate the screening and selection process, act as liaison between the overseas program and Oregon, design and organize a pre-departure orientation, etc.

Advisors at each institution in the Foreign Languages and Literature Departments, among others, as well as administrators in offices of international programs, services, and education, will play a key role in helping interested students learn about and prepare for an academic year in Lyon.

Time Line

Information and applications will be distributed along with that for Poitiers; the deadline for both sites is the same. Screening, selection, and orientation will be done within the broader framework, including both Poitiers and Lyon.

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PROPOSAL

FOR

AN OSSHE FOREIGN STUDY PROGRAM

HUNGARY

Prepared and submitted by the OSSHE Hungary Executive Board--

EOSC - James Patterson
OSU - Vreneli Farber, David Robinson
UO - Michael Moravcsik, George Zaninovich
PSU - Louis Elteto, Jon Hall
SOSC - Byron Browne
WOSC - Donald Weiss
Student Representatives - Thomas Ivancie
Angela Mason

Ex Officio - Jack Van de Water, OSSHE
Irma Wright

OSSHE Campus Contacts - Dan Safford, OIT
Irma Wright, OSU
Paul Primak, UO
Anne Bender, PSU
Roger Stevenson, SOSC

Tom Mills, UO Director of International Services
Vic Dahl, PSU Director of International Programs

November 1985

Introduction:
The OSSHE administers reciprocal foreign study programs in France, Germany, and Japan. This proposal is to establish an OSSHE program in Hungary beginning in the Fall of 1986. The proposal has been developed and approved by the OSSHE Hungary Executive Board. The Board includes representatives from the UO, OSU, PSU, WOSC, SOSC, EOSC, and OIT.

Background:
Reciprocal academic exchange programs between institutions of higher education in the United States and East European countries are nearly non-existent. The importance of dialogue between east and west is imperative to develop understanding among peoples. The paucity of opportunities to exchange students and scholars within these nations has created a gap in our overall understanding of our global community. Hungary, of all of the East European nations, is most able and enthusiastic to form a partnership with the United States in developing east-west academic exchanges.

This proposal represents communication between the Foreign Study Programs office of the Oregon State System of Higher Education and the Ministry of Education in Hungary, as well as with the designated partner institution, Jozsef Attila University of Szeged, Hungary. Because of the year long relationship between Portland State University and Jozsef Attila University, initiated and administered by Portland State University Foreign Language Department chair, Louis Elteto, and because Jozsef Attila University is the first and only university in Hungary to be given the authority to grant a degree in American Studies, the OSSHE/Hungary exchange proposal establishes a precedent. The OSSHE, by working as a consortium and with financial assistance from granting agencies, can offer a reciprocal opportunity to both American and Hungarian students and scholars. There are no other programs of this type in the United States.

Academic Program:
Jozsef Attila University has an institute for foreigners which has received students from abroad, including students from Portland State University. The program is designed for students at the beginning, intermediate, and advanced level(s) of language. Hungarian language study will be required. In addition, courses dealing with Hungarian culture and society will be required. This program is staffed by faculty from the Finno-Ugric and American Studies Departments at Jozsef Attila University. Oregon students with advanced Hungarian language skills may be able to enroll directly in the university.

The program seeks to establish a sound and unique educational environment for the academic study of Hungarian language and culture. Students will be in a setting where their formal academic experience will be enhanced by their exposure to the language and culture outside of the classroom context.

The program is designed to combine academic rigor with field experience in order to give the students the best possible opportunity to understand Hungarian culture.

The overall emphasis of this year-long program is to learn Hungarian language and culture in a native setting, and to introduce students to Eastern Europe.

The curriculum for foreigners at Jozsef Attila University has been developed by the Department of Finno-Ugric, Dr. Tibor Mikola, Chair, in collaboration with the Department of American Studies, Dr. Balint Rozsnyai, Chair.

Location:
Jozsef Attila University is located in Szeged, one of Hungary's major centers of culture and commerce. It is in southeastern Hungary, close to the borders of both Romania and Yugoslavia. The population is about 175,000.

Institution:
Joszef Attila University is an established, respected institution of higher learning in Hungary. It has the only degree-granting American Studies program in Hungary, and it enjoys an international reputation in the sciences and mathematics. Albert Szent-Gyorgyi conducted his Nobel Prize winning research while he was at Jozsef Attila. At present, some current faculty members are also members of the Hungarian Academy of Sciences. The institute for foreigners receives students from around the world and prepares many for regular enrollment in Hungarian universities or for research.

Faculty:
The faculty in the institute for foreigners is composed of faculty members from the Finno-Ugric and American Studies Departments. This combination provides the expertise in Hungarian language and culture with a sensitivity to the background and perspective of students who are the product of American culture and society.

The head of the Finno-Ugric Department is Dr. Tibor Mikola. Of the American Studies Department, the head is Dr. Balint Rozsnyai (who is on a Fulbright grant at the University of Minnesota during academic year 1985-86).

Both of these academicians are respected in their fields. Each has expressed a commitment to this program.

(Dr. Rozsnyai plans to visit Oregon in March of 1986 as a visiting Fulbright lecturer.)

Staff:
The administrative staff overseeing the program include the Prorektor, Dr. Laszlo Leindler and Mrs. Maria Csikos, whose responsibilities include the duties of foreign student advisor.

Faculty Exchange:
A grant proposal has been submitted to the United States Information Agency (USIA) to request funding support for the exchange of faculty between OSSHE institutions and Jozsef Attila University. The grant, if received, would provide substantial partial support for an academic exchange of scholars.

If additional financial support is available, the position of Resident Director of the program may be proposed. The OSSHE exchange person may be asked to assume some of the Resident Director responsibilities, otherwise.

Student Exchange:
We propose an exchange ratio of 16:4/Oregon:Hungary. The rationale for this ratio is to pool resources from among the Oregon students to provide room and board coverage for the incoming Hungarian students in Oregon as well as for the Oregonians' own, less costly, room and board expenses in Hungary.

Costs: Oregon Students

Category	Amount	Funding Source
Tuition/Fees*	$1455.	Oregon Student
Room & Board	1495.	"
Administrative Cost	775.	"
Travel	1000. - 1500.	"
Incidentals Insurance/Books/Etc.	300. - 700.	"
TOTAL	$5025. - 5925.	

The estimated fixed cost of the program (based on 1985-86 figures) is $3,725 for an in-state undergraduate. As with all OSSHE programs, students may apply financial aid for which they qualify to this program.

Costs: Hungarian Students

Category	Amount	Funding Source
Tuition/Fees*	$1,455.	OSSHE
Room & Board	3100.	OSSHE
Travel	1000. - 1500.	Grant
Incidentals	1000. - 1500	Grant
TOTAL	$6555. - 7555.	

*Hungarian students would be categorized as in-state, and the in-state tuition would be waived (as is the model in OSSHE reciprocal exchanges with France, Japan and West Germany.)

Two private funding sources have been identified to assist in defraying the cost of studying in Oregon for the students from Hungary. The Soros Foundation, administratively based in Hungary but financially based in New York, has indicated its support and its willingness to provide financial assistance in the categories of travel and incidentals. The Phsicians for Social Responsibility, 1985 recipients of the Nobel Peace Prize, have offered assistance in these areas, and may offer additional assistance with room and board.

The tuition for the Hungarian students would be waived (following the model of the other OSSHE reciprocal exchange programs) and the non-instructional fees would be collected from the Oregon program participants. The room and board costs would be pooled by the 4:1 ratio of Oregonians:Hungarians ($775 x 4 = $3,100).

Evaluation:
The program would be evaluated in an on-going manner by the OSSHE Executive Board.

Summary:
This proposal permits the OSSHE to enter into a unique partnership with an East European nation, allowing for academic exchanges on the student and faculty level between Oregon and Hungary.

(See next page for description of curriculum for foreign students at Jozsef Attila University.)

Programs for Foreign Students:
There are two program options currently available to non-Hungarian students.

I. Hungarian Language Program. This two semester program includes the following:

First Semester	Hours/Week
Hungarian Language (Beginning)	12
Folklore	2
Geography	2
Culture	2
History	2
Second Semester	
Hungarian Language (Intermediate)	8
Conversation Practice	4
Translation	2
Reading Comprehension	2
History	2
Culture	2

This option carries lower division credit.

II. Hungarian Studies Program

This option is recommended for graduate students and upper division undergraduates, particularly those majoring in the areas of: East or Central European History; sociology; cultural anthropology; political science; ethnic studies; Uralic studies; general history; This option will result in a comparable total number of earned credits; however, since this option is new, the exact distribution remains yet to be determined. The curriculum is described by Jozsef Attila University as follows:

A. Lectures

Introduction to Hungarian culture
History
Literature
Arts, Music
Geography
Hungarian-American relations
Present-day society

B. Seminars/Practica

Hungarian language
Folklore: arts, dance, music
Remedial courses (if necessary)

C. Possible Options

Hungarian linguistics
Hungarian cinema
Translation of Hungarian texts

In both options I and II, lectures will be held in English. For interested students, there will be additional courses on various topics.

Academic Year

The academic year is two semesters of five months each. Fall semester is from September - December, with the exam month January; Spring semester is from February - May, with the exam month June.

All participants will be required to take oral and written examinations in Hungarian language and will be examined orally in Hungarian history, literature, ethnography, and geography. Successful completion of either option I or II will result in a certificate from Jozsef Attila University.

Program

The departmental base of this program is English Language and Literature, although participating faculty include people expert in their fields from other departments within Joszef Attila University, as well as specialists from other Hungarian institutes and universities. With two exceptions, all participating faculty hold the PhD degree.

Curriculum

Language

Beginning Hungarian language - Emphasis on listening comprehension and oral practice, the elements of grammar, vocabulary building, elementary readings.

Intermediate Hungarian language - Intensive review of basic materials introduced in first-year program and further development of communication skills.

Advanced Hungarian language - Composition, conversation, readings in literature and expository writing.

Cinema

Historical survey of Hungarian cinema
Contemporary Hungarian cinema
Lectures, readings, and film viewing (subtitles or simultaneous translation)

Cinema and theater - includes survey of Hungarian theater, as well

Introduction to Hungarian Culture and Civilization

General survey course

Phonetics

Sound system and prosodic features including vowel harmony, consonant assimilation, stress, rhythm, and intonation

Introduction to Hungarian Studies (one semester)

General survey course

Ethnic Relations (one semester)

Survey of peoples and ethnic groups in the Carpathian Basin (i.e. in Greater Hungary) in an historical perspective, including territorial changes with special emphasis on the 20th century

History

Survey of Hungarian History
occasional guest lecturers with subspecialties in historical eras

Literature

History of Hungarian Literature
Literary analyses - contemporary authors
Translations - poems, plays, short stories

Geography

Physical, political, and economic geography with 4-5 day field trip

Linguistics

Phonology, Morphology, syntax as well has historical development and relationship to other Uralic languages

Arts and Music

Fine Arts (visual) and Music
Folk Arts and Music

These classes are taught jointly by three lecturers and regular guest lecturers and including folk dance workshops

Economics

Hungarian Economy: Post World War II
Comparative Economic Theory: Socialism and Capitalism

Faculty

Klara Bodis - Co-administrator of the program; faculty member, Department of English Language and Literature; teaches Hungarian Language and Cinema and Theater courses

Laszlo Pordany - Co-administrator of the program; faculty member, Department of English Language and Literature; teaches Phonetics, Introduction to Hungarian Studies, and Ethnic Relations

Istavan Petrovics - Faculty member, Department of History and teaches History (special area: Medieval Studies)

Maria Zentai - Faculty member, Department of English Language and Literature; teaches Literature

Agnes Forro - Faculty member, Department of Geography; teaches Geography

Margit Szalacsek - Faculty member, Department of Fenno-Ugris Languages; teaches Linguistics

Laszlo Mayer - Faculty member, Department of Economics; teaches Economics

Guest Lecturers

There are some regular guest lecturers:

Rudolf Andorka - Director of the Institute of Sociology in Budapest
Laszlo Vikar - Internationally renowned Hungarian Musicologist
Vilmost Voight - Internationally renowned Folklorist

International Education Oregon State University Corvallis, Oregon 97331 USA (503) 754-3006

PROPOSAL TO ESTABLISH AN EXCHANGE AGREEMENT WITH MITCHELL COLLEGE, BATHURST, AUSTRALIA

Introduction:

Oregon State University currently has a reciprocal exchange program with the Faculty of Business at The New South Wales Institute of Technology in Sydney, Australia that is limited to business majors. This proposal to establish an exchange program at Mitchell College of Advanced Education would expand exchange opportunities to students in other disciplines.

The person who was instrumental in establishing the present program with NSWIT is now the Principal of Mitchell College and is eager to further the links between Australia and Oregon by establishing an exchange program for students and faculty between OSU and Mitchell.

Background:

Students at OSU are expressing increased interest in the opportunity to study in Australia. The exchange program with The New South Wales Institute of Technology (NSWIT) began in 1981 with OSU only sending three students. There were 32 applicants for the 1986 program. Unfortunately, the number that can actually go is limited to 16 due to the boundaries of the agreement.

Not only are we not able to send all of the business students that want to go, we also get many inquiries from students in other areas of study for whom we have no current opportunity at all. Therefore we feel there is a demonstrated interest on this campus for another exchange program in Australia.

Academic Program:

The exchange program will be for undergraduate students and will be a two semester, "junior year abroad" type of format. OSU students may enroll in the 2nd or 3rd year level courses at Mitchell. Their academic program should be developed in consulatation with their academic adviser prior to leaving OSU.

Mitchell College is most interested in sending students to OSU from their School of Communication and Liberal Studies and the School of Business and Public Administration. In turn, their courses would have appeal to our College of Liberal Arts and College of Business students. However, in principal, students would be free to select any relevant course offered at Mitchell as long as they have prior approval of their adviser.

Outlines of Mitchell course structures for the School of Communication and Liberal Studies and the School of Business and Public Administration are attached.

Location:

The program will be located at Mitchell College of Advanced Education in Bathurst, N.S.W. Founded in 1970, Mitchell was built on the site which had originally been established in 1895 as an Agricultural Experimental Farm. Opened in 1952 as Bathurst Teacher's College, it was eventually integrated into Mitchell College offering a Teacher's Education Program. Mitchell became the first college of its type when it was upgraded to advanced education status in 1970, and is still one of the leading regional colleges in Australia. The College has six schools of study offering 30 different programs, covering an array of careers including welfare work, journalism, nursing, data processing, management, teaching and environmental control. Mitchell has approximately 1800 full-time students as well as 2500 external students who complete their degrees entirely by correspondence.

Bathurst lies approximately 200 miles west of Sydney and was proclaimed a city in 1885. It is the oldest inland city in Australia and boasts many fine historic buildings both in the city and on the college campus.

Faculty and Staff:

There are 164 academic staff members at Mitchell. All have been appointed on the basis of not only their academic qualifications, but also on their career experience and their expertise in their area of speciality. Many staff members regularly return to the work force to renew their professional contacts and to keep up with recent trends and new equipment. Others continue to upgrade their qualifications through part-time study. A list detailing the experience and qualifications of faculty members in the School of Communications and Liberal Studies is attached as an example.

The academic supervision of the exchange students will be the responsibility of the faculty members in the appropriate schools. The exchange program will be administered by the Registrar's Department at Mitchell where members of the Student Centre are available to see students during regular business hours. The resource person in that office will be Lilian Beauchamp who spent 1985-86 in Corvallis when she accompanied her husband on an academic exchange at OSU.

Calendar:

The academic program will be divided into two semsters. The first semester begins in late February and runs until early July. The second semester begins in late August and ends the last of November. A calendar for 1986 is attached. (see Appendix).

Room and Board:

Mitchell College has 6 residence halls on campus with a total of 852 beds. Each residence hall has unique features of design and location. Most rooms are single study bedrooms, although there is some shared accomodation also. Meals are provided in the central dining room, and snacks are available in the coffee lounge in the Student Union building.

Students on the exchange program would be advised to live on campus at least during the first semester of their stay at Mitchell in order to give them the opportunity to integrate with the Australian students and to take advantage of the on-campus activities.

Should students decide to live off campus, Bathurst offers a choice of accomodation. Students can share a house, rent a flat, or even rent a cottage on a small farm. The Student Amenities Department has an off-campus housing office that will help students locate suitable accomodation.

Program Costs:

The program will be a direct exchange program. Students will be enrolled in their home institution, and pay tuition and fees, except the health service fee. The incoming Australian students will pay the health service fee, but no OSU tuition.

Estimated Costs for the OSU student:

1.	Tuition: Resident Undergraduate less health service fee, 3 terms Up to 21 credits per term	$1,359.00
2.	Dormitories:	
	(a) Single-room, inc. 10 meals per week; Aust.$975/semester	1,268.00
	Est. meals on weekend	384.00
	OR	1,652.00
	(b) MTG Houses Includes no meals, cooking facilities available	
	Shared twin: Aust.$465/semester	605.00
	Single room: Aust.$525/semester	683.00
	Estimated Meals: $6.00/day 32 weeks	1,344.00
3.	Security Deposit (refundable)	85.00
4.	Application fee: At Mitchell	00.00
	At OSU	20.00
5.	Medical Insurance (OSU student ins.)	190.00
6.	Books & supplies	130.00
7.	Airfare (roundtrip)	1,200.00 to 1,500.00
	Total:	$4,636.00 to $5,311.00

APPENDIX

Mitchell College Academic Calendar 1986

AUTUMN SEMESTER:

February 24, 1986	Classes begin
March 27, 1986	Last day to pre-register
March 28 - 31, 1986	Easter holiday
April 25, 1986	Anzac Day, holiday
April 28 - May 20, 1986	Mid-Semester Break
June 10, 1986	Queen's Birthday, holiday
June 23, 1986	Examinations begin
July 4, 1986	Semester ends

SPRING SEMESTER:

July 28, 1986	Classes begin
August 30, 1986	Last day to pre-register
September 1 - 19, 1986	Mid-Semester Break
November 5, 1986	Founder's Day
November 9, 1986	Village Fair (college fete)
November 18, 1986	Examinations begin
November 29, 1986	Semester ends

VACATION PERIODS SUMMARY:

April 28 - May 20, 1986	Three weeks, mid-semester break
July 4 - July 27, 1986	Three weeks, between semesters
September 1 - 19, 1986	Three weeks, mid-semester break

OREGON STATE UNIVERSITY CORVALLIS, OREGON 97331

SCHOOL OF AGRICULTURE and AGRICULTURAL EXPERIMENT STATION

Reply to: THE DEPARTMENT OF FOOD SCIENCE AND TECHNOLOGY

March 20, 1986

TO: Executive Committee of the Faculty Senate, Robert O. McMahon, Senate President

FROM: Ad hoc Committee to Review Faculty Senate. Nancy Leman (CLA), Dale McFarlane (Business), Richard Scanlan (Agriculture), Robert R. Becker (Science), Chairman R.G. Scanlan

SUBJECT: Review of Role, Function and Structure of the Faculty Senate

The following are changes to the committee report submitted on Febuary 21, 1986. Recommendation number 2 has been altered to avoid the ambiguity in the original recommendation and recommendation number 3 has been added relative to ex officio membership in the Faculty Senate.

Recommendation #2: Upon the retirement of Dean Nicodemus, the Vice President for Academic Affairs and Provost ~~will be~~ is invited to become a non-voting ex officio member of the Senate Executive Committee.

Recommendation #3: Upon the retirement of Dean Nicodemus, the Vice President for Academic Affairs and Provost ~~will be~~ is invited to become a non-voting ex officio member of the Faculty Senate.

cc: Bob Becker
Nancy Leman
Dale McFarlane

Department of Biochemistry and Biophysics

Oregon State University

Corvallis, Oregon 97331-6503 (503) 754-4511

MEMORANDUM

February 25, 1986

TO: Executive Committee of the Faculty Senate,
Robert O. McMahon, Senate President

FROM: Ad hoc Committee to Review Faculty Senate: Nancy Leman (CLA), Dale McFarlane (Business), Richard Scanlan (Agriculture), R. R. Becker (Science), Chairman RRB

SUBJECT: Review of Role, Function and Structure of Faculty Senate

The broad charge to this committee was in part "to study the missions, responsibilities and structure of the Faculty Senate in view of changes in administrative organization, faculty composition, Senate responsibilities, and the demands of the Senate." The Executive Committee stressed the urgency of the charge. We have chosen to narrow our study partly because of the time constraint, but mainly because a major reorganization of the Senate seems to us to be premature. In addition, it is difficult to argue with or improve upon Article II of the Senate's Bylaws which states in part:

> "the Faculty Senate shall (a) have legislative responsibility with respect to academic policies, educational standards, curricula, and academic regulations; (b) study and prepare recommendations to the President of Oregon State University concerning the welfare of the faculty; (c) provide the means through which any matter of general interest to the faculty or pertaining to the institution and its purpose may be brought to the Faculty Senate for discussion and appropriate action."

But, because of the reorganization of the OSU administrative structure, certain important changes for the Senate seem indicated. These we have studied and discussed with President John Byrne, Acting Vice President Bill Wilkins, Dean of Faculty David Nicodemus, Professors H. R. Cameron, Robert McMahon, Sally Malueg, and Thurston Doler, respectively past president, president, president elect and executive secretary of the Faculty Senate. Currently, at the request of President Byrne, the Faculty Senate President has been meeting several times a week on a trial basis with ~~the University Cabinet, composed of~~ President Byrne and the five Vice Presidents. The Senate President thus is well informed concerning University administrative matters, and has the opportunity of supplying, when it has been predetermined, of the faculty view. Additionally, he reports to the Senate Executive Comittee bi-weekly and to the Senate monthly. But it is possible that a Senate President who serves for only one year is at some disadvantage in this setting in expressing faculty views and responding on issues that may well require deliberate study through the Senate structure. The Senate President thus may feel that he should not present the Faculty view, but may in fact feel obliged in the press of circumstances to make judgments in matters upon which the Senate has not expressed itself. Nevertheless, on balance,

the current opportunity to provide faculty representation ~~on the University Cabinet~~ is so attractive that this committee recommends a continuation of this procedure.

In the new OSU administrative structure, the Faculty Senate interacts with the administration primarily through the Vice President for Academic Affairs and Provost. We feel strongly, however, that as the need arises, the Senate President should have ready access also to the President of the University. We believe that either the Vice President or an Associate Vice President for Academic Affairs should meet regularly as an ex officio member with the Executive Committee of the Faculty Senate. This role has been filled admirably by Dean Nicodemus for many years, and the information transmitted from the Administration to the Senate and vice versa has been invaluable.

Over the years, and perhaps more lately, there have been criticisms of the Faculty Senate, suggesting that it is ineffective, at least in part because some of the 28 committees do not meet on a regular basis and sometimes not at all. The perception of some is that important assignments are thus not completed, and decisions are made by the Administration without desirable faculty discussions and recommendations. Valid or not, these criticisms would be less frequent if the structure already in place were functioning properly. Committee assignments have been difficult to fill since some faculty feel the work is unimportant. We believe that improvement can be made in the functioning of the Senate and urge the Committee on Committees to be more diligent in studying the structure and effectiveness of University councils and committees. A major reorganization of the Senate now in our view would be premature. Perhaps after the administrative structure of the University gels, within the coming year, it may be appropriate and useful to examine in depth the function and organization of the Senate.

The following recommendations relate to circumstances brought about by the recent administrative reorganization of the University, and would serve as guidelines as long as the need exists:

1. The Faculty Senate President will meet with the ~~University Cabinet~~ President AND VICE PRESIDENTS as is the current practice.

2. The Vice President for Academic Affairs and Provost or the Associate Vice President for Academic Affairs will be an ex officio member of the Senate Executive Committee.

SEE NEW WORDING

SEE NEW RECOMMENDATION #3.

The Department of
Physical Education

Oregon State University

Corvallis, Oregon 97331-3302

04 March 1986

TO: Bob McMahon, Senate President
Faculty Senate Executive Committee

FROM: O.S.U. Retirement Committee
Lois Pye-Petersen, Chair

SUBJECT: O.S.S.H.E. Request for Input on Retention of T.I.A.A.-CREF Plan

The only advantage we see to keeping this Plan on campus is that of transfer-ability - for those faculty likely to be moving on to other campuses where T.I.A.A.-CREF is operating, or moving to O.S.U. as an T.I.A.A.-CREF contributor.

LP:sa

Office of the
Faculty Senate

Oregon State University

Corvallis, Oregon 97331 (503) 754 4344

February 24, 1986

M E M O R A N D U M

To: Fred Hisaw, Chairman
Faculty Economic Welfare Committee

Lois Pye Petersen, Chairman
Retirement Committee

From: Executive Committee of the Faculty Senate
Bob McMahon, Senate President

Subject: OSSHE Request for Input on Retention of TIAA-CREF Plan

Enclosed is a Memo from Vice President Wilkins along with a Memo from OSSHE staff member Roy Anderson, regarding the TIAA-CREF Plan. A list of advantages and disadvantages was prepared by Anderson, we believe.

The Executive Committee would like both of your committees to look at this very important issue. You will note that Vice President Wilkins would like some input back by mid-March. Therefore, could you review this issue and make some kind of recommendation to the Executive Committee by Friday, March 7? We realize that time is short on this assisgnment, but we feel we don't dare pass up the opportunity for Faculty views to be heard.

If you have questions or I can be of assistance, please call me.

sl
Enclosures

Oregon State University is an Affirmative Action/Equal Opportunity Employer

Vice President for
Academic Affairs
and Provost

Oregon State University

Corvallis, Oregon 97331-2128 (503) 754-2111

February 10, 1986

MEMORANDUM

TO: Robert McMahon, President, Faculty Senate

FROM: Bill Wilkins
Acting Vice President for Academic Affairs and Provost

RE: TIAA-CREF Retirement Option

Attached is a copy of a February 3, 1986 memorandum from Ron Anderson asking for our views of whether or not to continue the TIAA-CREF optional retirement plan.

The advice of the appropriate Faculty Senate groups would be appreciated. Although Mr. Anderson does not set a deadline, I think we should respond by mid-March.

BHW/nrh

Attachment

Oregon
STATE SYSTEM OF HIGHER EDUCATION
OFFICE OF ADMINISTRATION
P.O. BOX 3175
EUGENE, OREGON 97403

February 3, 1986

MEMORANDUM

TO: Deans & Vice Presidents of Administration

FROM: Ron Anderson
RA

Faculty have the option to participate in the TIAA-CREF retirement program on annual earnings in excess of $4,800. (Participation in PERS is required on the first $4,800 of annual earnings.) Currently only 145 faculty are participating in the optional retirement plan and the question to you is whether or not the optional plan should be continued. One alternative would be to drop the TIAA-CREF option; a second alternative would be to consider other companies in lieu of TIAA-CREF. And of course a third alternative is not to change the TIAA-CREF option.

The Benefits Officers reviewed the TIAA-CREF optional plan and a list of advantages and disadvantages is attached. Please let us know your institution's position on continuing or changing the TIAA-CREF optional retirement plan.

RLA:rkp

cc: W. T. Lemman
Ross Hall
Joe Sicotte
Personnel Officers

(Prepared by OSSHE, Chancellor's Office staff)

TIAA-CREF OPTIONAL RETIREMENT PLAN

Advantages of the TIAA-CREF option:

1. TIAA-CREF is portable because the TIAA-CREF program is offered in hundreds of institutions nation-wide.

2. Many faculty, particularly new faculty members, have strong identification with and loyalty to the TIAA-CREF program.

3. In effect after five years of participation a death benefit is paid whether or not the individual is currently employed.

4. This defined contribution method of determining retirement benefits is less expensive for the employer.

Disadvantages of the TIAA-CREF optional retirement plan were mentioned:

1. No legislatively mandated benefit improvements are possible.

2. No sick leave benefit is counted.

3. No age 58 retirement is possible (TIAA-CREF benefits are actuarial computations.)

4. No disability benefit is provided.

5. The state taxes TIAA-CREF benefits.

6. The TIAA-CREF option is too complex to explain and understand.

7. The option may be discriminatory since it is only available to faculty.

8. The state matching contribution is made after employe contributions (or attributions) are made in five calendar years, but no interest on the match is credited to the employe's account.

9. The system-wide level of participation in TIAA-CREF is low.

OSU

CORVALLIS, OREGON 97331

OREGON STATE UNIVERSITY

DEPARTMENT OF ZOOLOGY

24 March 1986

M E M O R A N D U M

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

From: Fred Hisaw, Chairman FLH
Faculty Economic Welfare Committee

Subject: TIAA/CREF

The Committee was asked if we thought that the TIAA/CREF option for retirement should be continued in the Oregon State System of Higher Education? The answer is yes, even though the PERS program is better. The feeling is that some of the short timers might prefer that option, if they would be going elsewhere to finish their careers.

OSU

CORVALLIS, OREGON 97331

OREGON STATE UNIVERSITY

DEPARTMENT OF ZOOLOGY

24 March 1986

M E M O R A N D U M

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

From: Fred Hisaw, Chairman FLH
Faculty Economic Welfare Committee

Subject: Salaries

President McMahon asked the committee if they had any recommendations on how the 7.75 percent salary funds should be disbursed for the 1986-87 academic year. It is the observation of the committee that severe compression of salaries is taking place. The salary tables prepared and handed out by the Committee at the last Senate meeting show that in many areas the lower ranks have received greater increases than the upper ranks. Most of this is due to the greater mobility of the lower ranks.

It is the recommendation of the Committee that the 7.75 percent salary funds be distributed in the following way. Instead of 3 percent across the board 5 percent be given. Instead of 2.25 percent for merit, 1.25 percent be awarded. Instead of 2.5 percent for Peer Group/Comparator, that 1.50 percent be used. It is further felt that seeing this is such an important issue that the Senate as a whole should have a voice in this matter, and not just the FEWC.

Vice President for
Academic Affairs
and Provost

Oregon State University

Corvallis, Oregon 97331-2128 xxxxxxxx (503) 754-2111

February 28, 1986

MEMORANDUM

TO: Robert McMahon, President, Faculty Senate

FROM: Bill Wilkins
Acting Vice President for Academic Affairs and Provost

RE: Faculty Salary Adjustments, 1986-87

The University is beginning to plan for the faculty salary adjustments which will take effect July 1, 1986 for 12-month appointments and September 16, 1986 for 9-month appointments.

Attached for your information is a portion of a July 8, 1985 memo from Dean Nicodemus to the OSU faculty which provides OSBHE-approved distribution of salary adjustment funds. The Faculty Economic Welfare Committee (or another appropriate group) is invited to provide recommendations on matters relating to the Summer 1986 adjustments. Such recommendations, if any, should reach me by COB, Friday, March 14, 1986.

You will remember that the Senate provided recommendations relative to the meaning of "merit" in association with the July 1985 increases. You may wish to review that recommendation at this time.

BHW/nrh

Attachment

c: Dean Nicodemus

OSBHE Distribution of Unclassified Salary Funds for 1985-87

(Average salary adjustment funds shown in percent)

	Effective Date		
A. Faculty Salary Adjustments*	7-1-85	7-1-86	5-1-87**
1. Across the Board (for satisfactory service)	5.00%	3.00%	2.00%
2. Discretionary Adjustments***			
a. Merit (for superior individual performance)	1.50	2.25	1.25
b. Market (for Colleges of Business and Engineering and Dept. of Computer Science)	6.00		
c. Peer Group/Comparator (for units other than Business, Engineering, and Computer Science; and in the following year, for all units)	2.50	2.50	
d. Anomalies (to correct present/potential prohibited discrimination)****	0.25		
B. Graduate Assistants	3.00	3.00	

* For explanations, see Executive Office Guidelines (dated 7-8-85)

** Adjustments for 5-1-87 still subject to funding by Emergency Board.

*** None is across the board; not every faculty member whose service is satisfactory should expect to receive a discretionary salary adjustment (see Executive Office guidelines).

**** Funds will be retained in a central account for use by the President as special needs are identified.

(Note: Funds for the salary adjustments listed in the table above have been authorized by the OSBHE for all salaries in the Educational and General Services budgets and for the State's portion of salaries funded in the three State-wide services budgets.)

The Department of Physical Education
Oregon State University
Corvallis, Oregon 97331-3302

June 26, 1985

TO: Executive Committee Faculty Senate
H. Ron Cameron, President

FROM: Faculty Economic Welfare Committee Robert Michael
Robert Michael, Chairman

RE: Merit definition for 1985-86 academic year

At the Council of Deans Meeting on June 24, President Byrne requested that FEWC present a recommendation for "How to look at or how to evaluate merit." This memo is FEWC's response to President Byrne's request. With the approval of John Dunn, Executive Committee representative at the meeting, copies of this letter have been forwarded as listed below.

FEWC has studied the 1985-86 salary adjustments document presented by Vice President Parsons and the Minutes of May 1, 1980, Faculty Senate Meeting, page XXV, "RECOMMENDED DEFINITIONS FOR THE FACULTY SALARY PORTION OF THE UNIVERSITY BUDGET," item 3, and recommends the following statement.

MERIT FUNDS: To reward faculty who have made outstanding contributions to the university's teaching, research and, or service missions. To recognize extra-meritorious service, outstanding performance, or superior achievement.

The Faculty Economic Welfare Committee members feel that the final details of how to determine "merit" shall be developed by the department and college. Appropriate faculty committees could assist in the process of determining "meritorious service." Faculty should be apprised of the criteria used in the determination of merit.

ibl

cc: Byrne
Parsons
Nicodemus

Oregon State University
Average Annual Academic Salaries for Various Schools and Colleges
(9-month equivalents as of December 31, 1985)*

Full Professor			Associate Professor			Assistant Professor		
FTE	School or College	Annual Salary	FTE	School or College	Annual Salary	FTE	School or College	Annual Salary
3.06	Veterinary Medicine	$53,719	10.58	Veterinary Medicine	$39,954	8.23	Veterinary Medicine	$33,601
31.30	Engineering	46,421	25.88	Engineering	36,655	15.16	Engineering	32,359
13.87	Business	45,355	15.99	Business	35,891	15.64	Business	31,400
9.65	Forestry	44,208	10.68	Oceanography	34,988	9.29	Oceanography	28,482
13.46	Oceanography	43,624	6.62	Forestry	33,394	2.87	Forestry	27,069
7.04	Pharmacy	42,958	42.90	Agric. Exp. Station	31,027	27.73	Science	26,515
8.19	Forest Research Lab.	40,940	7.96	Pharmacy	30,967	7.72	Forest Research Lab.	26,231
7.38	Health & Phys. Educ.	40,740	11.72	Forest Research lab.	30,631	5.06	Pharmacy	26,213
24.16	Agric. Res. Instr.	40,418	9.92	Home Economics	30,534	24.40	Agric., Exp. Station	25,772
94.94	Science	39,817	13.70	Education	30,237	7.41	Agric., Res. Instr.	25,253
2.95	Libraries & Museums	39,356	22.69	Agric., Res. Instr.	30,158	9.77	Health & Phys. Educ.	24,948
6.91	Home Economics	39,342	17.35	Health & Phys. Educ.	29,790	8.28	Home Economics	23,824
81.06	Agric., Exp. Station	38,703	44.29	Science	29,272	9.59	Education	23,714
9.07	Student Services	37,483	56.42	Liberal Arts	27,918	11.06	Student Services	22,196
12.59	Education	37,052	83.42	Agric., Ext. Service	27,568	51.54	Liberal Arts	21,789
66.78	Agric., Ext. Service	35,872	9.11	Student Services	26,093	80.45	Agric., Ext. Service	21,788
64.67	Liberal Arts	35,161	13.58	Libraries & Museums	23,677	13.42	Libraries & Museums	20,100
All	University	$40,432	All	University	$30,524	All	University	$25,009

* 12-month salaries were converted to a 9-month equivalent through use of conversion factor of 1.22. This tabulation represents all academic staff including President, Deans, Directors, Department Heads, Department Chairmen, etc. None of the administrative staff has been excluded.

Source of data: Office of Budgets, Oregon State University.
NOTE: The purpose of this revision is to add 2 more "Units,"--namely Libraries & Museums, and Student Services.

OSU Faculty Economic Welfare Committee, 2/20/86. Revised 3/10/86.

Oregon State University--Comparison of 1985-86 with 1984-85 Average Annual Salaries[1]
for INSTRUCTOR

College	1984-85		1985-86		Change		
	FTE	Average Annual Salary	FTE	Average Annual Salary	FTE	Annual Salary Amount	Annual Salary Percent
	no.	dollars	no.	dollars	no.	dollars	%
Agriculture, Ext. Service	29.35	$17,955	23.04	$20,305	- 6.31	+$2,350	+13.1%
Agriculture, Exp. Station	18.54	21,180	17.34	22,821	- 1.20	+ 1,641	+ 7.7%
Agriculture, Res. Instr.	2.70	19,726	2.20	21,287	- 0.50	+ 1,561	+ 7.9%
Forest Research Lab.	0.82	20,566	1.77	21,672	+ 0.95	+ 1,106	+ 5.4%
Forestry	4.11	19,427	3.78	20,553	- 0.33	+ 1,126	+ 5.8%
Libraries & Museums	15.12	15,550	12.28	16,823	- 2.84	+ 1,273	+ 8.2%
Student Services	17.69	15,011	23.81	16,678	+ 6.12	+ 1,667	+11.1%
Liberal Arts	33.76	15,159	31.54	16,876	- 2.22	+ 1,717	+11.3%
Science	13.86	19,149	14.54	21,167	+ 0.68	+ 2,018	+10.5%
Oceanography	0.00	---	0.61	32,134	+ 0.61	---	---
Business	16.91	17,640	16.73	18,493	- 0.18	+ 853	+ 4.8%
Education	6.54	17,542	7.93	17,795	+ 1.39	+ 253	+ 1.4%
Engineering	7.02	20,812	9.46	21,446	+ 2.44	+ 634	+ 3.0%
Home Economics	4.43	18,696	5.23	21,678	+ 0.80	+ 2,982	+16.0%
Pharmacy	0.10	20,000	0.19	20,062	+ 0.09	+ 62	0.3%
Health & Phys. Education	4.96	18,265	5.40	19,244	+ 0.44	+ 979	+ 5.4%
Veterinary Medicine	2.53	22,587	1.54	22,772	- 0.99	+ 185	+ 1.0%
University	287.47	$18,005	292.17	$19,909	+ 4.70	+$1,904	+10.6%

[1] Source of data: Office of Budgets, Oregon State University. All salaries and FTE are expressed on a 9-month BASIS. (12-month salaries are converted to 9-month BASIS salaries by dividing by 1.22; and 12-month FTE are converted to 9-month FTE by multiplying by 1.22.) File date December 31.

OSU Faculty Economic Welfare Committee, 2/20/86. Revised 3/11/86.

NOTE: The purpose of this revision is to add 2 more "Units,"--namely Libraries & Museums, and Student Services.

Oregon State University--Comparison of 1985-86 with 1984-85 Average Annual Salaries[1]
for ASSISTANT PROFESSOR

College	1984-85		1985-86		Change		
	FTE	Average Annual Salary	FTE	Average Annual Salary	FTE	Annual Salary Amount	Annual Salary Percent
	no.	dollars	no.	dollars	no.	dollars	%
Agriculture, Ext. Service	96.34	$19.965	80.45	$21,788	-15.89	+$1,823	+ 9.1%
Agriculture, Exp. Station	20.63	24,017	24.40	25,772	+ 3.77	+ 1,755	+ 7.3%
Agriculture, Res. Instr.	6.27	23,159	7.41	25,253	+ 1.14	+ 2,094	+ 9.0%
Forest Research Lab.	9.34	23,931	7.72	26,231	- 1.62	+ 2,300	+ 9.6%
Forestry	2.67	24,083	2.87	27,069	+ 0.20	+ 2,986	+12.4%
Libraries & Museums	8.06	19,886	13.42	20,100	+ 5.36	+ 214	+ 1.1%
Student Services	8.29	21,093	11.06	22,196	+ 2.77	+ 1,103	+ 5.2%
Liberal Arts	50.02	19,871	51.54	21,789	+ 1.52	+ 1,918	+ 9.7%
Science	34.24	23,292	27.73	26,515	- 6.51	+ 3,223	+13.8%
Oceanography	9.10	25,531	9.29	28,482	+ 0.19	+ 2,951	+11.6%
Business	16.22	28,240	15.64	31,400	- 0.58	+ 3,160	+11.2%
Education	11.48	21,039	9.59	23,714	- 1.89	+ 2,675	+12.7%
Engineering	17.02	28,174	15.16	32,359	- 1.86	+ 4,185	+14.9%
Home Economics	8.20	22,353	8.28	23,824	+ 0.08	+ 1,471	+ 6.6%
Pharmacy	6.00	23,614	5.06	26,213	- 0.94	+ 2,599	+11.0%
Health & Phys. Education	10.30	22,504	9.77	24,948	- 0.53	+ 2,444	+10.9%
Veterinary Medicine	8.90	31,105	8.23	33,601	- 0.67	+ 2,496	+ 8.0%
University	422.93	$22,728	400.36	$25,009	-22.57	+$2,281	+10.0%

[1] Source of data: Office of Budgets, Oregon State University. All salaries and FTE are expressed on a 9-month BASIS. (12-month salaries are converted to 9-month BASIS salaries by dividing by 1.22; and 12-month FTE are converted to 9-month FTE by multiplying by 1.22.) File date December 31.

OSU Faculty Economic Welfare Committee, 2/20/86. Revised 3/11/86.

NOTE: The purpose of this revision is to add 2 more "Units,"--namely Libraries & Museums, and Student Services.

Oregon State University--Comparison of 1985-86 with 1984-85 Average Annual Salaries[1]
for ASSOCIATE PROFESSOR

College	1984-85		1985-86		Change		
	FTE	Average Annual Salary	FTE	Average Annual Salary	FTE	Annual Salary Amount	Annual Salary Percent
	no.	dollars	no.	dollars	no.	dollars	%
Agriculture, Ext. Service	78.89	$25,856	83.42	$27,568	+ 4.53	+$1,712	+ 6.6%
Agriculture, Exp. Station	47.67	28,630	42.90	31,027	- 4.77	+ 2,397	+ 8.4%
Agriculture, Res. Instr.	22.44	27,608	22.69	30,158	+ 0.25	+ 2,550	+ 9.2%
Forest Research Lab.	13.68	27,744	11.72	30,631	- 1.96	+ 2,887	+10.4%
Forestry	6.81	29,492	6.62	33,394	- 0.19	+ 3,902	+13.2%
Libraries & Museums	13.70	21,597	13.58	23,677	- 0.12	+ 2,080	+ 9.6%
Student Services	9.58	24,531	9.11	26,093	- 0.47	+ 1,562	+ 6.4%
Liberal Arts	58.33	25,828	56.42	27,918	- 1.91	+ 2,090	+ 8.1%
Science	48.92	26,845	44.29	29,272	- 4.63	+ 2,427	+ 9.0%
Oceanography	6.68	32,298	10.68	34,988	+ 4.00	+ 2,690	+ 8.3%
Business	15.82	31,911	15.99	35,891	+ 0.17	+ 3,980	+12.5%
Education	12.87	28,190	13.70	30,237	+ 0.83	+ 2,047	+ 7.3%
Engineering	27.05	32,592	25.88	36,655	- 1.17	+ 4,063	+12.5%
Home Economics	11.07	27,124	9.92	30,534	- 1.15	+ 3,410	+12.6%
Pharmacy	7.96	27,430	7.96	30,967	0.00	+ 3,537	+12.9%
Health & Phys. Education	15.01	27,624	17.35	29,790	+ 2.34	+ 2,166	+ 7.8%
Veterinary Medicine	8.02	36,548	10.58	39,954	+ 2.56	+ 3,406	+ 9.3%
University	496.86	$27,846	500.84	$30,524	+ 3.98	+$2,678	+ 9.6%

[1] Source of data: Office of Budgets, Oregon State University. All salaries and FTE are expressed on a 9-month BASIS. (12-month salaries are converted to 9-month BASIS salaries by dividing by 1.22; and 12-month FTE are converted to 9-month FTE by multiplying by 1.22.) File date December 31.

OSU Faculty Economic Welfare Committee, 2/20/86. Revised 3/11/86.

NOTE: The purpose of this revision is to add 2 more "Units,"--namely Libraries & Museums, and Student Services.

Oregon State University--Comparison of 1985-86 with 1984-85 Average Annual Salaries[1]
for PROFESSOR

College	1984-85		1985-86		Change		
	FTE	Average Annual Salary	FTE	Average Annual Salary	FTE	Annual Salary Amount	Annual Salary Percent
	no.	dollars	no.	dollars	no.	dollars	%
Agriculture, Ext. Service	71.60	$33,031	66.78	$35,872	- 4.82	+$2,841	+ 8.6%
Agriculture, Exp. Station	74.96	35,932	81.06	38,703	+ 6.10	+ 2,771	+ 7.7%
Agriculture, Res. Instr.	24.86	37,364	24.16	40,418	- 0.70	+ 3,054	+ 8.2%
Forest Research Lab.	9.72	37,634	8.19	40,940	- 1.53	+ 3,306	+ 8.8%
Forestry	9.31	40,537	9.65	44,208	+ 0.34	+ 3,671	+ 9.1%
Libraries & Museums	2.95	36,136	2.95	39,356	0.00	+ 3,220	+ 8.9%
Student Services	8.66	34,282	9.07	37,483	+ 0.41	+ 3,201	+ 9.3%
Liberal Arts	60.57	32,450	64.67	35,161	+ 4.10	+ 2,711	+ 8.4%
Science	89.74	36,434	94.94	39,817	+ 5.20	+ 3,383	+ 9.3%
Oceanography	13.38	39,887	13.46	43,624	+ 0.08	+ 3,737	+ 9.4%
Business	14.33	40,225	13.87	45,355	- 0.46	+ 5,130	+12.8%
Education	12.44	34,212	12.59	37,052	+ 0.15	+ 2,840	+ 8.3%
Engineering	28.75	40,847	31.30	46,421	+ 2.55	+ 5,574	+13.6%
Home Economics	7.72	36,953	6.91	39,342	- 0.81	+ 2,389	+ 6.5%
Pharmacy	7.39	38,694	7.04	42,958	- 0.35	+ 4,264	+11.0%
Health & Phys. Education	7.94	36,675	7.38	40,740	- 0.56	+ 4,065	+11.1%
Veterinary Medicine	3.20	49,269	3.06	53,719	- 0.14	+ 4,450	+ 9.0%
University	549.77	$36,911	559.13	$40,432	+ 9.36	+$3,521	+ 9.5%

[1] Source of data: Office of Budgets, Oregon State University. All salaries and FTE are expressed on a 9-month BASIS. (12-month salaries are converted to 9-month BASIS salaries by dividing by 1.22; and 12-month FTE are converted to 9-month FTE by multiplying by 1.22.) File date December 31.

OSU Faculty Economic Welfare Committee, 2/20/86. Revised 3/11/86.

NOTE: The purpose of this revision is to add 2 more "Units,"--namely Libraries & Museums, and Student Services.

Comparison of 1984-85 and 1985-86 Average Annual Salaries;
Oregon State University, University of Oregon, and OSU and U of O Combined, by Academic Rank/1

	Oregon State University			University of Oregon/2			OSU & U of O Combined		
Academic Rank	1984-85	1985-86	Change	1984-85	1985-86	Change	1984-85	1985-86	Change
Professor	$34,313	$37,853	+10.32%	$35,642	$38,232	+ 7.27%	$35,116	$38,079	+ 8.44%
Associate Professor	27,610	30,335	+ 9.87%	27,452	30,081	+ 9.58%	27,535	30,208	+ 9.71%
Assistant Professor	22,942	25,673	+11.90%	23,083	24,958	+ 8.12%	23,008	25,311	+10.01%
Instructor	16,897	18,951	+12.16%	18,805	19,637	+ 4.42%	17,758	19,281	+ 8.58%
All Ranks	$27,378	$30,413	+11.09%	$29,399	$31,439	+ 6.94%	$28,426	$30,963	+ 8.92%

/1 Source of data: OSU Office of Budgets. These are HEGIS data and apply only to faculty on 9-month appointments.

/2 IMPORTANT NOTE: It will be noted that the percentage changes for the University of Oregon, in general, are lower than might be expected. An inportant reason for this can be the fact that the University of Oregon, this year (1985-86), has employed additional faculty and at somewhat lower salaries. This would result in lower increases in average salaries than otherwise might be expected.

OSU Faculty Economic Welfare Committee, 3/14/86.

Vice President for
Academic Affairs
and Provost

Oregon State University

Corvallis, Oregon 97331-2128 (503) 754-2111

February 25, 1986

MEMORANDUM

TO: OSU Academic Council
President's Long-Range Planning Commission

FROM: Bill Wilkins
Acting Vice President for Academic Affairs and Provost

RE: State System Planning Process

A copy of a document which outlines the current planning process of the State Board is attached for your information.

BHW/nrh

Attachment

Oregon
STATE SYSTEM OF HIGHER EDUCATION
OFFICE OF ACADEMIC AFFAIRS
P.O. BOX 3175
EUGENE, OREGON 97403
(503) 686-5720

February 21, 1986

TO: State Board of Higher Education

FROM: Board's Committee on Planning, John Alltucker, Chairman

SUBJECT: Board's Overall Planning Process

1. On May 27, 1983, the Board approved a Strategic Plan for the State System of Higher Education for the period, 1983-87.

2. The Board is now preparing a second strategic plan for the period 1987-93. The purpose of the plan is to establish broad policies for the development of programs and activities in the State System during the next six years. These policies are derived from the mission of the Oregon State System of Higher Education and expected changes in the Oregon public higher education environment.

3. The Board's new strategic plan will form the basis for the State System's part of the comprehensive plan required to be prepared by the Oregon Educational Coordinating Commission. It will also establish the policy framework in which each State System institution can develop its own institutional plan for accomplishing its specific mission.

4. The Plan is being prepared by the Office of Academic Affairs under the supervision of the Board's Committee on Planning. The Academic Council is providing liaison with the institutions to ensure that institutional ideas and comments are considered in the plan.

5. Attached to this memorandum is a paper on strategic planning by John Alltucker, a schedule for the completion of the plan, and a tentative chapter outline for the plan.

Committee Recommendation:

The Board's Committee on Planning recommends that the Board approve the planning process outlined in the memorandum.

hh
Attachments

February 21, 1986

Strategic Planning

(Prepared for the State Board of Higher Education by John Alltucker, Chairman of Board's Committee on Planning)

General

In any activity, if no substantial changes are expected or desired, those involved can safely keep on doing what has worked well in the past and no long range planning is necessary.

The purpose of long range planning is therefore to accommodate change, to create change, to influence change, or to do some of each.

During the last twenty years most large scale continuing activities have experienced an ever increasing rate of change in their working environments. It is no wonder that interest in long range planning has greatly increased.

Much has been written by many authors about what long range planning can do and how to do it. A jargon has developed among the planners that confuses the uninitiated because different authors assign different meanings to the same often repeated words. Nowdays, it is wise to define terms at the beginning of all planning activities.

"Strategic" planning is a term often substituted for "long range" planning. There was a time when strategic planning considered future periods of five to twenty years. As the rate of change in our economic, social, and political worlds accelerated, it became almost impossible to forecast conditions far into the future and strategic planning today rarely is for periods beyond five years.

During past periods of little change or steady rate of change, strategic plans were short, succinct, and clear. Such plans:

- Stated the purpose of the activity,
- Gave a vision of the future,
- Defined the resources required, and
- Established a time schedule.

To fill in the details and provide day-to-day direction to those involved, shorter term plans were developed to make the strategic plans come true. Such plans were called "operational" plans.

As the strategic planning periods shortened to about the same as those once traditional for operational planning, it became easy to confuse the two. **It is very important that we do not confuse them because strategic planning is a statement of policy and is a proper function of policy makers. Operational (in this case, institutional) planning is an administrative function and is a proper function of administration.**

There are many elements, many formats, and many procedural sequences that can lead to a workable strategic plan. To avoid confusion among the planners it is good practice to first agree on the procedures and sequences to be used.

Some planning techniques suggest looking at "where we are;" forecast, "where we want to be;" and outlining, "how we plan to get there." Such simplistic approaches dangerously overlook the first step to effective strategic planning.

That first crucial step is to clearly define the purpose of the activity — to answer the question, "why should we do this at all?"

We have defined the purpose of publicly supported education in Oregon. Within the limits of our resources, the purposes of education in Oregon are:

1. To create an environment where as many Oregonians as possible may develop their maximum intellectual, emotional, spiritual, and physical potential, and will be strongly motivated to do so.

2. To help as many Oregonians as possible become active and productive participants in the economic, social, and political life of the society in which they live, and will be strongly motivated to do so.

3. To pass on to the next generation the culture and collected wisdom of the past and present.

4. To provide an expanding intellectual base and knowledge base needed to create and support a healthy economy.

The procedure we have selected for completing our strategic plan is:

1. Record definition of all terms used.

2. Forecast future needs — record assumptions.

3. Forecast future conditions in which the activities will occur — record assumptions.

4. Make first draft of the plan assuming all necessary resources will be available.

5. Forecast accurately availability of all resources.

6. Revise draft plan to make wisest use of resources thought to be available.

7. Establish a reporting system to review progress at appropriate times.

8. Establish a constant review of assumed conditions so that plans can be modified in response to changed conditions.

9. Determine those whose cooperation and commitment will be needed.

10. Develop a subplan to gain such cooperation and commitment.

11. Identify those who might work against the plan.

12. Develop a subplan to gain their cooperation or neutralize their efforts.

13. Remember at all times that a strategic plan is a short, succinct, general statement of purpose and a short general statement charting the course of the future activity, leaving the operational planning to fill in the details.

Specific Conditions Pertinent to Present Planning Effort

The Oregon Educational Coordinating Commission (OECC) is required by statute to prepare a "Comprehensive Long Range Plan" for all educational services in Oregon. The plan is to cover the next six years and must be presented to the 1987 legislature. The format for the plan and the process for planning was discussed during the 1985 legislative session. The plan is supposed to include "Goals" which are to be mandatory and "Guidelines" which are to be considered as strongly recommended.

The OECC has published an outline of its plan called "Charting the Course." It is my opinion that it will be difficult to administer because it mixes strategic and operational planning and does not provide needed flexibility.

Two ad hoc coordinating planning groups have been meeting monthly this past year "to coordinate the planning for K-12, community colleges, private schools, private colleges and universities, and the Board of Higher Education. One committee is composed of staff members from the education agencies and the other is made up of members from the policy boards of the same agencies. There is still some confusion over definition of terms and some difficulty differentiating between strategic and operational planning. Cooperation between the two groups has been excellent, however.

At first, the OECC insisted that all plans submitted for inclusion into their final plan should follow the same goals and guidelines format as their "Charting the Course." It is now agreed that the reporting agencies may submit their plans in their own format as long as there is an explanation of how each part of each plan fulfills the objectives outlined in the Goals and Guidelines included in "Charting the Course."

You may remember that soon after taking office, Chancellor Davis initiated the development of a four-year plan to keep higher education as productive as possible while we re-evaluated the whole system. We are now in the third year of that plan and it is appropriate that we are updating our long range plan so that it may be included in the recommendations to the 1987 legislature.

It is my opinion that the legislature should not adopt long range plans as mandated law, particularly in a format that confuses strategic and operational planning. To do so will require legislative attention whenever the approved plans need to be changed. In the educational environment expected during the next six years, I believe the plans will have to be regularly revised starting the week after the plan is adopted. I doubt if the legislature will have the time or the detailed expertise to make timely and effective decisions.

The alternative seems to be for us to present a clear, concise strategic plan on a format that is easy for everyone to understand and fill in the details with effective operational plans from each institution.

If the plan is clear enough, simple enough, and rational enough, a major effort on our part should result in the necessary support from our campuses, from the legislature, from the media, and from the public.

February 21, 1986

Planning Schedule

February 21, 1986 — Regular Meeting of State Board

Board reviews planning process
Board receives recommendations of PSU Task Force

March 21, 1986

Board discusses and approves State System mission statement and institutional mission statements

April 18, 1986

Board discusses new strategic plan
Board approves report to OECC on planning
Board announces public hearings on strategic plan

June or July 1986

Board reviews revised strategic plan for the State System

February 21, 1986

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Vice President for
Academic Affairs
and Provost

Oregon State University

Corvallis, Oregon 97331-2128 [redacted] (503) 754-2111

March 13, 1986

MEMORANDUM

TO: President Byrne
Vice President Keller
Vice President Parsons
Vice President Phillips
Vice President Trow
OSU Academic Council
President's Long-Range Planning Commission
Stef Bloomfield

FROM: Bill Wilkins
Acting Vice President for Academic Affairs and Provost

RE: OSU Mission Statement

Attached is a copy of the mission statement for Oregon State University which has been forwarded to Vice Chancellor Pierce. If you have any reactions, comments, etc., please send them to me as soon as possible. This will be an agenda item when the State System Academic Council meets on Thursday, March 20 and the State Board will discuss adoption of mission statements at its April meeting.

BHW/nrh

Attachment

c: Robert McMahon, Faculty Senate
Frank Schaumburg, Missions & Goals Committee

Oregon State University

Assigned Mission

As the senior state system institution, Oregon State University's mission is to provide instruction, research and service in support of the economic and social development of the state of Oregon.

As the state's land-grant and sea-grant institution, OSU operates under mandates from both the state and federal governments.

At the core of OSU's educational programs are the College of Science and the College of Liberal Arts. The University's curriculum is augmented by the nine professional colleges of Agricultural Sciences, Business, Engineering, Forestry, Health and Physical Education, Home Economics, Oceanography, Pharmacy, Veterinary Medicine, and the School of Education operated jointly with Western Oregon State College.

Current Instructional, Research and Service Programs

* OSU offers undergraduate degrees in 90 fields, producing roughly one third of the undergraduate student credit hours taught in the state system

* OSU offers graduate degrees in 70 fields, ranking 12th among the other 54 Land Grant institutions in the number of doctoral degrees awarded. It is from such graduates that the world derives much of its new knowledge.

* OSU offers programs in all four military ROTC services (USN, USMC, USAF, USA), a variety of certificates including one in Peace Studies, and instructional programs for U.S. students in 12 countries of the world.

* OSU's program of basic and applied research (approximately 40% basic, 60% applied) usually exceeds the cost of OSU's instructional program, and constitutes the largest research enterprise in the state of Oregon.

* OSU cooperates with other institutions (University of Oregon, Portland State University) in sharing resources and encouraging research and instruction in programs like the Executive MBA and through organizations like the Center for Advanced Technology Education (OCATE), the Advanced Science and Technology Institute (ASTI) and the Southern Willamette Research Corridor (SWRC).

* OSU's outreach touches every continent in the world. In addition, students from abroad come to Corvallis to study before returning to their homes in some 90 countries.

* OSU's Extension Service reaches hundreds of thousands of Oregonians annually. OSU's continuing education programs -- over a thousand each year -- share knowledge with non-traditional students throughout the Western U.S., Alaska and Canada.

* OSU's Foundation, in operation since 1947, received its 100-millionth dollar from private sources in 1986

* OSU's co-curricular activities supplement curricular programs, serving students who learn to thrive in the University environment and who ultimately take their places in the world.

The Future of the Institution

The quality of OSU's programs in instruction, research and service is equal to their range and comprehensiveness. The institution should continue to serve the state, and ultimately the world, in these ways.

OSU's programs are woven so tightly into the fabric of the state that the priorities of the state -- based primarily on natural resources -- should continue to be the priorities of the University.

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ANNOUNCEMENT OF OPENING

Assistant Vice Chancellor for Academic Affairs
Oregon State System of Higher Education

General Information

The Office of Academic Affairs of the Oregon State System of Higher Education invites applications for the position of Assistant Vice Chancellor for Academic Affairs. The Oregon State System consists of eight colleges and universities under the control of a single governing board, the State Board of Higher Education. The Chancellor is the System's chief executive officer. The Chancellor's office acts as staff to the Board and is responsible for academic planning, budgeting, and administration. The Assistant Vice Chancellor reports to the Vice Chancellor for Academic Affairs.

Nominations and/or applications must be submitted by April 15, 1986. The starting salary will be competitive and the starting date will be negotiable.

Letters of application should include a resume, statement of interest in the position, and names, telephone numbers, and addresses of three references. Applications or nominations should be sent to:

Office of Academic Affairs
Oregon State System of Higher Education
P. O. Box 3175
Eugene, Oregon 97403

Basic Function and Responsibilities

The Assistant Vice Chancellor for Academic Affairs will be responsible for:

- coordination of policies and systemwide projects and programs pertaining to faculty development, graduate education, university research, and public service, to include liaison with agencies, institutions, and organizations concerned with these areas of responsibility;

- participation in the systematic program of curricular evaluation carried out by the Office of Academic Affairs, particularly in science and graduate professional programs.

- other activities and projects as assigned.

(over)

Qualifications

The candidate should possess:

- an earned doctorate and experience in graduate education and research
- at least five years of experience in a higher education setting, preferrably with experience in teaching, research, and administration
- knowledge of the functioning of the colleges and universities in the Oregon State System of Higher Education, particularly with respect to the review and evaluation of academic programs
- highly developed analytical and problem solving skills with demonstrated abilities to work with others in the resolution of academic issues
- highly developed interpersonal skills necessary for working with members of boards, campus officials, and external agencies
- ability to develop and communicate policies and ideas clearly, concisely, and effectively in written and oral form.

- An Equal Opportunity, Affirmative Action Employer -

Office of the President Oregon State University Corvallis, Oregon 97331-2128 (503) 754-4133

January 16, 1986

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

FROM: John V. Byrne, President

SUBJECT: Recommendation of the Faculty Senate Promotion and Tenure Committee - 1985

I concur with the three recommendations concerning promotion and tenure included in your memorandum of January 10, 1986.

1. I believe the Faculty Senate should be involved in the process of modifying the University's promotion and tenure procedures. Consequently, I am directing Vice President Wilkins to be sure the Faculty Senate Executive Committee is apprised of any opportunities for Faculty Senate participation as our procedures are modified.

2. The guidelines for preparation of dossiers will be included as appropriate in the Faculty Handbook. In addition, copies of these guidelines will be provided to all department chairs, deans, and vice presidents as they become part of the procedures used in promotion and tenure evaluations.

3. To ensure that new faculty are apprised of the proper priorities involving teaching, research, and service as important factors in their success as faculty members. I commend the Faculty Senate Committee on ensuring that provisions for a special meeting to counsel new faculty is included in the activities of the Faculty Day (University Day).

The modification of procedures for promotion and tenure will be carried out under the auspices of the Office of the Vice President for Academic Affairs. I am sure Vice President Wilkins will call on the Faculty Senate for assistance in this important matter.

JVB:rmn

cc: Vice President Wilkins

OREGON STATE UNIVERSITY
Faculty Senate Office (754-4344)
Corvallis, Oregon 97331
107 Social Science
4/22/86

REPORTS TO THE FACULTY SENATE
May 1, 1986

Agenda for the Senate Meeting: Thursday, May 1, 3:00 p.m., LaSells Stewart Center

The Agenda for the May 1 Senate meeting will include the reports and other items of business listed below. To be approved are the Minutes of the March 6 and April 3 Senate meetings, as published and distributed in the Staff Newsletter Appendix.

A. Reports from the Faculty

1. Faculty Economic Welfare Committee (pp. 6-16) - Fred Hisaw
   Faculty Status Committee - John Block

   These two Committees will report on the attached Memos regarding "Flex Benefit Plans" for Faculty in the next biennium. The Executive Committee asked both committees to review the proposal. Also attached are documents related to an FEWC survey of Faculty during Spring 1985 regarding fringe benefits. No action is required by the Senate, but action could be taken if it seems appropriate.

2. Faculty Recognition & Awards Committee - Warren Kronstad

   The Faculty Recognition and Awards Committee's Report, dated April 21, 1986, is being sent to Senators separately by Campus Mail marked "Confidential." At the May 1 meeting, the Committee Chairman, Warren Kronstad, 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) and Senate Office staff. Before going into Executive Session, the Senate President must also announce the statuatory 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 1985. Nominees whose names are approved will be recommended to President Byrne for his final approval and conferral at the June 9 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 are asked to sit near the front of the auditorium, since balloting takes place after the close of the Executive Session, and Tellers will be asked to assist with the procedure.

3. Curriculum Council (pp. 17-25) - Jonathan King

   The attached documents from the Curriculum Council, College of Business, and School of Education refer to proposed departmental name changes in Education and Business. Senate action is required.

4. Search Committee Updates

The Executive Committee has invited each active Search Committee to report monthly to the Senate until their assignments have been completed, in order to keep the Senate apprised of the progress of the searches. The following committees will be invited to provide an update:

a. Vice President for Academic Affairs & Provost
b. Vice President for Finance & Administration
c. Vice President for University Relations
d. Dean of the College of Science
e. Assistant Vice President for Academic Affairs - International Programs

5. President's Long Range Planning Commission - Kinsey Green

The Commission has been invited to have Co-Chairman Green bring the Senate up-to-date on activities that are pertinent.

6. University Parking Fees & Fine Schedule (pp. 26-29) - VP Parsons - K. Nordquist

Attached are several documents. One relates to proposed changes in parking fees and fines. The second document relates to a Resolution approved by the ASOSU Senate regarding abolishment of the Bicycle Registration fee and motorcycle officer. The Executive Committee was in agreement that one item has a bearing on the other and that the Senate should be fully apprised of actions being proposed and taken.

7. Academic Regulations Committee (pp. 30, 31) - Patrick Kemp

Attached is a Memo and Report from the ARC. The memo addresses several items referred to the ARC for study and recommendation. The report proposes rewording of AR 27. The second item referred to in the Memo, AR 15, Academic Honesty (Dishonesty), will be in draft form by the May 1 meeting and will be distributed there for Senate action.

Note also the concurrence with the suggestion that AR 16, Dead Week, be publicized prior to the end of each term as appropriate.

B. Reports from the Executive Committee

1. OSBHE Meeting Report, April 18 meeting (pp. 32, 33)

Attached is a Memo from Board member John Alltucker, which outlines the schedule for completion of the OSSHE Strategic Plan. President McMahon attended the OSBHE meeting and will report that the Board adopted a draft of the Strategic Plan (known as the "green" draft because of the green cover). That version will go to the OECC to complete the Board's commitment to get this information to the OECC to enable them to get their legislatively mandated Plan for education finished for presentation to the Legislature in 1987. The OECC was charged with compiling a comprehensive Plan for education in Oregon.

The Board will resume work on the draft of the Strategic Plan to finalize modifications in wording and details through meetings and hearings yet to be set. The document will be sent back to the institutions for further input prior to production of the final Plan, presumably in July 1986.

2. Interinstitutional Faculty Senate Meetings

The IFS met at WOSC on April 18 & 19, as well as meeting in March. One of the current IFS people will report on items of interest. Our current IFS representatives are: David Faulkenberry, Jean Peters, and Gary Tiedeman.

3. OSU Long Range Planning Process: Faculty Senate Participation as a Major Planning Unit (pp. 34-49)

Attached are the following documents:

a. A Memo from President Byrne transmitting three documents (also included) from the PLRPC. (pp. 34-42)

b. A draft Faculty Senate Mission Statement (p. 43)

c. A draft Faculty Senate Supplement to the OSU External Environment Assessment. (pp. 44, 45)

d. A draft Faculty Senate Supplement to the OSU Internal Capabilities Assessment. (pp. 46-48)

e. Time table for Senate Planning Process. (p. 49)

Items b, c, and d are the work of the officers and staff of the Faculty Senate Office, with input from Past Presidents of the Faculty Senate, and are preliminary review drafts. Senators and other interested Faculty members are invited to send comments on these drafts to the Senate Office by May 12. Final drafts of items b, c, and d will then be prepared for submission to the President's Office on May 15. Work will then begin on preparing Senate goals, objectives, and an implementation plan for presentation to the Senate at its June meeting for review and comments. The final draft of the entire plan will be submitted to the President's Office, completing the planning process (see item e.)

4. Approval of Undergraduate Admissions Committee process (p. 50)

Attached is a Memo from Vice President Wilkins approving action of the Senate at the February meeting. This Memo is for the information of the Senate only and will not be discussed at the meeting.

5. Annual Reports of Committees/Councils due

The Senate Office has just sent a notice to Chairmen of all Senate committees/councils reminding them that annual reports are due for the Senate's information. The June agenda will include reports with and without recommendations. Those asking for Senate action will be presented under "A. Reports from the Faculty" with a representative of the group to present the report to the Senate. Reports strictly for information of the Senate will be presented under part "B. Reports from the Executive Committee."

6. Faculty Senate Committee/Council Appointments to be made

In early May, the Executive Committee will make appointments to the Senate's committees and councils, as well as appointing chairmen. Faculty members are encouraged to return the Volunteer forms listing their committee service preference to the Dean of Faculty soon, if they have not already done so. A majority of the Senate's work is done through its committees and councils.

7. FRAC Statement (p. 51)

Attached is a Memo from FRAC Chairman, Curtis Johnson, clarifying the committee's policy in instances of salary concerns. This Memo is presented for the information of the Senate.

8. Faculty Salary Survey (pp. 52-59)

Attached for the Senate's information is a document produced periodically by Stef Bloomfield, Assistant to the President, related to Faculty Salaries.

9. Faculty Panels for Hearing Committees; Election of (pp. 60, 61)

Attached is a list of nominees for election to a Faculty Panel for Hearing Committees. The Panel will be elected by the Senate at its June 5 Senate meeting. The following is background information.

The Board's Administrative Rules define criteria and procedures for the imposition of Sanctions for Cause, including terminatios of appointment (see AR 580-21-320 through AR 580-21-385; formerly AR 41.352-41.395). If such a sanction is to be imposed, a hearing committee shall conduct a formal hearing of the case unless the faculty member requests no hearing. The hearing committee shall be selected from a Faculty Panel which has been duly established.

Procedures for establishing Faculty Panels were drafted by the Faculty Reviews & Appeals Committee and adopted by the Faculty Senate on December 3, 1970 (motion 269-3) and amended on May 4, 1972 (motion 286-2), June 5, 1980 (p.XXI), December 4, 1980 (motion 80-375-1), and June 1981. These procedures provided for three Panels to serve concurrently, each for a three-year term on a rotating basis, with one new panel to be elected each year. On May 29, 1980, with Senate agreement, the existing panels were extended to four (4) years. By Senate action on December 4, 1980, the number of panels was formally reduced to two, one to be elected every other year, and the terms extended to four years.

Members (and Alternates) of the two current Panels are listed on an attachment in these materials. Each Panel, when elected, included ten members but, since then, one or two of the original members and alternates have resigned or retired. Panel A. retire on June 30, 1986; the current Panel B. becomes Panel A., and the Senate will elect a new Panel B. (and alternates) at the June 5 meeting. As needed, Panels A. and B. would be called to serve

in alphabeical order. Alternates for each Panel are listed in the order in which they would be asked to serve, if needed. Their number (for the Current Panel B.), originally ten, has also been reduced by retirements or terminations.

The Executive Committee is presenting a slate of nominees (see Attachment) from which a new Faculty Panel is to be elected by the Senate on June 4, 1986. It is presented this month, in conformance with provisions of the Bylaws, for the Senate's review. Ten nominees are to be elected to the new Panel B. to serve from July 1, 1986-June 30, 1989. Nominees who are not elected are to be designated as Alterantes. This slate of nominees was selected by a random selection process from the Faculty Roster. Each nominee has been contacted and has agreed to serve if elected.

Additional nominations may be made by letter addressed to the Faculty Senate and received by the President (Bob McMahon) at or prior to the June 5 Senate meeting. Nominations from the floor will be accepted at the May 1 meeting, and will not be called for at the June 5 meeting. All additional nominees should be consulted in advance to determine their willingness to be nominated. Election of Panel members will be by written ballot.

10. Notes from the Senate President

C. Reports from the Executive Office

President Byrne will be attending the Senate meeting and plans to talk with the Senate on several issues. Other representatives of the Executive Office will also plan to be present.

D. New Business

APR 29 1986

OSU

OREGON STATE UNIVERSITY
DEPARTMENT OF ZOOLOGY

CORVALLIS, OREGON 97331

18 April 1986

M E M O R A N D U M

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

From: Fred Hisaw, Chairman FCH
Faculty Economic Welfare Committee

Subject: Flex Benefits Plan

Your letter implies that a flex benefit plan has already been decided upon. The FEWC members that could make the special meeting were all disturbed by the matter and had many questions for which we had no answers. Does Higher Ed really want faculty imput on this matter? If so, they have given us neither sufficient time nor information to be effective. No costs are given for any of the options under the spending account nor the extent of the benefit. This makes it impossible to properly evaluate the over all program as to whether it is good or bad. One thing that is evident under the Core Plan is the disability insurance that is offered is less than the policy many of the faculty have now. In order for the different carriers to contain their costs will the faculty really end up paying more and receiving less coverage than they have now? The FEWC is very concerned about the way the whole matter has been handled.

Department of Zoology Oregon State University Corvallis, Oregon 97331-2914 (503) 754-3705

16 October 1985

MEMORANDUM

To: Ron Cameron, President, OSU Faculty Senate
Executive Committee, Faculty Senate
Faculty Senate

From: Fred Hisaw FLH
Chairman, Faculty Economic Welfare Committee

Subject: Flexible Benefits for OSSHE Staff

Our Committee looked into this matter last year and our answer to the questions raised in Chancellor Lemman's memorandum of October 9, 1985 follows.

1. Do we wish to have a flexible benefits program made available to OSSHE faculty and staff? (SEBB only) Our answer is yes.

2. Should the program be available to faculty effective July 1, 1986 or July 1, 1987? Our answer is to implement it only when a workable plan has been designed.

3. This question deals with funding. The feeling is that this should come out of sources other than that money scheduled for faculty salary raises. We do make the recommendation that it would be best to try the flex plan on a limited group and the management service or classified unrepresented employes would be ideal. This is because industry has found that there is considerable time lag between design, bidding and implementation. Those organizations that have rushed a flex plan into being too fast have found that they had a most unsatisfactory program. Design and implementation will most likely take at least two years.

4. I believe it would be helpful to the OSU Executive office to know that the Faculty Senate endorses this report.

Oregon
STATE SYSTEM OF HIGHER EDUCATION
OFFICE OF ADMINISTRATION
P.O. BOX 3175
EUGENE, OREGON 97403

October 9, 1985

MEMORANDUM

TO: Deans and Vice-Presidents of Administration

FROM: W. T. Lemman

SUBJECT: Flexible Benefits for OSSHE Staff.

Attached for your information is a copy of the State Executive Department's briefing paper on the proposed flexible benefits plan for employes who have group insurance under the State Employes Benefits Board (SEBB). The Personnel Division intends in early November to solicit bids for a flexible benefits plan, and we have been asked to indicate whether the Department of Higher Education wants to provide a flexible benefits plan for faculty, management service, and other classified employes covered under SEBB.

This project has been discussed informally with your Personnel and Benefits Officers during the last year and the feedback suggests that a flexible benefits program would be viewed positively by OSSHE faculty and staff. However, we believe that a July 1, 1986, effective date would not provide sufficient time for implementation and that the additional cost in mid-biennium is prohibitive. A July 1, 1987, implementation date seems more reasonable. If we choose not to cover OSSHE faculty until July 1, 1987, it is possible that the Executive Department will pilot a flexible benefits program on July 1, 1986, for all management service and classified unrepresented employes.

I must convey to the Executive Department the Department of Higher Education's position on flexible benefits by October 23, and I will need a response from you prior to that date. I realize this response time is short, but it is important that the OSSHE position be presented in concert with those of other state agencies.

The questions for you to respond to are:

1. Do we wish to have a flexible benefits program made available to OSSHE faculty and staff? (SEBB only)

2. If the answer to question one is "yes," should we try to make the program available to faculty effective July 1, 1986 or July 1, 1987.

3. If the flexible benefits program is made available to faculty on July 1, 1986, would you be able to pay from institutional resources the additional cost which is estimated at $20 per month per faculty member? (No additional assessment is required to extend flexible benefits to management service or classified unrepresented employes.)

Please address any additional questions to Mr. Anderson or Mr. Sicotte in the OSSHE Office of Personnel Administration.

RLA:ps
CC: Joe Sicotte
Ron Anderson
Barbara Barrie
Ross Hall
Dave Quenzer
Personnel Officers
Benefits Officers

July 1985

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331

Faculty Economic Welfare Committee

FACULTY FRINGE BENEFIT SURVEY RESULTS

The Faculty Economic Welfare Committee conducted a fringe benefits survey in May 1985. All on-campus and off-campus employes with an academic ranking were included.

The Faculty Economic Welfare Committee on 23 May 1985 sent out about 2,200 questionnaires to departments for distribution to faculty on-campus Spring term. A distribution was also made to off-campus faculty in a similar manner to the extension offices. A total of 1,102 questionnaires were returned by 10 June 1985; 975 from on-campus and 127 from off-campus faculty.

All employes who responded to the survey were asked whether they wanted any proposed increase in their compensation to be applied to their salaries or their fringes. Of the total respondents, 63.2% preferred all salary, 34.8% preferred salary plus fringes, and 2.0% preferred all fringes.

In the accompanying table, the nine fringe benefit options included in the survey are ranked from highest preference to lowest preference based on the returns from the 975 on-campus respondents who ranked the option in the high preference group (1st, 2nd, or 3rd positions).

The numbers shown in the table represent the percent of 975 on-campus respondents or 127 off-campus respondents (in brackets) who placed the option in the high preference group. It is noteworthy that on-campus and off-campus respondents selected the 5 most-preferred options in the same order and by approximately the same percentage.

The survey also revealed that 29% of the on-campus respondents and 18% of off-campus respondents were interested in additional group life insurance paid by the employe. Between 60 and 70% of all respondents were willing to pay half the cost of ODS group dental insurance for their dependents while 20% were willing to pay the full cost.

The Faculty Economic Welfare Committee wishes to thank all faculty who completed and returned questionnaires to the Faculty Senate office.

OSU Faculty Ranking of Fringe Benefit Options*

Rank	Option	High Preference % On-campus	Off-campus
1	Extension of current employee ODS dental insurance to dependents	61.9	(61.4)
2	Long term disability income insurance	52.0	(54.5)
3	Annual routine physical exam	42.7	(44.4)
4	Group life insurance, 1 x salary	41.8	(37.3)
5	Faculty tuition rates for dependents	35.3	(38.6)
6	Free automobile parking	22.4	(11.1)
7	Partial subsidy for child day care program	18.6	(11.2)
8	OSU-sponsored recreational/ fitness program for employee	12.6	(8.0)
9.	Group legal insurance	10.6	(12.0)

* All options to be paid by employer.

OSU FACULTY ECONOMIC WELFARE COMMITTEE SURVEY ON FRINGE BENEFITS: PERCENTAGE DATA
OSU Campus Faculty

Part A. SAMPLE STATISTICS

Numbers represent percent of 975 respondents in each category.

1. Academic rank of respondent:

1) Professor =	27.1 %	5) Research Assistant =	15.7 %
2) Associate Professor =	24.1 %	6) Research Associate =	3.4 %
3) Assistant Professor =	15.6 %	7) Other =	1.8 %
4) Instructor =	12.3 %		

2. Compensation, type preferred:

1) All salary =	63.5 %	3) Salary + fringe =	34.3 %
2) All fringe =	2.2 %		

3. Age group of respondent:

1) Under 30 =	6.7 %	3) 41-50 =	33.3 %
2) 31-40 =	34.0 %	4) 51 or over =	26.0 %

4. (Not applicable)

Part B. FRINGE BENEFIT OPTIONS

		Preference: (in %)			
#	Option	Top (Rank 1)	High (Ranks 1-3)	Medium (Ranks 4-6)	Low (Ranks 7-9)
5	Long-term disability	18.4	52.0	32.8	15.2
6	Group life insurance	9.9	41.8	36.5	21.7
7	Dental insurance for dependents	24.9	61.9	20.5	17.6
8	Annual physical	13.0	42.7	36.5	20.8
9	Group legal insurance	1.7	10.6	38.2	51.2
10	Faculty tuition for dependents	14.0	35.3	29.0	35.7
11	Recreation/fitness program	1.9	12.6	26.3	61.1
12	Child day-care subsidy	6.4	18.6	19.0	62.4
13	Free auto parking	5.5	22.4	29.9	47.6

Part C. OTHER ALTERNATIVES

Item #	Alternative	% Yes	% No
14	Additional life insurance paid by employe	29.1	70.9
15	Employe to pay half cost of dental for dependents	60.8	39.1
16	Employe to pay full cost of dental for dependents	20.4	79.6

13. APR 18 1986

College of Pharmacy | Oregon State University | Corvallis, Oregon 97331-3507 (503) 754-3725

April 18, 1986

TO: Robert McMahon, President
Faculty Senate

FROM: Faculty Status Committee
Paul Kopperman
Mark Wilson
Dick Bell
Terry Miller
Dale Simmons
Julie Brauner
Laurel Maughan
John Leonard
Hollis Wickman
John Block, Chair

SUBJECT: Flex Benefits Plan

It is impossible to schedule a meeting of the Faculty Status Committee prior to the deadlines necessary for the Senate Executive Committee to review the proposed Flexible Benefits Plan. Further, there is no information of the costs of the specific items in the Spending (Flex) Account. Perhaps the Faculty Economic Welfare Committee has been studying this matter and can provide the Senate with more information. It would be informative to know why the flex concept cannot be used for the entire benefits package rather than requiring a core program.

The Faculty Status Committee is concerned with one matter and that is the effect of a flexible benefits plan on funding the proposed salary increases. Oregon State University is defined as a comprehensive research university. Departments have worked hard at hiring excellent faculty which has resulted in the University's national reputation. These faculty are in demand by other institutions. Competitive salaries will have to be maintained for purposes of hiring and retention. The faculty have already seen attempts at minimizing the University's poor salary ratings by (1) including the entire fringe benefit package in the comparisons and (2) a state agency proposing a different list of comparator universities. These or similar rationales could be used to justify shifts of limited salary monies into fringe benefits.

14.

Office of the
Faculty Senate

Oregon State University

Corvallis, Oregon 97331 (503) 754 4344

April 9, 1986

M E M O R A N D U M

To: Faculty Economic Welfare Committee
Fred Hisaw, Chairman

Faculty Status Committee
John Block, Chairman

Budgets & Fiscal Planning Committee
Solon Stone, Chairman

From: Bob McMahon, Faculty Senate President

Subject: FLEX BENEFITS PLAN

As you can see from the enclosed Memo and accompanying schedule, we now have a Flex Benefits Plan. No prior consultation or correspondence has been received, except for the inquiry last year that we asked the FEWC to report to the Senate. We now have the problem that the Senate endorsed the FEWC recommendation that we not go into a flex benefit plan before many, many questions were answered.

Therefore, could each of your committees review the enclosed materials and plan to report back to the Executive Committee and the Faculty Senate ASAP... Although the Memo does not indicate the length of time we have for response, other things emanating from the Chancellor's Office have had a very limited response time before action has been taken.

The EC would like your views of the proposal, the feasibility, and any recommendations you would like to make. If your report could be back in the Senate Office by April 18, the EC could review them on April 21 (the agenda-setting meeting for May 1). After Senate action, we can send the recommendations forward to the Vice President and the Chancellor's Office.

If you have questions, please give me a call.

sl

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Office of the President Oregon State University Corvallis, Oregon 97331-2128 (503) 754-4133

April 7, 1986

TO: Robert McMahon, Faculty Senate

FROM: T. D. Parsons, Vice President for Finance and Administration

SUBJECT: Flexible Benefits Plan

As indicated on the enclosed sheet there are plans to make available a Flexible Benefits Plan beginning at some point in the 1987-89 biennium. This summary is rather brief but indicates the basic ideas. A core plan would be required for each eligible employee and an additional $143 per month per employee would be provided for a cafeteria selection of additional benefits including the option of a cash payment (the latter would be taxable). It would also be possible to select benefits exceeding $221 per month by a voluntary salary reduction. The salary reduction would reduce tax liabilities correspondingly.

There are obvious advantages to such a plan for a family in which both spouses are employed by the State and receive duplicate benefits and for the single, childless employee who now receives excess benefits in the health/dental area. The Faculty Welfare Committee has examined some of these issues in the past and further recommendations with regard to the design of the plan, to be forwarded to SEBB, would be welcome.

The principal concern at the moment is our need to advise the Board's Office of our priorities for various augmentations of direct and indirect benefits for faculty for 1987-89. The faculty salary package for 1986-87 includes an average increase of 3.25% to be awarded May 1, 1987. To fund this increase fully for the 1987-89 biennium will require an additional 9-10 million dollars for the State System. This is our number one piority. The present faculty benefits plan provides about $140 per month per employe. The flex plan, therefore, costs an additional $81 per month per employe. State System costs for faculty would be 6-8 million dollars for the biennium. Additional faculty salary increases for 1987-89 will have a high priority. How should the flex benefit plan be prioritized with respect to these latter faculty salary increases? Benefits have a tax advantage over direct pay for everyone but the distribution of overall faculty compensation would be different for improvement in benefits as opposed to improvement in salary.

Would you please ask appropriate agencies of the Senate to review this matter and make a recommendation. As usual we need a response as soon as possible.

TDP/ms
Encl.

FLEXIBLE BENEFITS FACT SHEET

The State Employe Benefits Board (SEBB) plans to implement a state-wide flexible benefits program on November 1, 1987. The plan would have two parts: 1) A "core plan" in which each employe would have to participate, and 2) a spending account from which the employe could choose additional insurance coverage or receive the balance in cash. Below is an example of expenditure for a flexible benefits plan:

FLEX DESIGN

	Monthly Actuarial Cost Estimates
CORE PLAN - Required Minimum	
Health - Plan A	
Employe Only insurance	+ $ 52
Dental - Plan A	
Employe Only insurance	+ 11
Life/Disability Insurance	
$10,000 group life/60% of salary for disability	+ 15
	$ 78

SPENDING ACCOUNT (Flex Account)	$143.00 to Spend
Health	
Dependent coverage	?
Dental	
Dependent coverage	?
HMO	
Employe Extended Coverage	
Dependent coverage	?
Life Insurance - @$10,000 increments up to $50,000	?
Medical Reimbursement Account	
Pay for deductibles, co-pay, non-covered qualified medical/ dental costs.	?
Cash (Taxable)	?
Total all funds	$221
Salary Reduction (non-taxable)	$?

Flexible benefits advantages include:

1. Employes can choose benefits which best meet their personal needs.
2. Flexible benefits plans are equitable because all employes receive the same level of benefits.
3. Employers can control better the inflation in benefits costs.
4. Individual tax-savings are possible through establishment of a tax-reimbursement savings account which is used to pay medical expenses not covered by other plans or for day-care expenses.

Flexible benefits disadvantages include:

1. Additional administrative time to explain benefits options is required.
2. Payroll/personnel systems must be changed.
3. Benefits costs may increase for some employe groups during the implementation stage.

April 14, 1986

To: Executive Committee of the Faculty Senate
Fm: Jonathan King, Curriculum Council Chairman
Re: Change in Department Name Requests

The following two requests have been approved by the Curriculum Council.

COLLEGE OF BUSINESS

1. **Proposed department name:** Finance, Insurance, and International Business
   Previous department name: Finance

2. **Locus within the Institution:** The concentration in International Business and courses in insurance are located in the existing Department of Finance, College of Business.

3. **Objectives:** To give added exposure to the areas of International Business and Insurance. Both are deemed significant enough by the College of Business faculty to warrant individual mention in title of the Department of Finance.

4. **Additional resources required:** **A. Personnel** None
   B. Facilities None

5. **Funding requirements:** Current funding adequate

6. **Relationship of Proposed Unit to the Institutional Mission:** The increasing importance of international business to the United States, Oregon, and Oregon State University is increasingly obvious. In addition, the College of Business is expanding this emphasis through the (recent addition of a) concentration in International Business, developing internships in this area, and a special emphasis on Pacific Rim Countries.

   The area of insurance has been and will continue to be an area of importance, both for profit and not-for-profit organizations. The College of Business has recently hired a full-time, tenure track professor in this area.

7. **Long Range Goals and Plans for Unit:** No different from those of other departments in the College of Business.

SCHOOL OF EDUCATION

1. **Proposed department name:** Science, Math, and Computer Science Education
   Current department name: Science and Math Education

2. **Locus within the Institution:** Within the School of Education (this proposal is strongly supported by the Department of Computer Science).

3. **Objectives:** To integrate three related areas in one department; in particular, to emphasize the importance of computer literacy along with the traditional areas of mathematics and science.

4. **Additional resources required:** **A. Personnel** None
   B. Facilities None

5. **Funding requirements:** Current funding adequate

6. **Relationship of Proposed Unit to the Institutional Mission:** The increasing importance of computers in everyday life is of obvious relevance to any school of education. O.S.U.'s is no exception.

7. **Long Range Goals and Plans for Unit:** To offer quality instruction in all three areas--math, science, computer science.

Vice President for
Academic Affairs
and Provost

Oregon State University

Corvallis, Oregon 97331-2128 (503) 754-2111

November 11, 1985

MEMORANDUM

TO: Ron Cameron, President, Faculty Senate

FROM: Bill Wilkins
Acting Vice President for Academic Affairs and Provost

RE: Proposal to Change Department Name, College of Business

Attached is a proposal from the College of Business (see memo dated October 31, 1985 from Dean Spruill and from Professor Easton dated October 9, 1985) to change the name of the Department of Finance by adding the words "Insurance, and International Business."

I request that you ask the appropriate committees and the Senate to consider this matter. My hope is that this could be accomplished at the December meeting. If there are no major objections from the Senate, I will approve the change and notify the Board's office of our intent in this matter.

BHW/nrh

c: Dean Spruill

College of Business Oregon State University Corvallis, Oregon 97331

October 31, 1985

TO: Bill Wilkins, Vice President for Academic Affairs

FROM: M. Lynn Spruill, Dean

SUBJECT: Faculty Recommendation

The College of Business faculty, in a meeting on October 30, 1985, approved a recommendation for a name change for the present Department of Finance. The recommendation is that the name of the department be changed to the Department of Finance, Insurance, and International Business. Would you send this recommendation on to its next step, whatever that may be?

The logic for the portion of the change dealing with international business is included in a memo from Ed Easton to the College faculty. That memo is attached.

The addition of insurance to the title was approved after a request from the members of the department. The logic for the addition is that with the addition of Dr. Norma Nielson to our staff we are now the only College in the region with any strength whatsoever in the insurance area. We intend to focus a good deal of research effort with this industry and we will be teaching a significant number of students in the area. The department members believe, both for accuracy and publicity, the name should be changed to reflect what they are doing. I agree.

If you have questions please call on me.

MLS/ml
10/31/85
attachment

College of Business Oregon State University Corvallis, Oregon 97331

October 9, 1985

To: College of Business Faculty

From: Ed Easton, Chairman
International Business
Activities Committee EE

Subject: Committee recommendations
(excerpt from minutes of 10-2-85)

The growing emphasis on international business programs was discussed, particularly the new bachelor's in international at Portland State and the proposed MBA in international at the University of Oregon. It was agreed that our international concentration and activities probably could be better supported and further strengthened if administration thereof were centralized. It was noted that at present the international business concentration does not belong to any specific department. The following three motions were then moved, seconded, and passed.

(1) It is recommended that the international business concentration and related activities be assigned to a single department of the College of Business.

(2) It is recommended that the title of the department to which the international business concentration is added should include the name "International Business" in its title.

(3) It is recommended that the international business concentration and related activities be assigned on a three-year trial basis to the Department of Finance and it should be named "Department of Finance and International Business."

lkb

22.

Department of Computer Science
Oregon State University
Corvallis, Oregon 97331-4602
(503) 754-3273

April 7, 1986

TO: W. Lawrence Gates, Acting Dean
College of Science

FROM: Walter Rudd, Chairman

RE: Proposed Name Change

The Department of Computer Science has no objection to the proposal by the Department of Science and Mathematics Education to change its name to Science, Mathematics, and Computer Science Education. To the contrary, we welcome any efforts that will improve the quality of computer science education in Oregon. The name change should give them more visibility, which should help toward that goal. I have been given every assurance that the distinction between the departments will remain clear in the minds of all concerned.

WR/wg
cc: Pete Fullerton, Associate Vice President for Academic Affairs

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Oregon
STATE SYSTEM OF HIGHER EDUCATION
OFFICE OF ACADEMIC AFFAIRS
P.O. BOX 3175
EUGENE, OREGON 97403
(503) 686-5720

April 1, 1986

MEMORANDUM

TO: Bill Wilkins, Oregon State University, Vice President

FROM: James Payne

SUBJECT: Authorization to Rename the Department of Science and Mathematics Education to the Department of Science, Mathematics, and Computer Science Education

As part of its curricular request for 1986-87 the OSU School of Education has requested Board acknowledgement of the renaming and reorganizing of the Department of Science and Mathematics Education. Policy and procedures adopted by the Board at its November, 1975 and March, 1985 meetings require Board approval prior to the renaming of a department.

The request for authorization to rename the Department of Science and Mathematics Education should be forwarded to the Office of Academic Affairs for review by the Board. The attached document reflects the policy and the procedure that is to be followed.

sm
Enclosure

cc: Vice Chancellor Pierce
Pat Wells, OSU
Madge Patterson, OSU

Madge Patterson

PROCEDURES FOR ESTABLISHMENT OF SCHOOLS, COLLEGES, DEPARTMENTS, DIVISIONS, CENTERS, INSTITUTES, AND SIMILAR AGENCIES SERVING INSTRUCTIONAL, RESEARCH, AND PUBLIC SERVICE FUNCTIONS

(Adopted by Oregon State Board of Higher Education, Meeting #427, November 25, 1975, pp. 975-976.)

(Amended by Oregon State Board of Higher Education, Meeting #522, March 15, 1985, pp. 108-109.)

Schools, colleges, department, divisions, centers, institutes, and similar agencies serving instructional, research, and public service functions may be established or renamed by institutions when prior approval has been secured from the State Board of Higher Education.

In seeking authorization of the Board to establish or rename a specific school, college, department, division, center, institute, or similar agency, the institution shall submit to the Board's Office for review by the Board the following information:

1. Title of the proposed instructional, research, or public service unit.

2. Locus within the institution's organizational structure.

3. Objectives, functions (e.g., instruction, research, public service), and activities of the proposed unit.

4. Resources needed:

    a. Personnel - FTE academic, FTE classified.

    b. Facilities and equipment.

5. Funding requirements (estimated annual budget), and sources thereof: state sources (institutional funds--state general fund, tuition and fees, indirect cost recoveries), federal funds, other funds as specified.

6. Relationship of the proposed unit to the institutional mission.

7. Long-range goals and plans for the unit (including a statement as to anticipated funding sources for any projected growth in funding needs).

SUMMARY OF EDUCATION REQUESTS, 1986-87

EDUCATION

New	(22)	+ 25
Changes	(54)	- 3
Drops	(5)	- 16
TOTAL		+ 6

ED PREFIX COURSES

New	(0)	0
Changes	(1)	- 3
Drops	(0)	0
TOTAL		- 3

EDUC. FOUNDATIONS

New	(17)	+ 9
Changes	(48)	0
Drops	(0)	0
TOTAL		+ 9

INDUSTRIAL EDUCATION

New	(5)	+ 16
Changes	(5)	0
Drops	(5)	- 16
TOTAL		0

The School of Education is undertaking some major reorganizations in Educational Foundations and Industrial Education. A new prefix designator, EdFn, is being requested for Educational Foundations, which will allow the department to monitor the graduate programs with much greater efficiency and will be a more descriptive prefix designator for these courses.

Science, Mathematics, and Computer Science Education is requesting recognition of the separation of baccalaureate and graduate degrees (B.A., B.S., M.A., M.S., Ed.M., Ed.D., Ph.D.) in mathematics education from those in science education. Through an oversight, Oregon State University neglected to include this request in our 1983-84 course request document, as suggested in a letter from Mrs. Kahananui to Dr. Suttie on June 14, 1982.

In addition, a name change of the former Department of Science and Mathematics Education to the Department of Science, Mathematics, and Computer Science Education has been approved by all appropriate groups at OSU, and was effective February 28, 1984, but has not been reflected in the 1985-86 OSU Catalog. We, therefore, wish to acknowledge this change with the State Board.

In all, twenty-two new courses are requested (including 15 open-ended courses), increasing credit by 25 hours; fifty-three changes in existing courses (all but five are prefix changes from Ed to EdFn), changing overall credit by 3 hours; and dropping of five old courses, decreasing credit by 16 hours, resulting in a 6-hour increase in credit for the School of Education.

Office of the President

Oregon State University

Corvallis, Oregon 97331-2128 (503) 754-4133

April 21, 1986

MEMO TO: Robert McMahon, Faculty Senate

FROM: T. D. Parsons, Vice President for Finance and Administration

SUBJECT: University Parking Fees and Parking Fine Schedule

The Campus Traffic Committee has proposed an increase in parking fees and in fines for some parking violations effective October 1, 1986. The recommendation for annual parking fee changes is as follows:

	Current	Proposed
Staff/Faculty Permit	$30.00	$40.00
Student Permit	21.00	27.00
Motorcycle Permit	7.00	9.00
Second Car Permit	3.00	4.00
Bicycle Registration	2.00	2.00

As you know, parking is a self-support activity by law. The increase in fees is justified on the following bases.

- Parking fees have not increased since 1981. During the interim costs of personnel, services and supplies, and particularly parking facility maintenance have undergone significant inflation. It is estimated that proper annual maintenance of parking facilities will cost $86,000 on the average for the next ten years. This is about twice the amount expended for maintenance each year from 1981 to 1985.

- It is highly desirable to continue to up-grade existing gravel-surface lots to fully-improved, asphalt-surfaced, drained lots. Examples are the lots in the area of Crop Sciences and southeast of the Administration Building. It is also desirable to expend parking facilities especially on the north and east sides of the campus to better accommodate present demand. Whether capital for these improvements is provided from bonding or current Traffic Office income, the ultimate source must be Traffic Office income.

It is anticipated that the proposed increase in parking fees will produce about $50,000 additional income annually.

The Committee also proposes to increase fines for some parking violations. The violations for which increases are proposed are not particularly common but are viewed by the Committee as more serious than the present fines would indicate. Thus, increases in these fines are not justified on the basis of income but rather on the basis of deterrence. For your information, the full current fine schedule and the proposed schedule are given.

Auto Violations	Current	Proposed
No permit displayed	$10.00	$10.00
Parking in Handicap Space	20.00	30.00
Circumventing Regulations	20.00	30.00
Parking on Lawns or Sidewalks	20.00	30.00
Parking in Crosswalk	20.00	30.00
Parking in Driving Lane	10.00	30.00
Parking in Wrong Area	10.00	10.00
Parked Overtime	10.00	10.00
Parked in "No Parking" Area	10.00	10.00

Bicyle Violations	Current	Proposed
Riding on Sidewalk	$15.00	$25.00
Not Registered	5.00	5.00
Improper Parking	5.00	5.00
Improper Parking-Creating Hazard	10.00	20.00
Impoundment Fee	5.00	5.00

It would be appreciated if the Faculty Senate will review these proposals and comment. A public hearing will be scheduled for about June 2, 1986. Comments will be most useful if received by that date.

TDP/vh
cc: Robert Barnes

MEMORIAL UNION EAST • OREGON STATE UNIVERSITY • CORVALLIS, OREGON • 97331-5006 • TELEPHONE • (503) 754-2

ASOSU
ATED STUDENTS OF OREGON STATE UNIVERSITY

March 6,1986

To: President Byrne
Vice President Parsons
Vice President Trow
Faculty Senate

From: Katrina Nordquist, Vice President for Senate

RE: OSU Bicycle Permit

On February 11, the 45th ASOSU Senate pass a resolution concerning the current bicycle registration policy.

The senate recommends that the $2 fee be revoked, that the Traffic Committee structure their bicycle program in a similiar manner as the free program used on campus at the University of Oregon and that the Traffic Committee discontinue the use of the motorcycle officer's service.

enclosure

MEMORIAL UNION EAST • OREGON STATE UNIVERSITY • CORVALLIS, OREGON • 97331-5006 • TELEPHONE • (503) 754-210

ASOSU

IATED STUDENTS OF OREGON STATE UNIVERSITY

45-R-06

A RESOLUTION TO RESTRUCTURE THE OSU BICYCLE PERMIT

WHEREAS the importance of bicycle regulations and enforcement of these regulations is recognized by the students, and

WHEREAS a bicycle is the only means of transportation for many OSU students, and the use of bicycles should be promoted and,

WHEREAS the $2.00 fee increases the cost of attending OSU, and

WHEREAS 85% of 13,557 OSU students surveyed opposed the fee to register bicyles, and

WHEREAS the monies raised by the permits amount to only 38% of the total bicycle enforcement cost, and

WHEREAS the $26,000.00 per year budget for bicycle enforcement has little if any benefit towards increasing the safety of the students from "Dangerous" bicyclist and

WHEREAS The University of Oregon has a free bicycle registration program that has proven it's self to be successful without a motorcycle cop,

WHEREAS $22,416.00 of the budget goes towards the safety officer and his "small" Kawasaki 1000 to patrol the streets 40 (?) hours a week.

WHEREAS The bicycle permits are beneficial for returning lost bicycles, and

WHEREAS the incremental benefits from the motorcycle cop does not justify his $22,416.00 expense,

WHEREAS the more people who ride bicycles to campus, the more car parking spots available.

BE IT HEREBY RESOLVED BY THE 45TH ASOSU SENATE THAT we recommend to the administration that:

1) the $2.00 fee to register bicycles be revoked by the Administration, and

2) the Traffic Committee structure their bicycle program in a similar manner as the free program used on campus at the University of Oregon, with the OSU budget being less dependent on the funing from car permits.

3) the Traffic Committee discontinue the use of the motorcycle officer's services.

IT FURTHER RESOLVED THAT copies of this resolution be sent to President Byrne, Vice President Parsons, Vice President Trow, and to the Faculty Senate.

Andrew Sandstrom
Engineering Senator

Katrina Nordquist, Vice President for Senate: Katrina Nordquist

David Crowell, President: D Crowell

Passed, February 11, 1986

Oregon State University
SCHOOL OF BUSINESS

MEMORANDUM

To: Robert McMahon, Faculty Senate President
Executive Committee of the Faculty Senate
From: Patrick S. Kemp, Chairman, Academic Regulations Committee

Date: 4/21/86

SUBJECT: Revision of AR27

Attached is the Academic Regulations Committee's proposed revision of AR27, rendered pursuant to a request from Vice-President Wilkins.

I regret that we were unable to resolve the matter of the Academic Dishonesty document in time to comply with your request for a report by this morning. We await further instructions from you in this regard.

We concur in the suggestion by David Crowell and the action by Vice-President Wilkins to publicize AR16 regarding "dead week."

OSU 1656

Proposed Revision of AR27

(Part a. remains unchanged.)

b. Subsequent Baccalaureate Degree(s):

(1) A ~~graduate~~ student who has received a previous baccalaureate degree(s) from Oregon State University may be granted additional baccalaureate degree(s) subsequently provided that the requirements for concurrent degrees (AR27a) are satisfied. The minimum of 32 term hours specified in AR27a(2) may be completed at any time. (2) A ~~graduate~~ student with a baccalaureate degree(s) from an accredited institution other than Oregon State University may be granted a baccalaureate degree from Oregon State University upon satisfying the ~~institutional residence requirement (AR26e) and the~~ institutional, college, and departmental ~~curricula~~ requirements of the curriculum represented by the degree. Such a student may also ~~may~~ obtain concurrent degrees from Oregon State University by satisfying the requirements for concurrent degrees (AR27a).

c. A student seeking a baccalaureate degree under the provisions of either AR27a or AR27b also must satisfy the appropriate residence requirements as defined in AR26e.

FOR YOUR INFORMATION from Vice President Wilkins

MAR 27 1986

32.

March 21, 1986

TO: Members, State Board of Higher Education

FROM: John Alltucker, Chairman, Board's Committee on Planning

RE: Schedule for Completion of Strategic Plan

1. The Board's Committee on Planning was assigned responsibility for preparing the State System's response to the OECC planning charge. The OECC provided guidelines and a schedule for the educational segments in the state to meet in submitting their respective plans. The planning charge, and subsequent guidelines developed by the Joint Board's Committee on Planning, left each segment discretion in deciding the format for its separate plan.

2. The OECC is charged with coordinating the state-level planning issues which involve more than one segment of education. The State Board is responsible for long-range or strategic planning, which sets the policy framework or guidelines within which the state's public four-year colleges and universities to do their own operational planning.

3. In order to meet the State Board's responsibilities for long-range or strategic planning and the OECC's requirements for its comprehensive coordinating plan, the Board's Committee on Planning decided to proceed in the following manner:

    * The State System should first prepare its own strategic plan for the period 1987-93.

    * It should obtain institutional responses and the Board's appoval of the entire plan before submitting any part of it to the OECC.

    * It should prepare a separate report that compares the State System's plan with the goals and objectives outlined in the OECC's planning charge.

    * The Board's planning committee and staff should meet the April 24, 1986 deadline for submitting the Board's plan and report to the OECC.

(OVER)

4. So far, the Board's Planning Committee, with the assistance of the Board's staff, is on a schedule that will permit the Board to meeting the April 24, 1986 deadline.

March 13 -- Staff mailed copy of draft strategic plan to Board's Planning Committee, institutions, Interinstitutional Faculty Senate, and staff

March 20 -- Academic Council will review draft plan and review process

March 21 -- Committee on Instruction will review State System mission statements and teacher education proposals

March 21 -- Board's Planning Committee will review draft plan and planning process with Board's Planning Committee

April 5 -- Academic Council will consider institutional proposals for revision to draft plan

April 11 -- Special meeting of Board in Salem will discuss Board's plan

March 21-April 17 -- Staff will prepare planning report comparing State System plan and OECC goals and objectives. It will consult with OECC staff and schedule meetings with Department of Education planners and independent colleges and universities

April 17 -- Board's Planning Committee will review revised plan and report to OECC

April 18 -- Board will take action on Strategic Plan and OECC report

April 24 -- Staff will submit State System plan and report to OECC

May 16 -- Board will consider further revisions to Strategic Plan

hh

cc: Chancellor
Vice Chancellors
Academic Council
Holly Zanville

APR 10 1986

Office of the President

Oregon State University

Corvallis, Oregon 97331-2128 (503) 754-4133

April 13, 1986

TO: Deans, Directors, and Department Heads

FROM: John V. Byrne
President

SUBJECT: Long-Range Planning Materials

Enclosed are materials prepared by the President's Long-Range Planning Commission and the subcommittees working under their direction.

Three of these documents constitute the Planning Assumptions described in the "Long-Range Planning Guide" dated February 24, 1986.

The **Mission and Goals Statement,** prepared from materials submitted by the Mission and Goals Subcommittee chaired by Frank Schaumberg.

The **External Environment Assessment Planning Assumptions,** prepared from materials submitted by the External Environment Assessment Subcommittee chaired by John Beuter.

The **Internal Capabilities Assessment Planning Assumptions,** prepared from materials submitted by the Internal Capabilities Assessment Subcommittee chaired by Chris Mathews.

Also enclosed is the complete text of the External Environment Assessment Report prepared by John Beuter's subcommittee.

PLANNING ASSUMPTIONS

General Assumptions

- Oregon State University will continue to pursue its mission as a comprehensive research university.
- In those areas where OSU is strongest, it will continue to compete with the best institutions in the country.
- To make Oregon State a truly comprehensive university, the asymmetry among its programs will be addressed.
- To increase the effectiveness of OSU's fund development, alumni relations, and student recruitment, these activities will be further decentralized.
- Periodic internal and external review of all university programs will be conducted to maintain and enhance their overall quality.

Faculty and Staff

- The selection, recruitment, evaluation, and compensation of faculty will be the highest priority of the University.
- Promotion and tenure decisions will become more rigorous.
- Department chairmanships and extramurally funded professorships will be used to attract outstanding senior faculty members to OSU.
- Recruitment and retention of minority faculty will be emphasized throughout the University.
- The bulk of support for the scholarly work of most faculty members will come from extramural grants, fellowships, and contracts. Continued success of the University's scholarly production will depend on augmenting these resources with internal funds.
- Faculty morale and satisfaction depends upon resolution of the following issues regarding faculty status: assignment of faculty rank, 9-month versus 12-month appointments, fixed-term and part-time appointments, and consulting and off-campus employment.
- Classified staff constitute an indispensible resource for the University; OSU will seek to enhance their career development.

Numbers and Sources of Students

- More effective recruitment programs will be developed to continue attracting a substantial proportion of college-age Oregon residents. Special efforts will be made to recruit minority students, out-of-state students, international students, and older-than-average students.

- Comprehensive recruitment strategies will be developed to include increased financial aid, competitive tuition rates, and student employment opportunities.

- As a research university, OSU will share recruitment responsibility for graduate students with the departments, and seek ways to enlarge the proportion of the student body seeking advanced degrees.

Educational Programs

- New curricular initiatives may require discontinuance or curtailment of marginal programs, or consolidation of overlapping programs.

- Barriers to interdisciplinary programs and interinstitutional ventures will be reduced to assure the future vitality of the University.

- OSU will initiate a systematic review of the curriculum, to include consideration of new interdisciplinary opportunities.

- OSU will explore and develop interinstitutional and additional interdisciplinary graduate programs.

- OSU will increase its interaction with community colleges.

Instruction

- Student retention will be increased through improved systems for evaluating, recognizing, and rewarding excellent teaching and advising.

- Release time from teaching and additional resources will be provided to encourage innovation in instruction and professional development

- OSU will increase student access to its educational programs through flexible scheduling and use of alternative locations.

Research

- In seeking public and private sources of funding, the University will capitalize on strengths reflecting its mission, location, and historical development.
- OSU will continue to be highly competitive for external research support.
- Creativity and scholarship in the arts and humanities is essential for a comprehensive university and will be rewarded.
- Existing space allocation formulas will be refined to include additional qualitative criteria reflecting programmatic needs and research productivity.
- Research productivity, as well as student-credit-hour generation, will be taken into account in budget allocations.

Financing

- The University will establish a more active relationship with public and private sector organizations to attract funding for quality programs in teaching, research, and service.
- To maintain quality in a period of limited resources the University will consolidate programs and curtail ineffective ones.

Equipment and Facilities

- Building renovation will continue to provide a more cost effective means than new construction for providing adequate space for the university's instructional, research, and service functions.

DRAFT

Oregon State University
External Environment Assessment

PLANNING ASSUMPTIONS

Demographic and Societal Trends

- Oregon's population is expected to increase at less than two percent annually through the year 2000.
- The age structure of the U.S. population will shift over time. Through the year 1992, the greatest increases will occur in the 35-54 year old segment and the 18-21 year old segment will decrease.
- Oregon high school graduates will decline in 1985-86, rise slightly through 1987-88, then decline through 1993-94.
- The composition of households and families is changing with family size decreasing and single parent families increasing.
- Women, particularly married women, will continue to enter the work force at faster rates than any other population group.

Economic Trends

- Federal funding for higher education will continue to decline due to the pressure to reduce the federal deficit, which will increase the competition for state revenues.
- International trade will increase its contribution in both the U.S. and Oregon economies.
- The Asia-Pacific Rim, particularly Japan, will continue to be Oregon's leading trading partner.
- National and state employment in services, retail and wholesale trade will grow faster than manufacturing employment.
- Oregon's forest products sector will regain market share, but with lower mill employment because of automation.
- Oregon's agriculture and food processing sectors will grow at an annual growth rate of four to eight percent.
- Tourism in Oregon will continue to grow.
- The entire University will be pressured to commit a larger proportion of resources to economic development vis-a-vis other functions.
- Growth in Oregon personal income will continue to lag behind the national average.

State and Federal Policies

- Declining Federal support for research, student financial aid, and extension in higher education will place a greater reliance on state and external funds.
- OSSHE will experience increased competition for state funds from basic education.
- State support for research will emphasize near-term economic development as distinct from basic long-term research.
- Federal funding cuts will eliminate programs that can be "picked up" by higher education or private enterprise.

Changing Environment for Higher Education

- Oregon's eight state-governed universities and colleges will experience declines in FTE enrollment.
- OSSHE will continue to support interinstitutional programs and activities.
- There will be increasing oversight and control of state institutions by OSSHE, the Legislature, and the Oregon Educational Coordinating Commission.
- Development of corporate education and training institutions as an alternate source of higher education will continue.
- Students will more commonly choose to start their higher education in community colleges as opposed to four-year institutions.
- There will be growth in the use of telecommunications to deliver higher education state-wide and regionally.

Technological and Scientific Trends

- There will be a continuing integration of computers, automation and telecommunications in all aspects of modern life.
- There will be an increased demand for research in all areas of biotechnology, materials science, health science, and natural resource and environmental sciences, and other interdisciplinary fields.
- The sophistication and the cost of acquisition and maintenance of research instrumentation is rapidly increasing.

Market for Graduates

- Computer literacy, communication, problem-solving, and management skills are in growing demand for all college graduates.
- The greatest expansion in the job market is expected for the service, informational, health care, and high technology and biotechnology industries.
- There will be increasing opportunities for graduates in the area of international trade.
- Future job market expansion will be concentrated in the West and the Southwest.

Market for Research

- There will be an increasing opportunity for university research to help shape public policy in areas of economic development and natural resource management.
- Opportunities for collaborative research between universities and industry will continue to expand.
- There will be an increasing demand for technology transfer.
- There will be increasing participation in international research, training, and development programs.
- There will be increasing resources available for defense research.
- Social science research emphasis will shift from therapy and remediation to prevention, with implications for public policy.

Market for Continuing Education and Extension

- There will be an increasing demand for life-long education from educated, older citizens.
- There is an increasing need for professional education and career-change retraining.
- New roles for Extension in addition to service to agriculture are evolving.
- There is a trend toward diversification of education delivery systems.

DRAFT

OREGON STATE UNIVERSITY

MISSION

Oregon State University serves the people of Oregon, the Nation, and the world through programs of research, education, and service.

As a COMPREHENSIVE UNIVERSITY, Oregon State has an inherent commitment to provide high-quality educational programs in the liberal arts, sciences, and the professions. The University encourages students and all others in the academic community, both on and off campus, to develop an enriched awareness of themselves and their global environment. This is accomplished by providing a range of experiences designed to create an understanding of significant intellectual, artistic, political, social, technological, and moral issues.

As a RESEARCH UNIVERSITY, Oregon State extends the frontiers of knowledge in the liberal arts and sciences and all aspects of natural, human, and economic resources. Through its research programs, Oregon State contributes to the intellectual development and the economic and technological advancement of humankind.

As the State's LAND GRANT and SEA GRANT UNIVERSITY, Oregon State has special responsibility for research and education to enable Oregonians and others in the Nation and world to develop and utilize our human, land, atmospheric, and oceanic resources. Unique programs of public service, including research, extension, and adult learning at sites throughout Oregon, supplement traditional university teaching and research activities.

Oregon State is committed to providing access and educational opportunities to minorities and to disabled and disadvantaged persons in our society. The University extends and is enriched by education and research programs throughout the world.

April 10, 1986

OREGON STATE UNIVERSITY

GOALS

- Enhance the academic environment for learning, creative thought, exchange of ideas, and personal growth.
- Improve the recruitment of outstanding graduate and undergraduate students.
- Support programs that strengthen the communication skills fundamental to all education.
- Fortify advising and support services to enhance student retention and academic performance.
- Extend educational opportunities for ethnic minorities, the disadvantaged, and the handicapped and strengthen affirmative action programs for students, faculty, staff, and administrators.
- Increase the opportunities for attracting, developing, and retaining faculty committed to excellence in teaching, research and service.
- Respond to the emerging problems of an advanced technological society through interdisciplinary research and education.
- Strengthen the humanities, social sciences and the arts to insure excellence in education and research throughout the university.
- Maintain present levels of research and education excellence in the sciences.
- Accelerate the development of programs focused to meet the major continuing education needs of Oregon adults.
- Extend our international perspective and participation so that the university can contribute to and benefit from the exchange of information and ideas with students and faculty throughout the world.
- Improve the Library's capability to meet the university's education and research needs.
- Provide the requisite facilities and equipment to maintain excellence in instruction and research.
- Develop flexible and responsive administrative leadership throughout the university.

April 10, 1986

Office of the
Faculty Senate

Oregon State University

Corvallis, Oregon 97331 (503) 754 4344

Draft April 17, 1986
(Revised April 22, 1986)

MISSION STATEMENT
Planning Unit: OSU Faculty Senate

The Faculty Senate at Oregon State University, on behalf of the Faculty of the University, and in furtherance of the mission and goals of the University, (a) develops and maintains educational objectives and academic policies of long-term, general interest affecting the University as a whole; (b) cultivates and protects a University environment committed to academic freedom and conducive to the full and free development and preservation of scholarly learning, teaching, and research; (c) monitors and promotes improvement of faculty status and welfare; and (d) provides the means by which the Administration may be apprised of representative opinion of the entire Faculty.

The Faculty Senate has legislative responsibility with respect to academic policies, educational standards, curricula, and academic regulations; it studies issues, initiates proposals, and makes recommendations concerning the welfare of the Faculty; and it provides the means through which any matter of general interest to the Faculty or pertaining to the Institution and its purpose may be discussed and appropriate action devised.

Planning Unit No. 24: Faculty Senate

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SUPPLEMENT TO THE OSU EXTERNAL ENVIRONMENT ASSESSMENT
Planning Unit: OSU Faculty Senate

The remarks below supplement the OSU Assessment:

1. By identifying components in the OSU Statement that are particularly relevant and important to the Faculty Senate, and

2. By suggesting revision of the two documents, "Report of the Committee on External Environment Assessment" and "External Environment Assessment: Planning Assumptions."

Part 1: Components particularly relevant and important to the Faculty Senate:

1. Oversight and control of State institutions

The first relates to increasing oversight and control of State institutions. "The OSU Faculty will have to become even more alert to preserving our traditional prerogatives with respect to faculty curricula to be sure that these elements are not dictated by forces outside the institution."

2. OSU's contacts with other institutions of Higher Education

The second relates to OSU's contacts with other institutions of Higher Education: "The Faculty Senate must stay in contact with other institutions in the State in order to coordinate activities designed to enhance the quality of the academic environment through Faculty initiatives."

Part 2: Suggested Revisions of the OSU Documents relating to External Environment:

A. "Report of the Committee on External Environment Assessment" (65-page document) In the column titled "Affected Areas," we suggest the following additions:

			Add
To <u>Changing Structure</u>:			
1.	p. 28	More collatoration...	Faculty
2.	p. 29	Trend toward increasing external oversight and control	Faculty, Staff, and Students
To <u>National Developments</u>			
3.	p. 29	High competition for top Faculty	Faculty

B. "Planning Assumptions" (3-page draft document)

1. Section entitled: "Changing Environment for Higher Education"

   a. Change the second Assumption to: "The OSSHE must continue to support interinstitutional programs and activities, such as the Interinstitutional Faculty Senate, which should have an increasingly important role in developing interinstitutional programs."

   b. In the thrid Assumption, change "OSSHE" to "OSBHE and the Board's Off

   c. Change the sixth Assumption to: "As telecommunications are used to deliver higher education state-wide and regionally, Faculty, through the Faculty Senate, must ensure the academic quality of the courses/programs so offered."

2. Section entitled: "Market for Continuing Education"

   Include the following: "As markets for Continuing Education and Extension expand, Faculty, through the Faculty Senate, must ensure the academic quality of the courses and programs so offered."

SUPPLEMENT TO THE OSU INTERNAL CAPABILITIES ASSESSMENT
Planning Unit: OSU Faculty Senate

The remarks below supplement the OSU Assessment:

1. By identifying components in the OSU Statement that are particularly relevant and important to the Faculty Senate, and

2. By suggesting revision of the two documents "Institutional Capabilities Assessment" and "Internal Capabilities Assessment: Planning Assumptions"

Part 1: Components particularly relevant and improtant to the Faculty Senate in the three-page draft document entitled, "Planning Assumptions."

The following sections are most relevant and important to the Faculty Senate. See further remarks in Part 2.

A. General Assumptions (entire section)

B. Faculty and Staff

1. Selection, recruitment, evaluation, and compensation of Faculty.
2. Promotion and tenure decisions.
3. Support for the scholarly work of Faculty.
4. Faculty morale and satisfaction.

C. Educational Programs (entire section).
D. Instruction (entire section).
E. Research (entire section).
F. Financing (entire section).

Part 2: Suggested revisions of OSU documents relating to external environment: Some of the suggestions below are for changes in the OSU documents; others are additions to the OSU documents.

A. "Institutional Capabilities Assessment" (76 page document).

1. pp. 13-14: There seems to be a part of a sentence missing - the sentence at the bottom of p. 13 and continuing on the top of p. 14.

2. pp. 30-31: Add to the section entitled "Assumptions Regarding Faculty" (and to corresponding sections of the three-page document of planning assumptions), assumptions relating to faculty development, promotion and tenure guidelines, credit for service, retirement policy, faculty governance, and curricular responsibility.

a. The University should have a University-wide, comprehensive Faculty Development Plan. (One is specified for staff in the seventh assumption under "Faculty and Staff" in the three-page document.)

b. The University should have Promotion and Tenure Guidelines suitable to the University level, and adjusted to specific colleges/schools.

c. Specific credit should be granted for University and public service in matters of promotion, tenure, and compensation.

d. The University should adopt a University-wide, uniform retirement policy, such as exists at the University of Oregon, and in OSU's College of Liberal Arts. Funding to support the policy should be provided at the University-level, rather than at college and departmental levels.

e. The University should have Faculty Governance:
   a. At the University level:

      Consultation with Faculty members through the mechanism of the Faculty Senate.

   b. At the College level:

      (1) Grievance procedures for faculty and students
      (2) Curriculum development
      (3) Budgeting and finance
      (4) Promotion and tenure

3. Somewhere in pp. 29-33 of the Planning Assumptions (and a corresponding section in the three-page document), a section on the qualifications of administrators should be added. Faculty members are concerned about issues such as:

   a. The national trend, also in evidence at OSU, toward hiring top administrators from within.

   b. Identification of high quality administrators who have a background in an academic area other than higher education administration.

   c. Evaluation of top administrators - how soon? With what frequency? And by whom?

   d. The role of the Faculty in the appointment and evaluation of administrators.

4. p. 74: Remove the parentheses around "Faculty Senate" and add "ASOSU" under "Governance" or under "Student-Oriented Support."

5. p. 75: Under "Broadly Based Support to all University Missions," add Survey Research Center.

6. p. 75: Under "Academic Affairs," add other Centers such as the University Learning Center, the Math Sciences Learning Center, etc.

B. "Internal Capabilities Assessment: Planning Assumptions" (three-page document).

1. Faculty and Staff

   a. The second assumption in this section is not supported by the discussion on p. 31 of the longer document. What does "more rigorous" mean? Does this mean "higher standards and harder to get than presently?" Please clarify.

   b. In the fourth assumption, add "qualified" before "minority."

2. Instruction

   There is no period at the end of the second assumption. We suggest you add "of faculty" before the period.

48.

3. Research

   a. In the first two Planning Assumptions in this section, the Faculty role must be acknowledged.

   b. In the third Assumption, so that it doesn't seem to be exclusive, add to the end of the sentence: "as research/creativity is rewarded in the other disciplines."

   c. Build in Faculty into the fourth and fith Assumptions. Faculty should be involved in any future modifications of space allocation formulas and budget allocation systems.

4. Financing

   Faculty should be a part of any planning for consolidation or curtailment of programs.

Office of the
Faculty Senate

Oregon State University

Corvallis, Oregon 97331 (503) 754 4344

March 24, 1986

TIME TABLE FOR FACULTY SENATE PLANNING PROCESS

	Tentative Target Dates	
1.	April 1	Brainstorming session on Planning sections 2 & 5, Mission & Goals
2.	April 7	Meet with Warren Hovland & Past FS Presdients to discuss results from (1) above
3.	April 10	Prepare preliminary drafts of Planning sections 2 (Mission), 3 (External Assessment), 4 (Internal Assessment), and include in Executive Committee agenda for discussion on April 21.
4.	April 22	Refine drafts of Planning sections 2, 3, 4, following EC discussion on 21st. Include in FS agenda for review and discussion at May 1 Senate meeting.
5.	April 25	Prepare preliminary draft of Section 5 (Unit Goals). Send to EC, Hovland, and Past Presidents for review and comment by May 12.
6.	May 1	Senate discussion of preliminary drafts of Sections 2, 3, & 4.
7.	May 12	Receive comments from Senators and other Faculty on preliminary drafts of Sections 2, 3, and 4.
8.	May 13	Prepare final drafts of Sections 2, 3, & 4 for submission to President's Office on May 15.
9.	May 14	Prepare second draft of Sections 5, 6 (Implementation Plan Table), and 7 (Description of Planning Process) and include in EC agenda for discussion on May 22.
10.	May 20	Prepare revised drafts of Sections 5, 6, & 7 for inclusion in FS agenda for June 5 Senate meeting for review and discussion.
11.	June 27	Prepare Final Draft of entire Plan (Sections 1-7) and submit to President Byrne by July 1.

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Vice President for
Academic Affairs
and Provost

Oregon State University

Corvallis, Oregon 97331-2128 (503) 754-2111

April 17, 1986

MEMORANDUM

TO: Robert McMahon, President, Faculty Senate

FROM: Bill Wilkins
Acting Vice President for Academic Affairs and Provost

RE: Senate Motions (86-427-1) and (86-427-2) as Reported in Your February 24, 1986 memo to President Byrne

Motion (86-427-1) is approved with the understanding that applicants who do not meet the approved criteria must be considered by the Undergraduate Admissions Committee.

Motion (86-427-2) is approved.

BHW/nrh

c: Pete Fullerton
W.E. Gibbs

APR 15 1986

Department of Biochemistry and Biophysics
Oregon State University
Corvallis, Oregon 97331-6503 (503) 754-4511

MEMORANDUM

April 11, 1986

TO: Acting Vice President Wilkins
Acting Associate Vice President Fullerton
OSU Faculty Senate Executive Committee ✓

FROM: W. Curtis Johnson, Chairman, OSU Faculty Senate Review and Appeals Committee WCJ

SUBJECT: Salary disputes

The purpose of this memo is to clarify part of my memorandum to Bill Wilkins of February 24, 1986, which said, "Implicit in this decision is a request that future grievances that are clearly salary disputes not be referred to this committee."

In the past, most grievances filtered through Dean Nicodemus' office. In general, he sent grievances involving personality conflicts or academic freedom to the Faculty Review and Appeals Committee, but he sent grievances which only involved salary directly through the administrative channels. Our committee feels that this is the correct procedure and should continue. That is, when salary disputes are addressed directly to the administration, they should not first be funneled through the Faculty Review and Appeals Committee, unless some other issue is also involved.

Actually, when our committee began meeting this year on a grievance that involved both a salary dispute and a personality conflict, we disagreed with Dean Nicodemus' protocol. However, the more we met to discuss this grievance, the more we understood the rationale for Dean Nicodemus' protocol. In the end, we agreed completely with Dean Nicodemus' position and felt that it should be continued. That is, all six members of our committee ultimately felt that the determination of salaries is basically an administrative decision, usually resting with the dean of the school or college. Many factors go into determining a salary. These include quality of research, quality of teaching, quality of service, years in rank, and the department to which the faculty member belongs. It is part of the function of the dean to decide where each faculty member fits into the scheme of things and determine that faculty member's salary. Our committee does not feel that it is appropriate for us to try to weigh the many factors that go into determining salary, or to compare individuals and their salaries. Nevertheless, there may be certain factors that go beyond salary matters which would make our committee an appropriate group to review the grievance.

Naturally, any faculty member can file any grievance whatsoever directly with the Faculty Review and Appeals Committee. We will review each grievance carefully, including salary disputes. While we will review salary disputes that are filed directly with us, our point is that it is not appropriate for Vice President Wilkins to routinely refer salary disputes to our committee before making a decision, when those salary disputes are addressed directly to him by the grievant.

WCJ:sc

MAR 25 1986

Office of the President

Oregon State University

Corvallis, Oregon 97331-2128 (503) 754-4133

March 24, 1986

TO: President Byrne
Vice Presidents
Academic Deans
Faculty Economic Welfare Committee
Faculty Senate Executive Committee

FROM: Stefan D. Bloomfield
Assistant to the President

SUBJECT: Faculty Salary Survey for 1985-86

Accompanying this memorandum is a copy of the 1985-86 OSU Faculty Salary Survey (plus an additional copy for distribution to department heads). Also attached is a table displaying the detailed salary data used to create the salary survey report for your unit.

The salary survey report briefly describes the methodology used in gathering the comparative data and points out some of its limitations. For a variety of reasons, this salary report will not be equally useful or valid for all departments.

Several deans and department heads have access (through accrediting agencies and professional societies) to national salary surveys for specific disciplines within their colleges. This Faculty Salary Survey will complement such discipline-specific analyses by providing the most comprehensive comparison available of salaries in public institutions with missions similar to our own.

Attachment
Enclosure(s)

OSU FACULTY SALARY SURVEY
1985-86

This annual report presents detailed salary comparisons between departments at Oregon State University and similar departments at a sample of 76 other public universities. It is expected that this information will provide a better basis for informed discussion of salary and budget questions among officers of the University, members of the Faculty Economic Welfare Committee, and members of the University's faculty. The comparative data in this report are taken from the 1985-86 Faculty Salary Survey of the National Association of State Universities and Land Grant Colleges (NASULGC), conducted annually by Oklahoma State University. The list of institutions participating in this year's survey appears on page 4.

SUMMARY OF SURVEY RESULTS

As shown in the table below, the salary package provided by the 1985 Legislature has permitted OSU faculty to regain some of the ground lost in the previous biennium. Two items should be noted:

1. Last year's salary survey showed an apparent emphasis nationally on increasing the salary levels of full professors. Although not repeated for 1985-86, this one-time differential funding has caused a continuing substantial gap in OSU's relative salaries at the full professor level compared to the other ranks.

2. The average salary increase shown for assistant professors at OSU is more a reflection of newly arrived faculty hired at marketplace salary rates than of higher-than-average increases awarded to continuing assistant professors.

NASULGC SALARY SURVEY RESULTS (Actual Salaries in December)

	PROFESSOR		ASSOC PROF		ASST PROF	
	84-85	85-86	84-85	85-86	84-85	85-86
OSU Average Salary	36,011	39,491	28,190	30,918	23,371	26,095
NASULGC Avg. Sal.	42,954	45,328	31,204	32,869	26,105	27,778
OSU/NASULGC	84%	87%	90%	94%	90%	94%
OSU Salary Increase	9.7%		9.7%		11.7%	
NASULGC Sal. Incr.	5.5%		5.3%		6.4%	

METHODOLOGY

The intent of the NASULGC salary survey is to provide a comprehensive comparison of prevailing salary levels for faculty members engaged essentially full-time in activities closely related to instruction. Accordingly, the survey reports on the nine-month adjusted salaries of faculty members whose total annual FTE at their institution is 0.75 or greater, and whose major department is an instructional unit of the university. At Oregon State University each faculty member is assigned a major department, which may be an instructional unit or one of the statewide services. No OSU faculty member is included in this salary study if that individual's major department is other than an instructional unit. Therefore, this study does not include salary data for faculty members whose home department is a branch of the Cooperative Extension Service or any branch of the Agricultural Experiment Station not having a resident instruction counterpart. However, faculty members paid partially or wholly from grant and contract funds are included in the salary data if their home department is an instructional unit of the University.

In addition, the following categories of individuals were excluded in the survey: deans, associate deans, emeritus faculty, courtesy faculty, and all persons on academic appointment at a rank below Instructor. Included in the survey were those otherwise eligible faculty members on sabbatical leave, leave without pay, or on visiting or postdoctoral appointments. The salaries quoted in this survey are annual rates as of December, 1985, adjusted to a nine-month basis, when applicable, by a factor of 9/11 (or division by 1.22).

CAVEATS

The restrictions under which salary data were prepared for this survey, and the different degrees of response exhibited by the participating institutions, render the resulting salary comparisons less valid for some disciplines than for others. Clearly, the exclusion of faculty members based in the Cooperative Extension Service and much of the Agricultural Experiment Station limits the usefulness of this survey for many departments in the College of Agricultural Sciences. Equally obvious is the limited usefulness of salary comparisons involving very small departments at OSU having, in many cases, only one or two faculty members in a given rank. In such instances the survey reports the comparative results, but makes no claim to insightful analysis.

SALARY ANALYSIS FOR 1985-86

The following pages present a listing of salary comparisons by department at Oregon State University. For each faculty rank in each department, the mean salary (and number of persons included) at Oregon State University as of December, 1985, is compared to that for the national sample of NASULGC institutions. For example, the data from which this report was constructed contain the following comparative figures for the Department of Botany.

	PROFESSOR	ASSOCIATE	ASSISTANT
OSU Average Salary	$39,227	$28,262	$26,846
OSU Sample Size	11	6	5
NASULGC Average Salary	$40,939	$30,276	$25,729
NASULGC Sample Size	209	109	83

From these figures, we calculate that the mean salary for a full professor of Botany at OSU is 4% less than the mean for the national sample; associate and assistant professors receive an average of 7% less and 4% more, respectively. Accordingly, the following entry appears in the salary analysis tables for the Department of Botany:

		PROFESSOR		ASSOCIATE		ASSISTANT	
		avg sal	n	avg sal	n	avg sal	n
Botany	OSU	-4	11	-7	6	4	5
	NAT		209		109		83

The following listing of departmental salary comparisons starts with a comparison of the university-wide salary averages at OSU versus the averages from the 75 other participating institutions. The first of the two comparisons is based on the university-wide salary averages at the NASULGC institutions as adjusted to exclude all schools of law. The second comparison is based on the university-wide NASULGC salary averages with the further deletion of all medical disciplines. For purposes of this second comparison, the university-wide salary average for OSU has been adjusted to exclude faculty in Veterinary Medicine.

PARTICIPATING INSTITUTIONS

1985-86

University of Alabama/Birmingham
University of Alabama/University
Arizona State University
University of Arizona
University of Arkansas
Auburn University/Alabama
University of California/Santa Barbara
University of California/Systemwide Admin.
Clemson University
Colorado State University
University of Colorado/Boulder
Cornell University
University of Delaware
Florida State University
University of Florida
Georgia Institute of Technology
Georgia State University
University of Georgia
University of Hawaii/Manoa
University of Idaho
University of Illinois/Urbana
University of Illinois/Chicago
Southern Illinois University
Indiana University/Bloomington
Iowa State University
Kansas State University
University of Kansas
Kent State University/Ohio
University of Kentucky
Louisiana State University
University of Maine/Orono
University of Maryland/Baltimore
University of Maryland/College Park
Massachusetts Institute of Technology
Miami University/Ohio
Michigan State University
University of Michigan
Mississippi State University
University of Mississippi
University of Missouri/Columbia
Montana State University
University of Montana
University of Nebraska/Lincoln
University of Nevada/Reno
University of New Hampshire
New Mexico State University
University of New Mexico
State University of New York/Binghamton
State University of New York/Stony Brook
North Carolina State University/Raleigh
University of North Carolina/Chapel Hill
North Dakota State University
University of North Dakota
Ohio State University
Oklahoma State University
University of Oklahoma
Oregon State University
University of Oregon
Purdue University
University of South Carolina
South Dakota State University
University of South Dakota
University of Tennessee/Knoxville
Texas A & M University
Texas Tech. University
University of Texas/Arlington
University of Texas/Austin
Utah State University
University of Utah
University of Vermont
Virginia Polytechnic Institute
University of Virginia
Washington State University
West Virginia University
University of Wisconsin/Milwaukee
University of Wyoming

1985-86 SALARY SURVEY

OSU As A Percent Of NASULGC Salaries

	PROFESSOR		ASSOCIATE		ASSISTANT	
	avg sal	n	avg sal	n	avg sal	n
OREGON STATE UNIV.	-14	321	-7	270	-7	189
		33236		22713		18697
(no medical)	-13	320	-6	259	-6	181
		30394		20416		15806
COLLEGE OF AGRI SCI	-9	54	-8	29	-6	23
		2493		1313		1129
Poultry Science	0	3	-8	1	-12	1
		68		33		20
Crop Science	2	8	6	4	1	1
		419		186		199
Horticulture	-10	10	-13	4	0	2
		190		152		112
Soil Science	-4	4	0	2	-3	4
		110		70		59
Food Science	-12	6	-9	4	0	4
		129		72		55
Animal Science	3	5	-11	4	-5	4
		445		236		211
Fish & Wildlife	3	5	-12	5	-9	2
		72		52		28
Ag Engineering	-4	2	4	5		0
		213		145		104
Ag Res Economics	-11	6	0	3	-2	1
		401		180		153
COLLEGE OF VET MED	-5	1	2	11	1	8
		533		399		493
COLLEGE OF FORESTRY	3	15	-1	20	-1	11
		218		181		128
COLLEGE OF LIB ARTS	-19	60	-9	54	-10	46
		9726		7803		5267
Art	-8	11	-10	2	-1	3
		321		325		220
Music	-13	2	-4	5	-22	3
		536		438		257
English	-26	3	-8	11	-6	7
		1332		1211		732
Speech Comm	-5	7		0	-2	3
		123		129		142
Foreign Lang	-14	3	-8	4	-12	7
		470		480		302
Psychology	-22	3	-8	5	-21	3
		1007		519		390

	PROFESSOR		ASSOCIATE		ASSISTANT	
	avg sal	n	avg sal	n	avg sal	n
Philosophy		0	-4	2	-9	3
		311		275		155
Rel. Studies	-7	3	-10	2		0
		93		62		39
Anthropology	-21	4	-8	3	-8	3
		276		231		113
Economics	-20	4	-20	5	-16	2
		470		260		279
Geography (comb)	-21	4	-11	4	-10	2
		209		175		101
History	-18	8	-20	5	-14	1
		811		598		314
Poli Science	-25	4	1	1	-12	4
		559		434		279
Sociology	-26	2	-7	4	-4	3
		498		489		264
Journalism	-13	2	3	1	4	2
		163		181		173
COLLEGE OF SCIENCE	-15	103	-12	50	-6	3?
		8452		3894		305[illegible]
Biochem/Physics	-12	9	-7	3		0
		48		97		74
Botany	-4	11	-7	6	4	5
		209		109		83
Microbiology	6	2	-3	4	-4	2
		185		106		101
Entomology	-4	8	-13	4	-3	1
		251		131		97
Zoology	-8	7	-11	5	-20	2
		277		176		100
General Science	-6	3	-10	3		0
		54		14		13
Mathematics	-15	15	-15	7	-7	9
		1592		776		551
Statistics	-15	9	-10	3	-4	2
		171		79		89
Computer Sci	-18	4	2	1	-2	5
		287		278		375
Chemistry	-12	16	-3	5	-2	3
		1049		362		323
Geology	-11	5	-8	2		0
		410		183		216
Physics	-18	12	-9	4	-13	1
		1200		390		260
Atmos. Science	-5	2	-14	3	-8	3
		65		57		31

	PROFESSOR		ASSOCIATE		ASSISTANT	
	avg sal	n	avg sal	n	avg sal	n
COLL OF OCEANOGRAPHY	-3	18	3	15	8	14
		63		51		33
COLLEGE OF BUSINESS	-15	12	-10	16	-8	12
		1747		1292		1481
SCHOOL OF EDUCATION	-13	9	-5	12	-5	8
		2265		2119		1394
COLL OF ENGINEERING	-8	32	-4	25	-5	14
		3917		1981		1685
Civil	-7	12	2	6	-2	3
		601		361		244
Elect & Comp.	0	6	-7	10	-7	4
		793		395		372
Mechanical	-8	9	-5	4	-10	2
		589		349		305
Nuclear	-22	1	-12	1	-8	2
		84		38		26
Indust. & Gen.	16	1	-9	3	-11	2
		197		120		112
Chemical	-5	3	-6	1	1	1
		319		126		127
COLLEGE OF HOME ECON	-21	4	-7	7	-10	5
		323		479		557
Clothing/Textiles		0	-1	2	-13	3
		31		70		90
Foods/Nutrition	-26	2	-13	4		0
		68		94		104
Family Life	-12	2	-5	1	-2	2
		81		113		100
COLLEGE OF PHARMACY	-9	4	-12	8	-5	5
		216		218		230
COLL OF HEALTH & PE	-7	6	-3	15	0	9
		283		402		445

FACULTY HEARING PANEL NOMINEES, RANDOMLY SELECTED

#	NAME	ACADEMIC AFFILIATION	RANK
1.	Arthur, John	Elec Comp Engr	Prof
2.	Baker, Warren S.	Energy Extension	Asst. Prof
3.	Breen, Patrick J.	Horticulture	Prof
4.	Birdsall, Cynthia	ELI	Instr
5.	Brown, Marda K.	Biochem/Biophysics	RA
6.	Copp, John D.	Fish & Wild	Res Assoc
7.	Culler, Carol	Ext Home Econ	Assoc Prof
8.	Daniels, Richard J.	English	Assoc Prof
9.	Dempsey, Daniel B.	Business	Instr
10.	Drake, Charles W.	Physics	Prof
11.	Haskell, William	Coos Co. Ext.	Asst Prof
12.	Hicks, R. Gary	Civil Engr	Prof
13.	Jackson, Philip L.	Geography	Asst Prof
14.	Mok, Machteld C.	Horticulture	Assoc Prof
15.	Mundt, Christopher C.	Bot/Plant Path	Asst Prof
16.	Passon, David E.	Clackamas Co. Ext	Prof
17.	Phillips, Mary E.	Business	Asst Prof
18.	Reyes, Tino	Athletics	Instr
19.	Schuyler, Michael W.	Chemistry	Assoc Prof
20.	Smith, David C.	Horticulture	RA
21.	Stewart, John R.	Horticulture	Assoc Prof
22.	Taghon, Gary L.	Oceanography	Asst Prof
23.	Wallace, Alan K.	Elect Comp Engr	Assoc Prof
24.	Williams, Cal R.	Mult Co Ext	Asst Prof
25.	Woodburn, Margy	Foods & Nutrition	Prof

Office of the Faculty Senate
Oregon State University
Corvallis, Oregon 97331 (503) 754-4344

FACULTY PANELS FOR HEARING COMMITTEES MAY 1984

Panel A (Term ends 6/30/86)	Panel B (Term ends 6/30/87)
Kenneth L. Beals	Nancy Leman
~~Robert H. Birdsall~~	Glenn Klein
Marlan G. Carlson	Ed Piepmeier
Roswitha G. Hopkins	J. Gilbert Knapp
John P. King	John H. Beuter
Gloria A. Levine	Frank N. Dost
Mary E. Phillips	Warren Schroeder
Kenneth E. Rowe	Helen Hall
Robert L. Smith	~~Charles Sutherland~~
Lester B. Strickler	~~Judy K. Carpenter~~

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

Daniel J. Brown	Arnold Flath
Clayton A. Paulson	Lawrence Griggs
Malcolm Daniels	David Bucy
Terry L. Miller	Diana K. Conrad
Allan H. Doerksen	Michael Kinch
E. Steve Woodard	Harold Engel
Joseph E. Nixon	Danil R. Hancock
Roman A. Schmitt	William Harrison
James E. Anderson	~~Walter Matson~~
~~William J. Robertson~~	Marilyn Lunner
Thomas H. Luba	Joseph Karchesy
	Joseph Gradin
	Gene Newcomb
	~~Robert E. Ruff~~

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OREGON STATE UNIVERSITY Corvallis, Oregon 97331
Faculty Senate Office Social Science 107
May 20, 1986

REPORTS TO THE FACULTY SENATE
June 5, 1986

Agenda for the Senate Meeting: Thursday, June 5, 1986; 3:00 p.m., LaSells Stewart Ctr.

The Agenda for the June 5 meeting will include the reports and other items of business listed below. To be approved are the Minutes of the May 1 meeting, as published and distributed in the Staff Newsletter Appendix.

A. REPORTS FROM THE FACULTY

1. Candidates for Degrees Report (pp. 5-7) - W. E. Gibbs

Attached is the Registrar's Memorandum dated May 9, 1985, 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 8, 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), the lists will be available in the Registrar's Office on Thursday, June 5, prior to the Senate meeting.

2. Task Force on Faculty Appointments (pp. 8-11) - John Fryer

Attached is the report of the Task Force on Faculty Appointments, which is offered for the Senate's consideration and general discussion. The report has also been sent to the Promotion and Tenure and Faculty Status Committees for their consideration.

3. Faculty Status Committee (pp. 12-16) - John Block

Attached is a report from the Status Committee which concludes with three recommendations for the Senate's consideration. Senate action is requested.

4. Curriculum Council (pp. 17, 18) - Jon King

Under separate cover, the Senate will be receiving Category I & II curricular recommendations. These recommendations are presented at this time due to revised policy procedures of the Curriculum Council (action by the Senate earlier this spring) which divide these matters for biannual reports, rather than the one traditional special meeting. Traditionally, the Senate has been requested to take action on Category I proposals. Category II proposals are presented for the Senate's information, however, the Senate may take action on Category II recommendations if it elects to do so. (Category I & II documents will be sent to the Faculty Senate on Thursday, May 29.) A Summary of proposed changes is attached.

5. Budgets & Fiscal Planning Committee (pp. 19, 20) - Solon Stone

Chrm. Stone will report on his committee's opinion of the financial implications of the Category I & II documents presented by the Curriculum Council.
The Committee's written report is attached.

6. Curriculum Council (pp. 21-23) - Jonathan King

The College of Business has requested a change in retention standards from 2.0 to 2.5. The issue was referred by the Executive Committee to several Senate Committees and Councils for their response and recommendations. The Curriculum Council recommendation appears on page 3. of their report; the last sentence of the last paragraph of the document: "The Council....recommends approval of the COB request to raise its retention standards from 2.0 to 2.5."

In addition to the Council report, also attached are:

a. Request from the COB (Memo from King) (p. 28)
b. Academic Requirements Committee Response (p. 25, 26)
c. Academic Regulations Committee Response (p. 27)
d. Academic Advising Committee Response (p. 28, 29)
e. Memo from CLA Head Advisor (p. 30)

Recommendations appear in each of the committee responses attached to this Report to the Faculty Senate. The Senate will be asked to consider all the information and the request. The Senate may take any action it deems appropriate.

7. University Honors Program Committee (pp. 31-34) - Peter List

Attached is a report from the Honors Program Committee regarding direction and staffing for the Honors Program. This report was requested by the Executive Committee and will be referred to an Executive Office Task Force to be appointed by Mimi Orzech, Assistant Vice President for Academic Affairs, with the request that the report of the Task Force be back to the Executive Committee by March 1, 1987.

Also attached is a Memo from Assistant Vice President Orzech regarding the appointment of a Search Committee to begin an immediate on-campus search for an interim Director to serve for one year while a continuing director is being sought. (NOTE: Memo NOT attached; to be distributed at meeting)

8. Ad Hoc Committee to Evaluate Centralized Travel (pp. 35-39) - Jim Leklem

Attached is the Committee's report, which is presented for the Senate's information. Earier this year the Executive Committee, in response to Senate directive, appointed this special Ad Hoc Committee.

9. Faculty Economic Welfare Committee (pp. 38-44) - Fred Hisaw

Attached are Salary charts containing data generated by the FEWC. Chair. Hisaw may also share with the Senate any updates of similar data.

10. Academic Advising Committee (pp. 45-50) - Lee Weber

Attached is a report from the Advising Committee which recommends that an advising network be established among community colleges, colleges and universities in Oregon, Washington, Idaho, and Alaska. The Executive Committee is referring the report to Assistant Vice President Orzech, who is responsible for this area.

11. Committee on Committees (pp. 51-69) - Randy Jacobson

Attached is the COC's report. It recommends changes in Standing Rules for the COC, itself, and further clarification of the Undergraduate Admissions Committee's Standing Rule which was approved by the Senate at the February 1986 meeting. Changes in those two Rules are all that is presented for the Senate's action at this time.

12. Search Committee Updates

Chairmen of the still-active search committees will be asked to provide the Senate with an update of activities/progress.

a. VP for Academic Affairs & Provost
b. VP for University Relations
c. VP for Finance & Administration
d. Dean of Science

13. Registration & Scheduling Committee - Jim Hall

Although not a Faculty Senate Committee, the Registration & Scheduling Committee reports yearly on any substantive proposed changes in procedure. A report indicating proposed changes for next year will be made.

B. REPORTS FROM THE EXECUTIVE COMMITTEE

1. PLRPC: Planning Unit No. 24, Faculty Senate - Report (pp. 70-75)

Attached is a copy of the documents presented to the President by the May 15 deadline: Mission & Goals Statement, Response to External Environment Statement, and Internal Capabilities Assessment. Work on other parts of the required sections continues.

2. OSBHE Meeting Report - Meeting at OIT

The State Board met on May 15 & 16 in Klamath Falls. President McMahon participated in the meeting and will report on several items of interest, including salary monies for 1986-87.

3. Stipend for the Faculty Senate President (p. 76)

We are pleased to share with you the attached Memo from Vice President Wilkins regarding the allocation of a stipend of $2,000 per year for the Senate President.

3. Annual Reports of Senate Committees/Councils (pp. 77-110)

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 Senate meeting. These reports contain no specific recommendations, although several express views upon which further consideration could be taken. The EC invites comments if there are items Senators would like to see further consideration given to. Questions regarding reports should be directed to the chairman (prior to the meeting, through the departmental affiliation), or to the Senate President, if appropriate. For committees/councils that operate right up to the June 30 ending date, reports will be presented as part of the October "Reports to the Faculty Senate."

a. Academic Advising (Len Weber) (p.77)
p.78-86 b. Academic Deficiencies (M. LeMay)
p.87-89 c. Academic Regulations (P. Kemp)
p.90 d. Advancement of Teaching (F. Cross)
e. Bylaws (Nancy Leman) (pp 91, 92)
pp.93,94f. Curriculum Council (J. King)
g. Faculty Club (Herb Frolander) pp95,96
h. FEWC (Fred Hisaw) p. 97
i. Faculty Reviews & Appeals (C. Johnson) p98
j. Faculty Status (John Block) p.99
k. Graduate Admissions (Joe Zaerr) p. 100
l. Library (Harry Nakaue) pp. 101, 102

4. Annual Reports of Senate Committees/Councils, continued

m. Research Council (James Wilson) (pp103, 104)
n. Special Services (Don Unger) (p.105)
o. Student Recognition & Awards (Mary Kelsey) (p.106)
p. Undergraduate Admissions (Alex Wallace) (pp.107-109)
q. Retirement (Lois Pye Petersen) (p. 110)
r. Acad. Requirements (G. Tied) (pp. 111-1

5. Confirmation of Faculty Reviews & Appeals Committee Appointees

The Executive Committee has appointed, subject to Senate confirmation Pat Wells, Business, to a regular three year term ending June 30, 1989. One mor appointee will be presented for Senate confirmation at the June 5 meeting.

6. Confirmation of Administrative Appointments Committee Appointees

The Executive Committee has appointed, subject to Senate confirmation Charles Drake, Physics; Peter Copek, English; and Mary Kelsey, Foods & Nutrit on, to regular three year terms on the AAC ending June 30, 1989.

7. AOF Annual Meeting - May 30, OSU

Statewide AOF President Thurston Doler will report on events of the A nual Meeting to be held on May 30 here at OSU. Governor Atiyeh is schedul d to be a guest speaker at this event.

8. Update on "The Strategic Plan for the OSSHE, 1987-1993"

President McMahon will report on the Public Hearing which was held fo Faculty response to this Plan on May 12 at OSU, as well as provide more curre t information on the Plan.

9. Interinstitutional Faculty Senate (pp. 114-119)

The IFS met recently at OHSU. Among the issues discussed were the fol owing:

a. Divestiture: Attached are several documents prepared by the regon Health Sciences University for the April 18-19 IFS Meeting. he OHSU Faculty Senate requested that IFS take the Resolution back to the individual campuses and transmit the information to the Faculti s. The OHSU Faculty endorsed the Resolution in a ballot taken Ma ch 13, 1986. No action is requested by the OSU Faculty Senate.

   The motion for Divestiture of all investments in South Africa appears on p. of this agenda.

b. The final meeting of the IFS was set for May 30 on the OSU ca pus. If time permits, a brief report of that meeting will be prese ted.

10. Notes from the Senate President

Membership Roster for the Intercollegiate Athletics Advisory Committ e is attached for the Senate's information. (pp. 120, 121)

C. REPORTS FROM THE EXECUTIVE OFFICE

D. NEW BUSINESS

MAY 12 1986

Office of the Registrar Oregon State University Corvallis, Oregon 97331-2130 (503) 754-4331

May 9, 1986

TO: Dr. Robert O. McMahon, President
Faculty Senate

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

SUBJECT: Faculty Senate Consideration of Degree Candidates

If appropriate, I will be happy to be in attendance at the Faculty Senate meeting on Thursday, June 5, 1986 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.

cc: Acting Vice President and Provost B. H. Wilkins
Dean Lyle D. Calvin
Ralph H. Reiley, Jr.

COMMENCEMENT CEREMONY PROCEDURE

1. Processional from Kidder Hall to platform in Gill Coliseum--verbal signal to Pres dent Byrne from Gibbs when all members of the platform party are ready to be seated.

2. Rise when Colors enter the Auditorium and remain standing through the National Anthem and until after the posting of the Colors and the Invocation.

3. President Byrne introduces:

   a. Chancellor Davis (if present)
   b. Other platform guests (as appropriate)
   c. James Petersen to bring greetings from State Board of Higher Education

4. a. President Byrne recognizes the senior honor students and asks them to rise. e then refers the audience to the Honors and Distinctions lists in the program. He t en presents some statistics on the graduating class.

   b. President Byrne introduces Dr. McMahon, the Faculty Senate President and ar nounces that he will make a statement concerning the degree candidates. Dr. McMah n then confirms that the list of candidates submitted has been approved by the Facu y Senate. He recommends the conferral of the appropriate degrees.

5. President Byrne announces the presentation of the Distinguished Service Award(s) Awardee(s) will be escorted to the front of the platform by an appropriate Academic Dean w ere a statement will be read by the Dean. Following the presentation(s) and related re arks, the President is seated briefly.

6. President Byrne announces he will now confer Doctor's degrees. Dean Calvin pre ents his class to the President. The candidates rise when the Dean approaches the mi rophone. President Byrne then reads the conferral statement. The Registrar then steps to he diploma table, and the Graduate Dean reads the name of the doctoral candidate a ter the candidate has been hooded at the bottom of the ramp by the Graduate Marsh ls. President Byrne hands the candidate his/her diploma and shakes his/her hand at th e top of the ramp.

7. President Byrne announces he will now confer Doctor of Veterinary Medicine degr ees. Dean Koller presents his class to the President. The candidates rise when the De n approaches the microphone. President Byrne then reads the conferral statement. T e Registrar then steps to the diploma table and the Dean of Veterinary Medicine re ds the name of the candidate after the candidate has been hooded at the bottom of he ramp by the Graduate Marshals. President Byrne hands the candidate his/her dipl ma and shakes his/her hand at the top of the ramp.

8. President Byrne announces he will now confer Master's and Professional degrees. Dean Calvin of the Graduate School steps to the microphone, and in appropriate remarl s, presents the candidates for Master's and Professional degrees. The class rises wh n the Dean approaches the microphone. President Byrne then reads the conferral state ment. The Registrar steps to the diploma table, and the presentation of diplomas by the Graduate Dean begins.

9. President Byrne announces he will now confer Bachelor's degrees in the order liste d in the Commencement program and asks the respective Deans to present their classes. The President announces the name of each Dean.

10. "Dean Frank will now present the candidates from the College of Liberal Arts". Dean Frank steps to the side microphone and, in two or three appropriate sentences, presents his group. As the Dean approaches the microphone, his class rises. This procedure is followed by the Dean of the College of Science and by each other Dean in alphabetical order of colleges (Agricultural Sciences, Business, etc.) After all candidates have been presented by their respective Deans, President Byrne asks all the Bachelor's Degree candidates to rise and reads the conferral statement, after which he asks them to be seated. President Byrne then presents his remarks to the graduating class, and together with the President of the Senior Class, recognizes the outstanding senior.

11. At this point, the candidates from the College of Liberal Arts are asked to rise.

12. The Registrar then steps to the diploma table followed by Dean Frank of the College of Liberal Arts. The music starts, and the candidates march forward to receive their diplomas. The graduates march back to their seats following the receipt of the diploma, and sit. This procedure is followed by each Dean and his/her college in the order in which they were presented to the President.

13. President Byrne asks the audience to rise for the Alma Mater and remain standing until the Colors have left the auditorium, and then to be seated until the completion of the Recessional.

14. Colors and guards depart.

15. Recessional:

    a. President Byrne and platform party
    b. Others will follow simultaneously toward exits:

        (1) Advanced Degree Candidates
        (2) The Class of 1986
        (3) Faculty

8.

MAY 21 1986

May 21, 1986

To: Bob McMahon
Faculty Senate President

From: J. L. Fryer, Chair
Fixed-Term Task Force

Subject: Proposed Policies

Attached are copies of the "Proposed Policy for Full-Time, Fixed-Term Teaching Faculty" and the "Proposed Policy for Fixed-Term Appointments and the Use of Faculty Ranks for Unclassified Personnel Outside Academic Units." We would like these to be included in the agenda for the next Faculty Senate meeting. We suggest that questions and comments be invited which we will consider carefully before submitting a final draft for the Senate's review and action in the fall.

Comments relating to these policies should be directed to John L. Fryer, Microbiology, on or before July 1, 1986.

JLF/daj

Attachments

5/21/86

Proposed Policy for Full-Time, Fixed-Term Teaching Faculty

1. All future OSU faculty appointments which are: (a) within the professorial ranks, (b) full-time with responsibilities primarily for teaching credit courses,* (c) expected to be continuing rather than temporary, and (d) supported on recurring state funds shall be either on tenure track or with indefinite tenure. For teaching faculty, future use of fixed-term status at the professorial ranks will be limited to clearly temporary assignments such as faculty filling in for people on leave, visiting faculty and other faculty supported primarily on temporary funds. Faculty holding the rank of Instructor and with full time teaching duties may continue to be appointed on a fixed-term basis.

2. Fixed-term faculty whose appointments are in accord with stipulations (a) through (d) in Paragraph 1 and who were appointed as a result of a national search, and who prior to the effective date of this policy were promoted to the associate professor or professor ranks while employed at OSU shall, with the approval of the Affirmative Action Office and the President, be granted indefinite tenure.

3. Fixed-term faculty having three (3) or more years of service in the professorial ranks whose appointments are in accord with stipulations (a) through (d) in Paragraph 1 and who were hired as a result of a national search shall be allowed to choose between being considered for conversion to annual tenure appointments or remaining on fixed-term status. Within three (3) years of the effective date of this policy, the performance of the faculty members electing to be considered for conversion shall be reviewed at all levels following established procedures. Departments are encouraged to initiate such reviews as promptly as possible and to give priority to review of faculty members with the longest satisfactory service at OSU. Those faculty members whose performance is judged completely satisfactory shall be placed on annual tenure appointments. During the conversion period, a department may not terminate or fail to renew the appointment of an individual in this category without first conducting this performance review.

4. Fixed-term faculty having less than three (3) years of service in the professorial ranks whose appointments are in accord with stipulations (a) through (d) in Paragraph 1 should be considered for conversion to tenure track appointments whenever consistent with stable budgeting. Deans, in consultation with departments, shall decide which fixed-term positions are to be converted to tenure track. When each tenure track position is created, a national search normally will follow in accordance with Affirmative Action guidelines. The faculty member occupying the fixed-term position may apply. These decisions should be made within three (3) years of the effective date of this policy with annual reviews of fixed-term appointments thereafter.

5. In all cases in which a current fixed-term faculty member is appointed to a tenure track position, an agreement shall be reached with the faculty member regarding the amount of prior fixed-term service to be credited as part of the six-year probationary period for tenure. From the time of

initial appointment on annual tenure, faculty members shall be allowed at least four more years of probationary service. A shorter probationary period may be negotiated if acceptable to both the faculty member and the university.

*"full-time" may include those whose yearly average FTE is occasionally a little below 1.00 FTE; "primarily for teaching..." means about 0.5 FTE or more on the instructional budget.

5-21-86

Proposed Policy for Fixed-Term Appointments and the Use of Faculty Ranks for Unclassified Personnel Outside Academic Units

The use of faculty ranks and tenure-related appointments is appropriate for faculty members whose duties in teaching and research require the protection of academic freedom. In supporting service units, certain positions may involve a substantial amount of academic activity. When positions regularly involve a significant amount of teaching, advising, research or other scholarly endeavors, the use of faculty ranks is appropriate and, when feasible, tenure-related appointments should be used for such positions. The use of faculty ranks is not appropriate for unclassified positions which do not involve academic activities or responsibilities and fixed-term appointments should be used.

The University President or Provost, following consultation with the Faculty Senate, should develop criteria and procedures to identify and differentiate academic and non-academic unclassified positions. Academic rank is appropriate for positions (1) where a substantial amount of teaching, advising, research, or other scholarly activity is part of the duties of the position, or (2) where persons occupying such positions are qualified for positions designated as academic in the academic units. The President should also initiate appropriate steps to revise regulations to permit more unclassified appointments without academic rank. At present, Oregon statutes and the Board's Administrative Rules designate only a very limited number of unclassified position titles which may be used without an accompanying faculty rank.

The following appointment policies shall apply to fixed-term unclassified positions outside academic units:

1. Initial appointments generally shall be for a fixed-term period of one year. Subsequent renewals shall be contingent each year on Affirmative Action approval, program needs and funding, and on fully satisfactory performance.

2. After no less than three years of proven performance, fixed-term appointments for two-year periods may be recommended for those whose positions are supported on recurring State funds.

3. Initial two- or three-year fixed-term appointments may be recommended for unit and department heads.

4. After six years of fully satisfactory service, a renewable appointment may be recommended. A renewable appointment is defined as one having a term of no more than three years which permits, following the first year of appointment and annually thereafter, an extension of one year to the previous appointment if required conditions have been met and approved. A renewable appointment, then, leaves the faculty member at the beginning of each year with an appointment having the same length as the prior appointment. In general, renewable appointments shall be limited to two-year terms for those with appointments corresponding to the ranks of instructor and assistant professor. Each renewable appointment requires administrative approval each year.

5. After six years of consecutive full-time service, unclassified staff on multi-year, fixed-term appointments shall be eligible to be considered for sabbatical leave privileges.

12.

MAY 8 1986

College of Pharmacy Oregon State University Corvallis, Oregon 97331-3507 (503) 754-3725

May 2, 1986

TO: Robert McMahon, President
Faculty Senate

FROM: Faculty Status Committee
Paul Kopperman
Mark Wilson
Dick Bell
Terry Miller
Dale Simmons
Julie Brauner
Laurel Maughan
John Leonard
Hollis Wickman
John Block, Chair

SUBJECT: Tenure and Rank for Unclassified Personnel not Principally Involved in Academic Activities

Introduction. As a result of the Faculty Senate approving Resolution 4 originating from the Senate's Promotion and Tenure Committee (see Sena e memorandum dated 11-7-85), the Faculty Status Committee was charged wi h studying "the issue of rank and faculty status of personnel whose assignments ordinarily do not involve teaching and research..."

Background. As of November 11, 1984 there were 38 departments employi g 167 unclassified employees who provide services to the university community but whose departments are not principally identified with academic activities. At the same time it must be emphasized that ther are individuals within these departments whose duties do include significant commitment to instruction and scholarly research. The tenure and academic rank of these 167 persons was distributed as follows: annual or indefinite tenure-58, fixed term-109; professors-3 , associate professors-36, assistant professors-29 and instructors/senio instructors-69. Several of the tenured individuals received their tenured appointments while previously employed in an academic unit.

In its study of this complex and sensitive issue the Committee received background information from Dean David Nicodemus and the view of Jon Root, director, Communication Media Center, Gwil Evans, directo , Agricultural Communications, Wallace Johnson, acting director, Department of Information, and the national office of the American Association of University Professors. A draft report was provided the Fixed-Term Task Force. This information provided various views of the issue.

It is revealing to examine the applicable administrative rules and the Oregon Revised Statutes from which the rules are derived. Pertinent sections of ORS 240.207 Other unclassified positions read as follows:

(1) In addition to those positions designated by ORS 240.205, the unclassified service shall include:

(a) The chancellor of the state system of higher education, the vice chancellors and the assistants and one private secretary to the chancellor; and

(b) All staff members of the state system of higher education in the following positions, whether the type of service is teaching, research, extension or counseling:

(A) President and one private secretary to each president.

(B) Vice President.

(C) Comptroller, chief budget officer, business manager, director of admissions and registrar.

(D) Dean, associate dean and assistant dean.

(E) Professor, associate professor, assistant professor, instructor, lecturer, research assistant, research associate, scholar and fellow.

(F) Director of athletics, coach and trainer.

(2) No position may be filled and no appointment made under this section other than to a position directly involved in teaching, research, extension or counseling, unless a determination has been made by the Personnel Division as to whether the position shall be in the classified or unclassified service.

(3) Pending legislative action, the division may exclude from the classified service any additional positions within the state system of higher education that it finds not to be in the best interests of this state to be within the classified service. Such exclusions are effective only when promulgated as a rule of the division. [1969 c.564 §2; 1979 c.468 §29].

In particular, the Committee calls attention to Paragraph (3) which gives the State System of Higher Education needed flexibility in job classifications and salary by placing employees in the unclassified service.

Administrative Rule 580-20-005 defines the various academic ranks. Sections (1) and (4) are:

> (1) Academic ranks shall consist of graduate rank and faculty rank. Graduate ranks are graduate teaching assistant, graduate research assistant, and fellow. Faculty ranks are instructor, senior instructor, research assistant, research associate, lecturer, assistant professor, associate professor, and professor. Faculty rank will not be given to graduate students.
>
> (4) Academic rank is assigned to staff members in the unclassified academic service whether the type of service is teaching, research, extension, administration, or other service. Deans, Vice Presidents, Presidents, Chancellor, and Vice Chancellors shall have the academic rank of professor.

It is the provision in this last section, permitting academic rank for staff members who are assigned to "other service", which seems to be the cause for the use of academic rank by the support services at Oregon State University. At the same time, please note that the Oregon Revised Statutes do not define which employees are to be awarded tenure.

Explanation. Fundamental to the Committee's recommendations is the principle of tenure and an understanding of the terms "academic activities" and "academic unit". The Faculty Status Committee considers tenure to be for the protection of academic freedom so as to insure the free development and dissemination of knowledge and expression of ideas. Thus, it is appropriate that the awarding of tenure be restricted to those units whose primary mission is designed principally to carry out academic activities.

An academic unit is engaged primarily in academic activities and can be, but is not necessarily limited to, a degree granting department, school, or college. Employees whose principal duties are to carry out academic activities for their academic unit would be eligible for tenure-related appointments and would hold academic rank.

The key term to much of this discussion is "academic activities". The Committee considers the following list of duties as examples of academic activities which should be the principal part of the employee's job description if the appointment is to be tenure-related.

1. Teaching at a clearly recognized university level.

2. Directing students in advanced independent studies.

3. Conducting independent research.

4. Publishing significant (i.e. new knowledge) contributions to the literature of the field or profession.

5. Providing significant service to appropriate societal groups and agencies which add to the value and prestige of the profession.

Besides most of the instructional and research faculty, other employees of the University who may be eligible for tenure-related appointments include librarians and other information specialists of which the A.A.U.P. "Red Book" points out "...perform a teaching and research role inasmuch as they instruct students formally and informally and advise and assist faculty in their scholarly pursuits. Librarians are also themselves involved in the research function; many conduct research in their own professional interests and in the discharge of their duties." Most extension agents are employees of academic units and eligible for tenure provided their job description requires academic activities as the principal duty.

Oregon State University is a complex institution with a dedicated and diversified staff. It is not feasible for a Faculty Senate committee to review individual job descriptions. Units could have a mixture of tenure-related and fixed-term appointments. Where the decision as to whether the appointment should be tenure-related is not clear, the Committee is recommending that a documented case be made to the Vice President for Academic Affairs. The employee or unit would have to show what duties are required by the position and the evaluative criteria which are commensurate with rigorous, professional and academic standards.

The Committee also recognizes the importance of staff development and mutual commitment on the part of both employer and employee. Thus, it is appropriate for unclassified employees not holding a tenure-related appointment to be reviewed intensively after a few years of service and be awarded some type of multi-year renewable fixed-term contract.

Please note that the Committee is not recommending that those tenured individuals not tenured in an academic unit be "stripped" retroactively of their tenure. Further, faculty already tenured in an academic unit would retain their tenure when moving into a service unit or administration. Finally, none of the definitions and recommendations contained in this report should be used as guidelines for eligibility or apportionment of the Faculty Senate without further study. These are separate issues revolving around the role of the Senate in the university community.

Part of the Committee's charge was to look at the issue of academic rank. This is a complex issue because currently the administrative rules do not allow for unclassified positions which are not faculty positions. The Faculty Status Committee believes that academic ranks should be assigned only to those staff members involved directly in academic activities. It is the Committee's understanding that any change in current practice will have to originate from the State Board of Higher Education. The Committee believes that there should be provisions in the administrative rules for additional unclassified positions which are not faculty positions.

Recommendations. The Faculty Status Committee recommends that the Faculty Senate approve the following three motions.

1. Tenure-related appointments should be restricted to faculty whose duties are principally identified with academic activities and who hold appointments in academic units.

2. For other employees in units whose mission and duties are not covered by Recommendation No. 1, the unit should be required to make a case for the necessity of offering tenure-related appointments by providing supporting documentation which shows the duties and criteria for evaluation.

3. The President of Oregon State University is requested to ask the Chancellor to begin the process to modify the administrative rules such that all appointments to faculty rank as defined in rule 580-20-005, be they tenure-related or fixed term, be granted only by academic units and that rule 580-20-005 be broadened to permit state system institutions to add additional titles for unclassified employees.

17.
MAY 19 1986

Academic Affairs—
Curriculum

Oregon State University

Corvallis, Oregon 97331 (503) 754-2111

**SUMMARY OF PRELIMINARY
CATEGORY II REQUESTS
(as of 5/16/86)**

COLLEGE OF LIBERAL ARTS

Art: 9 new courses, increase 27 hours
Economics: 1 credit change, increase 1 hour; 1 prereq. change
French: 1 new course, increase 3 hours
German: 1 new course, increase 3 hours
Spanish: 1 new course, increase 3 hours
Russian: 1 new course, increase 3 hours
Political Science: 1 drop (incorrectly shown in document as Psy 428)
Psychology: 1 new, increase 3 hours
Sociology: 2 changes in existing courses; 2 prereq. changes;
[1 change pending action by Graduate Council 5/22/86]
Speech Comm.: 1 new course, increase 3 hours

COLLEGE OF SCIENCE

Atmos. Science: 6 changes in existing courses; prereq. changes
Biochem.-Biophys.: 1 drop
Biology: 2 changes, credit increase for Summer Term only
Botany: 1 new course, 3 hours; 2 changes in existing courses;
2 drops
Computer Science: 2 new courses, 8 hours; 5 changes in existing courses; 1 drop; prereq. changes;
[2 new, 3 changes, 4 drops pending action by Graduate Council]
Genetics: 1 new course, increase of 3 hours
Geography: 1 title change
Geology: 16 changes in existing courses; 7 drops, 15 hours; prereq. changes
Physics: 1 new course, increase of 3 hours
Statistics: 2 new courses, increase of 15 hours
Zoology: 1 title change

COLLEGE OF AG. SCIENCES

Ag. Chemistry: 2 new courses, increase of 6 hours
Ag. Engr. Tech.: 1 new course, increase of 3 hours
Ag. & Res. Economics: 4 changes in existing courses, decrease 6 hrs; prereq. changes
Animal Science: 7 new courses, 34 hours; 2 changes; prereq. changes
[1 new course pending Grad. Council action 5/22/86]
Crop Science: 1 new course, 3 hours; 2 changes; prereq. changes
[1 new course; 2 changes pending Grad. Council action 5/22/86]

COLLEGE OF AG. SCIENCES

Fish. & Wild.: 3 new courses, 11 hours; 2 changes; 1 drop
[1 new course; 1 change pending Grad. Council action 5/22/86]
Food Sci. & Tech.: 8 changes, decrease 6 hours
Horticulture: 1 new course, 1 hour [pending Grad. Council action 5/22/86]
Rangeland Resources: 1 change [pending Grad. Council action 5/22/86]
Soil Science: 4 new courses, 12 hours; 14 changes; 2 drops, 7 hours; prereq. change

COLLEGE OF BUSINESS

Bus. Admin.: 1 new course, 4 hours; 1 change

SCHOOL OF EDUCATION

Counseling: 1 new course, 3 hours [pending title change by Grad. Council action 5/22/86]

COLLEGE OF FORESTRY

Forest Products: 1 change

COLLEGE OF HOME ECONOMICS

CTRA: 1 new course, 3 hours; 1 title change
Foods & Nutrition: 1 new course, 3 hours

COLLEGE OF OCEANOGRAPHY

Geophysics: 1 title/description change

COLLEGE OF PHARMACY:

Pharmacy: 1 new (clerkship) course, 15 hours; 2 changes in existing courses in support of existing programs
14 new courses, 63 hours (4 clerkships, 36 hours), in support of Pharm.D. proposal in Category I document

COLLEGE OF VETERINARY MEDICINE:

Vet. Medicine: 6 new courses, 26 hours

College of Engineering | Oregon State University | Corvallis, Oregon 97331-2409 (503) 754-4525

May 21, 1986

TO: Faculty Senate Executive Committee

FROM: Budget and Fiscal Planning Committee

Solon A. Stone, Chair
Rod Frakes
Doug Brodie
Doug Hoselton
Philip Schary
Victor Brookes
Bruce Rettig

SUBJECT: Curriculum Category I Proposal - 1986-87.

The Budgets and Fiscal Planning Committee of the Faculty Senate met on Monday, May 19, 1986 to consider the College of Pharmacy's Category I proposal of May 12, 1986. The following are the recommendation and concerns of the Committee:

RECOMMENDATION

The proposal is supported by the Committee for a professional doctorate in pharmacy provided there is increased funding to OSU for the program; i.e. "a special legislative appropriation" is made to fund the program. (See 14.b. of the proposal.)

CONCERNS

1. The legislative funding for the program would not be approved until mid-1987. The faculty and students will have to be notified in early 1987. Perhaps a Fall 1988 starting date is more consistent with the possible availability of funds.

2. There is no mention of the assistant dean required, in part, by this program except in 2.b. of the proposal. Salary for at least part of this position is not identified in the proposal.

3. The proposal does not seem to be specific as to the total number of new courses required to fully establish the program.

The Committee understands that the University has submitted this program as a program improvement request for the 1987-89 biennium. If the request is funded, the impact on other University programs is minimal. This is not the case if the program is to be operated without additional outside funds.

The budget level for a professional program of this type is different from the level appropriate for other university programs. It is the Committee's asumption that 4.5 FTE faculty for 20 professional level students is within normal limits.

Oregon State University is an Affirmative Action/Equal Opportunity Employer and Complies with Section 504 of the Rehabilitation Act of 1973

There is concern about the likelihood that students and faculty cou d be available to start Fall of 1987. Faculty would have to be hired before hat date to start courses, etc. by September. Students will have to be told about admission by March or April. Can both faculty and students be committed before the funds are committed?

dkb

MAY 14 1986

Academic Affairs—
Curriculum

Oregon State University

Corvallis, Oregon 97331 (503) 754-2111

May 13, 1986

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

Fm: Curriculum Council
Jonathan King, Chairman

Re: Request from College of Business for Change in Retention Standards

In response to your request of May 6, 1986, the Curriculum Council offers the following information, observations, and recommendations.

1. **Procedures**

In general, the Curriculum Council concurs that "1973's" policies/procedures/guidelines need to be revised and updated. This is on the Council's agenda for fall term, 1986.

In particular, the Council concurs that a "memo to all Academic Deans regarding approval of retention standards would be appropriate." With the Executive Committee's approval, the Council will send a memo based on the following procedures. Changes in retention or admission standards must be submitted to the Curriculum Council for review. Requests must include stated reasons as well as projected intercollege/school and overall university impacts. The Curriculum Council will review such proposals as well as the reviews of the other relevant Senate committees. The Council will then forward its recommendations to the Faculty Senate.

The Council calls to your attention the differences between admission standards and retention standards. Specifically, the above procedures provide no mechanism for reviewing those academic units with "competitive entrance standards"--namely, the College of Engineering and the College of Pharmacy. As far as the Council knows at this point, only the College of Engineering's "competitive retention standards" went through the full approval process. However, if the Senate wishes to review the impacts from changing standards, then some other mechanism will have to be found in this area. As things now stand, both the Colleges of Engineering and Pharmacy use "floating admission standards" subject only to internal review.

The Department of Computer Science also requires admission standards but explicitly states them to include a 3.0 among certain courses. As far as the Council knows at this point, the 3.0 admission standard did not go through a full approval process.

The Council will later provide a complete listing of all college/depa ment admission and retention standards presently in force at OSU, as well as wh ch of these have not gone through the full review process. And in early fall, i will consider the potential review problems of "competitive admission standar s" if the Senate so desires.

2. **Grandfather rights per the General Catalog**

According to the Registrar, there is no explicit statement of such "ri hts." However, he notes that they have been meticulously observed by OSU's fou past presidents. Moreover, there is a consensus among the Registrar, the Presi ent's legal counsel, and the editor of the General Catalog that grandfather ights would stand up in a court of law. (The President's legal counsel will noti y the Curriculum Council within the week if Oregon's laws state otherwise.)

In any event, it is not clear that such "rights" need to be explicitly tated in the General Catalog. For example, it is the Registrar's opinion that uch a proposal should be very carefully thought through. The Council therefore makes no such recommendation at this point.

3. **The College of Business Request to Raise Retention Standards**

Jonathan King made the following arguments on behalf of the Coll ge of Business. They are followed by the Council's recommendations.

Impacts

The following impact assessments of the proposed 2.5 retention standa d are admittedly based on extrapolation. There does not appear to be any etter method.

At the end of the 1984-5 academic year, the College of Business suspen d 272 business students for failing to maintain the College's 2.0 retention sta dard. (Some of these students failed to meet the University's 2.0 minimum as wel .) Of this number, 75 (28%) left OSU. The remaining 197 transferred to other Colleges/School as follows: CLA--107 (39%), UESP--63 (23%), other colleg s--27 (10%). These results are consistent with the results of suspensions in the 1983-4 academic year.

Under the proposed 2.5 retention standard and after the three years t will take for the standards to take full effect, the College of Business est mates that as many as 1,000 student would be suspended annually. This es imate includes the 270 students suspended under the existing 2.0 standard. The ollege therefore anticipates that around 200 additional business students would leave OSU annually. (This figure is probably on the high side since many o those suspended on a 2.5 standard would still meet the university's 2.0 standar .) The remainder would presumably transfer to other colleges/school at OSU.

It is also possible that the 2.5 standard would discourage some studen s from applying to OSU's College of Business in the first place thereby increas ng the (above) estimated loss of students to OSU. The College, however, knows of no way to estimate this impact. On the other hand, it is equally plausible to argue that higher retention standards would redound to the College's imag e as a quality school. Indeed, there have been studies which strongly sugges t that increased standards lead to a one year reduction in enrollment appli ations followed the next year(s) by a surge in (more qualified student) enroll ments.

Moreover, this strategy is being explicitly employed by the University of Oregon.

Quality Instruction

The quality of instruction is suffering as a direct result of increasing class sizes. From the students' perspective, 1) getting closed out of classes is becoming an increasing fact of life and often requires remaining at the University additional quarters; 2) many students do not like large classes; in particular, some students and some faculty are distressed by the resulting deemphasis on writing (and thinking) and the increased use of multiple choice exams (and content memorization); and 3), neither students nor (the affected) faculty care to rely on "flunk out classes" which, at this time, are the College's only recourse to trying to control overenrollments.

In the longer run, it is not clear that continued overenrollments and/or "flunk out" strategies serve the College's and University's interests. What may matter far more are student/public perceptions of the quality of OSU's College of Business. The College of Business is fairly certain, therefore, that increasing retention standards is the wiser remedy.

In addition, current class sizes preclude accepting significant numbers of non-business students into business courses. Thus one of the intents of increasing retention standards is to effectively open up business courses to more (qualified) non-business students.

Interim Procedures

Although the General Catalog deadline is now past, the College of Business would be more than happy to send letters to all (1986) incoming freshmen and junior transfer students in business, notifying them well in advance of fall term of the new standard.

If the Curriculum Council and/or Senate is still uneasy over this proposal, that the new standard could be approved on a two-year, temporary basis. Roughly 1/3 of the new standard's impact should be felt at the end of 1987 (incoming freshmen and junior transfers) and roughly 2/3's at the end of 1988. Near the end of spring term, 1988, the College of Business could therefore provide data on most of the new standard's impacts.

In the Curriculum Council's view, the overriding issue is the quality of instruction. In its judgment, the College of Business proposal will enhance quality instruction. The Council therefore recommends approval of the College of Business request to raise its retention standards from 2.0 to 2.5. It does not deem a two-year trial period necessary.

Academic Affairs—
Curriculum

Oregon State University

Corvallis, Oregon 97331 (503) 754-2111

May 1, 1986

To: Executive Committee of the Faculty Senate
Fm: Jonathan King, Chairman, Curriculum Council
Re: College of Business Retention Standards

The College of Business faces a significant problem. At the present time, here are approximately 2,600 students enrolled. However, in the Dean's and faculty's judgment, the College cannot do a respectable job of teaching more than around 1,800 students.

Unfortunately, it is clear that the College will not get the necessary, added resources in the near future. On the other hand, it is doubtful that the College's enrollments will significantly decline even if OSU's general enrollments decline. In fact, the College's freshman enrollments have started to climb again.

In early April, 1986, the College of Business faculty therefore voted to increase retention standards from 2.0 to 2.5. By our calculations, the higher standard should reduce total enrollments by around 800 students. However, it will take several years for the new standard to take full effect (grandfather rights per the General Catalog).

It is therefore highly desirable that the new standard be implemented as soon as possible.

In the event that enrollments rise or fall significantly due to external factors, it is simply not feasible to adjust retention standards on any regular basis. However, if total enrollments were to drop below 1800, the College could relax retention standards internally. On the other hand, if freshmen and junior transfer enrollments were to rise dramatically, the College would at least have the significant benefit of the 2.5 standard.

Unlike Oregon's other state university business schools, OSU's college of business prefers an open admissions/retentions standards approach to the professional program/entrance standards approach. Therefore, the most feasible way of controlling current overenrollments is through increasing the retention standard.

MAY 15 1986

Department of Sociology
Oregon State University
Corvallis, Oregon 97331
(503) 754-2641

May 15, 1986

MEMORANDUM

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

FROM: Academic Requirements Committee
Gary H. Tiedeman, Chair BHT

SUBJECT: Requested ARC response concerning College of Business request to increase GPA retention standard from 2.0 to 2.5

The members of the Academic Requirements Committee discussed the College of Business (COB) request at the committee meeting of May 14. We do not believe the issue pertains as directly to the purposes and functions of our committee as to some others which evidently did not receive your memorandum (namely, the Academic Deficiencies Committee), but our consensual impressions are as follows.

1. We believe that the institution is, indeed, in need of a standard policy document on the rights of units to establish admission or retention standards differing from those of the university at large. As one member expressed it, we are now operating within "a vacuum" as concerns this issue. The COB reportedly anticipated no resistance to its request on the basis of earlier precedent having been set within both the College of Engineering and the Department of Computer Science. We find an important distinction between an ambiguous and arguable "setting of precedent" and the existence of an actual, clearcut policy statement.

2. Some members find it necessary to couch support of versus opposition to the request in terms of the purpose underlying it. If the purpose is strictly that of controlling excess class/enrollment size, they oppose it as a contrived expedient carrying possible jeopardy for students and for other units. If the purpose derives from desire to raise the quality of to-be-credentialed students, they endorse the request as academically legitimate and, perhaps even, admirable. Without the benefit of a COB statement of justification before us, the fact that all heightened standards requests thus far have emanated from units experiencing an "oversupply" of students has the effect of inclining committee evaluators toward the former interpretation. In short, we need more information pertaining to background motives.

3. With regard to lowered emrollment impact upon other units, we decline to hazard what would have to be a guess, since no data exist (at least, to our knowledge) on internal versus external drift of <u>prior</u> students who have been excused from a particular program. If large proportions of non-retained business majors leave the campus entirely, all units providing supportive or elective coursework would obviously suffer. If

a majority remain at OSU and shift majors, however, the 2.5 retention standard might actually benefit other colleges in terms of their own enrollment.

4. Our sentiment is that your Question #4 contains a faulty premise. We would not necessarily be "discouraging enrollment when the Universit is working hard to increase enrollment" by insisting upon higher standa ds of performance. The institution could become a more desirable educatio al site, not less. Furthermore, some committee members believe that our top enrollment priority should be broadened and improved effectiveness in attracting good students initially, rather than retention of those who do not fare so well once here. (Cross-reference the UO's current argument in support of increasing High School admittee GPA requirement to 3.0.)

In summation, we have no clear, comfortable, or in any way unanimous vision of what assortment of actual impacts the higher standard would yield. We believe that the COB has an obligation to provide a more complete statement of academic rationale prior to approval, since centr l issues of institutional integrity are implicitly involved. And we definitely urge the establishment of a formal policy, as well as of explicit procedural guidelines and specification of prescribed liaison checks and clearances, whether the COB request is honored or not.

Oregon State University
SCHOOL OF BUSINESS

MEMORANDUM

To: Robert Mc Mahon, Faculty Senate President
Executive Committee of the Faculty Senate

Date: 5/15/86

From: Patrick S. Kemp, Chairman, Academic Regulations Committee

SUBJECT: Request from College of Business for Change in Retention Standards (2.0 to 2.5)

The Academic Regulations Committee is unanimous in its belief that the request by the College of Business to change the level of its retention standards from 2.0 to 2.5

a. is not a matter likely to affect the formation or revision of academic regulations,

b. is a matter that is, or at least should be, within the domain of the individual college or school, and

c. is a request to which we wish to lend our wholehearted support.

Therefore, we recommend its acceptance.

MAY 19 1986

OREGON STATE UNIVERSITY
DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING

MEMO

TO: Bob McMahon, Senate President

FROM: Leonard J. Weber, Chair, Academic Advising Committee
DATE: May 19, 1986 LJW

SUBJECT: College of Business Change in Retention Standards

I am responding to your memorandum of May 6, 1986 regarding the College of Business request to change their retention standards from 2.0 to 2.5. Your memo didn't include the details of this proposal. These recommendations move from the general to the specific and speak to the advising-related implications of raising retention standards.

1. The major concern of the Academic Advising Committee is to make sure the students get the best possible advice regarding their academic careers and that it be given in a timely fashion. This is necessary if the university is to help the students define and pursue their academic goals.

2. Retention of our students at OSU must be placed at a position of high priority. This serves both the students and the university.

3. The off-campus world must have evidence that OSU cares about it's students and not only has strong academic programs of study but provides timely support for students who may not be allowed to continue in a given program even though they have earned C or higher grades.

4. Students who are having academic difficulties relative to any retention standard must be notified at least two months before they return to campus for further studies. Bad attitudes towards OSU have been generated because students have been forced to transfer out of Business as late as September. At this late date there is insufficient time for them to make appropriate plans for a new course of study.

5. Forced-transfer policies need to be clear and fully set forth. University students need to know about them. High school students who are interested in enrolling in a college with forced-transfer policies need to know these policies so they will know what they are getting into when they enroll at OSUd. This appears to be a problem according to those who visit high schools.

6. The Academic Advising Committee recommends that Business move to a Pre-Business Program concept.

a. A prescribed set of courses at a Pre-Business are to be taken to form a basis for accepting students into the Business Program.
b. A clear statement is made regarding the selection process into the Business Program. Select on the basis of the number of students who can be accomodated rather than on a gpa.
c. Announcements of students selected into the Business Program to be made May 15 for the top applicants. All others notified no later than July 15.
d. The Pre-Business students could be housed in the College of Business or in the College of Liberal Arts. Strong advising services must be provided regardless of where these students are housed.

7. The university should provide an administrative unit which can accept students who are forced to transfer out of a program even though they have a gpa which is 2.00 or higher. These students are passing at an acceptable level. They need help in changing career objectives. UESP has been used for this purpose, but this is not the Counseling and Testing Center's major function. It is doubtful that their staff at the present level can accomodate the numbers of students who may have to make career changes. Liberal Arts may be able to serve this function.

8. It appears that the College of Business needs more financial support to provide the staffing necessary to effectively teach more students. The demand seems to be there.

MAY 16 1986

College of Liberal Arts
Oregon State University
Corvallis, Oregon 97331-6202 (503) 754-2511

May 16, 1986

MEMORANDUM

TO: Bob McMahon, Senate President

FROM: Jerry O'Connor, CLA Advising Office JJR

RE: College of Business Proposed Retention Standards

I have reviewed Dean Lynn Spruill's request to change the College of Business' retention standards from a 2.0 to 2.5 GPA and wish to express the following concerns:

1) To suddenly implement such a change without sufficient advance notice via the catalog and other campus publications could be counter productive to OSU's recruiting and retention efforts. A significant number of those affected would likely seek entry into CLA until such time as they can qualify for College of Business entry. Normally, CLA is pleased to serve such students but they are difficult to advise and frequently display no little anger in what they consider very cavalier treatment. The College of Business must allow more lead time to implement such a policy.

2) As a result of the College's current "bump" policy, CLA has become a dumping ground. While adhering to the concept that if a student is acceptable to the university they are acceptable to CLA, putting potential Business returnees in a holding pattern frequently works to the detriment of the student.

CLA appreciates the College of Business' dilemma of over enrollment and that college's popularity. This office would request, however, that in seeking new retention standards that campus units consider the potential impact on other colleges and the university's recruitment and retention efforts.

JJO/tm

MAY 9 1986

May 9, 1986

To: The Faculty Senate Executive Committee

From: Peter List, Chair, University Honors Program Committee, and members of the Committee (Dwaine Charbonneau, Gary Ferngren, Dahli Gray, Constantine Hadjilambrinos, Eric Hawkes, Lorelle Jabs, and Margaret Meehan, ex officio) Peter List

Subject: Report on the University Honors Program

I. Introduction

In October 1985, the Executive Committee asked the University Honors Program Committee to look at the Honors Program and make recommendations about what kind of program the university ought to have. This was thought to be a propitious time for a review, since the director of the program, Margaret Meehan, was retiring in June 1986, and it was important to consult with her about the program. In facing this responsibility, the Honors Committee confronted early on the question of what direction its efforts should take: (1) Should it recommend a major restructuring of the existing program, along the lines of an honors college, for example?; (2) Should it recommend abolition of the Honors Program altogether?; or (3) Should it make recommendations about how the current program could be changed, while retaining its basic purposes and format?

After discussing these alternatives, the Committee decided that it was not feasible to seek major restructuring (1), since this would require time and expertise which the Committee did not have, would probably not be workable in the short run without extensive rethinking of the program and significant changes in its purposes, and would require financial and administrative commitments that it was not in a position to obtain. It thus decided to follow the third course (3). In doing so, the Committee reviewed several honors programs at other universities, for comparison purposes, and talked with a cross-section of OSU faculty and students, both those who are active in the program and those who are not, in order to canvass their opinions about the program. The Committe also invited comments from former Honors Program directors at OSU. This process produced a series of recommendations which the Committee has formulated and distilled for your consideration.

II. Goals of the Honors Program

The Committee's review of the Honors Program has been motivated by its understanding of the reasons why the Program exists at OSU. Since its inception, the Program has been designed to instill and reinforce the love of learning and ideas among

superior students, thus enriching their lives and awakening a belief that they should use their intelligence responsibly. It is to emphasize the interrelation and interdependence of the disciplines, the concurrent development of knowledge in the several disciplines, and the unity of knowledge; it is also to sharpen students' realization of the challenges that exist in the pursuit of knowledge and to heighten their awareness of the value of imaginative scholarship. The program is to accomplish these purposes by providing students with an intimate, interdisciplinary setting of small classes and colloquia, bringing students and faculty together from throughout the university in a representative community.

III. General Conclusions of the Honors Program Committee

The Committee believes that these are worthy goals and that they were developed with the special character of this university in mind, namely, a university with a core of liberal arts and science programs integrated with strong programs in several professional and technological areas that are important to the state's economy. As such, the Honors Program must offer an academic program which can both satisfy the needs of highly specialized, professional students with few electives and somewhat less specialized, core area students with more electives.

The Committee has concluded that the Honors Program has achieved these goals to a significant degree, and is providing superior students with academic enrichment and challenge. Moreover, given the very modest level of program funding, the limited resources the program has had at its disposal, the voluntary character of faculty participation in honors teaching, and the fact that the program director must develop a new set of courses each academic term, we have high praise for the work of past directors and the current director, Margaret Meehan. At the same time, discussions with many students and faculty as well as with the current director have revealed several means through which the program can be made even better than it already is, and we have summarized our recommendations for doing so in what follows.

IV. Recommendations

A. Financial and Administrative: In order to put the program on a more secure footing, attract additional outstanding OSU students to enroll, ease the administrative burden on the director, and compensate the director for expected and time-consuming summer duties, we recommend

1) that the director position be changed from a nine-month to a twelve-month position;

2) that the Honors Program be given funds to purchase a computer to facilitate record-keeping, budgeting, correspondence, and other administrative and clerical matters;

3) that the university offer special scholarships for honors students, perhaps in the junior and senior years;

4) that in view of the difficulties of attracting a steady and

revolving number of new faculty to teach in the program, the university directly reward faculty for honors program teaching in promotion and tenure reviews and in PROF reviews;

5) that the university release interested faculty from one three-hour course for every six hours taught in honors seminars or colloquia;

6) that if the burden on the director's time is not eased by recommended changes in the program next year, a half-time assistant be added to alleviate that burden.

B. Administrative Support and Recognition: In view of the fact that the special intellectual efforts of honors students often go unrecognized, and also that honors students could benefit from increased participation by university faculty in the program, we recommend

1) that the deans of all colleges meet annually with their respective honors students to identify and recognize their honors achievements;

2) that the deans of each college actively encourage the participation of their faculty in the Honors Program as teachers and advisors, by rewarding them in salary and promotion reviews for their participation.

C. Student Recruitment: We believe that recruitment of students into the Honors Program should be given top priority in university recruiting practices and thus recommend

1) that the central administration develop policies for active recruitment of outstanding new and continuing OSU students to the Honors Program, in all phases of its recruiting efforts.

D. Course and Instructor Selection: We recommend

1) that the Program retain the procedures for course selection as they currently stand, instead of having honors courses decided by the regular, curriculum approval process at OSU;

2) that the use of outside professionals to teach in the Program be continued and that the contributions of these professionals be given more recognition.

E. Honors Program Requirements: In order to improve the quality of student participation in honors courses and to return to the original purpose of providing special education only for superior OSU students, we recommend a series of changes in the program,

1) that honors courses be restricted to students enrolled in the Honors Program;

2) that freshman honors students enroll in at least one honors colloquium in their freshman year;

3) that student honors projects be formulated in outline no later than the last quarter of their junior year;

4) that all honors students be required to give a "public" presentation of the results of their senior honors projects, in their senior year, with their honors faculty advisor and two other faculty members formally in attendance;

5) that all honors students be required to take one honors

seminar and seven honors colloquia, instead of eight honors colloquia;

6) that graded, written assignments be required of all honors students in all honors courses.

7) that the existing grading policy in the Program be retained, namely, the policy of grading colloquia "p/n" and allowing instructors the option of giving letter grades or "/n" in seminars.

F. Space and Facilities: Currently the space assigned to the Honors Program is minimal: two rooms in Bexell Hall, one of which is for program administration (the director's office, clerical assistant and reception space, storage, filing space, small machine space, and space for display of program materials) and one for colloquia, seminars, and exhibits. This is clearly inadequate for the storage of office materials, student records, and student theses, and provides no room for honors students to meet more informally, outside of a classroom setting, for discussion and interchange on matters of intellectual and personal interest. Thus the Committee recommends

1) that the Honors Program be provided with more extensive facilities than currently exist, to include adequate office and storage space, a seminar room, and a student lounge and library.

V. A Separate Recommendation on the University English Composition Requirement: Our discussion with honors students has revealed their desire to have a more challenging opportunity to satisfy this university requirement than passing Wr 121. The Committee thus recommends

1) that for all students with advanced writing skills (as defined by some appropriate entrance examination or test score), the university accept an advanced writing course as a substitute for Wr 121. This might be accomplished, for example, by permitting them to enroll in Wr 222 or Wr 323 instead.

VI. Final Comment: The Honors Program Committee believes that this is an opportune and natural time for the university to make the recommended changes in the Honors Program. We therefore encourage the Executive Committee to act on these recommendations positively and to help strengthen the Program in a manner that will retain its distinctive characteristics.

MAY 15 1986

College of Home Economics

Oregon State University

Corvallis, Oregon 97331 (503) 754-3551

May 15, 1986

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

From: Jim Leklem
Chair, Ad Hoc Committee to Evaluate Centralized Travel

Subject: Report on Evaluation of Centralized Travel Services

For the past five months our Ad Hoc Committee have received input from the faculty on their evaluation of the centralized travel service. The form we used to obtain this evaluation is attached.

Since the forms were went out to Departments in mid-December, 1985, we have received 88 responses. Our committee has no knowledge of the total number of trips taken in that period, but the 88 probably are not a complete representation of the total number.

If we can assume the responses obtained are a cross-section of the total then the following 71 evaluation is offered. There were 63(71%) that were satisfied, 13(15%) that were not satisfied, and 12(14%) that were essentially satisfied but had some comment about the service that was not positive.

Overall, the faculty is quite satisfied with the service they received. Several commented on the prompt and efficient service offered. Of those that had a negative response or comment, there were four areas of concern that were identified. These were international travel, failure to notify of penalties for charges or cancellation, cheaper fares with other travel agencies, and public relation problems with travel arrangements for visitors to the University.

There were complications with arrangements for international travel that suggest the present travel agency lacks experience in this area. There were four situations in which lower fares were either quoted or obtained elsewhere. In one case the centralized travel service quoted a price of $1,234 and the faculty person was able to obtain a fare of $647 from a local travel agent. This must be viewed in light of the several comments from faculty that the fares obtained were the lowest available. For a majority of the 88 responses there was no convenient way to determine if the cheapest fare was obtained. In a number of cases the travelers were not made aware of the penalty fees for changes in ticket or cancellations.

A special problem appears to have arisen with travel arrangements for visitors to the University. The faculty that wrote to the Ad Hoc Committee commented that the need to go through the centralized travel service resulted in public relations and "image" problems. It would appear that flexibility is needed for this special situation where the person coming to O.S.U. is combining this trip with other travel.

The evaluation forms are available for inspection for any person tha would like to review them.

cc: Ad Hoc Committee
David Enfield, Oceanography
Dianne Hart, Languages
Henry Sayre, Art

enclosure

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331

** EVALUATION OF CENTRALIZED TRAVEL SERVICE **

The information being requested below is to be used in the process of evaluating the newly-institute centralized travel program. The Ad Hoc Committee to Evaluate Centralized Travel would appreciate your taking the time to provide us with your comments.

Were you satisfied with the arrangements made by IVI Travel, Inc.?

___Yes ___No

Comments/Observations _____

_____

_____

_____

Date(s) of Travel: _____

_____
(Name typed or printed)

Destination
(check one): ___ In-state
___ Out-of-state
___ Foreign

_____
(Department)

_____
(Phone)

Travel Reimbursement
(requisition) number: # _____

_____
(Date)

Please fold in thirds, staple/tape and return to address on back of this form.

MAY 13 1986

OSU

CORVALLIS, OREGON 97331

OREGON STATE UNIVERSITY

DEPARTMENT OF ZOOLOGY

12 May 1986

M E M O R A N D U M

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

From: Fred Hisaw, Chairman
Faculty Economic Welfare Committee

Subject: Update on salaries and compensation

At the March Senate meeting the Committee was asked to express salary data in terms of constant dollars. The enclosed tables show these data in addition to our fringe benefits and total compensation, as compared to the other nineteen. These latter data were dug out of 'Academe', which just came. Our usual source of salary information on the other nineteen has not been released yet by the Chancellor's office.

Note. If one checks the table for Total Compensation, O.S.U. full professors are at 90% of the nineteen comparators. If the table for Salaries Calculated to follow the Portland CPI is checked, the actual salary of $37,853 is 90% of the calculated $42,135. Also, last year O.S.U was number two in Fringe Benefits, but this year we are number eight.

The Consumers Price Index (CPI)[1/]
(All Urban Consumers - 1967 = 100)

Year and Month	United States		Portland	
	All Items	Food Only	All Items	Food Only
1967	100.0	100.0	100.0	100.0
1968	104.2	103.6	103.5	103.4
1969	109.8	108.9	108.6	107.5
1970	116.3	114.9	113.2	110.7
1971	121.3	118.4	116.1	113.4
1972	125.3	123.5	119.5	118.0
1973	133.1	141.4	127.3	133.7
1974	147.7	161.7	142.8	154.4
1975	161.2	175.4	156.5	168.4
1976	170.5	180.8	167.0	177.3
1977	181.5	192.2	180.2	188.8
1978	195.4	211.4	198.4	207.7
1979	217.4	234.5	225.4	233.6
1980	246.8	254.6	255.4	250.3
1981	272.4	274.6	278.2	269.9
1982	289.1	285.7	287.0	284.2
1983	298.4	291.7	290.1	291.6
Jan. 1984	305.2	299.4	295.1	296.5
Feb.	306.6	302.1		
March	307.3	302.2	298.0	300.8
April	308.8	302.3		
May	309.7	301.4	301.9	303.2
June	310.7	302.0		
July	311.7	303.2	300.9	303.9
Aug.	313.0	304.8		
Sept.	314.5	304.2	302.5	303.3
Oct.	315.3	304.4		
Nov.	315.3	304.1	304.8	305.4
Dec.	315.5	305.1		
Year 1984	311.1	302.9	301.0	302.5
Jan. 1985	316.1	307.3	306.8	305.4
Feb.	317.4	309.5		
March	318.8	309.7	309.1	308.1
April	320.1	309.6		
May	321.3	308.9	310.4	308.4
June	322.3	309.3		
July	322.8	309.5	312.9	310.4
Aug.	323.5	309.7		
Sept.	324.5	309.9	314.9	312.7
Oct.	325.5	309.8		
Nov.	326.6	311.0	317.1	311.9
Dec.	327.4	313.2		
Year 1985	322.2	309.8	312.4	309.9
Jan. 1986	328.4	315.6	321.3	316.7
Feb.	327.5	315.3		
March	326.0	315.4	315.0	315.5
April				
May				
June				
July				
Aug.				
Sept.				
Oct.				
Nov.				
Dec.				
Year 1986				

1/ Source: U.S. Department of Labor, Bureau of Labor Statistics

Department of Agricultural & Resource Economics
Oregon State University, 5/7/86.

Comparison of Actual Annual Salaries of Professors at Oregon State University, 1967-1986, With Salaries Calculated, Each Year, to Follow Changes in the Portland CPI

(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)
Year	Actual Annual salaries of Professors[1]	Portland CPI (1967 = 100)[2]	Calculated Annual salaries, adjusted, each year, to follo changes in Portland CPI[3]
1967	$13,355	100.0	$13,355
1968	14,268	103.5	13,822
1969	14,913	108.6	14,504
1970	15,852	113.2	15,118
1971	16,562	116.1	15,505
1972	17,040	119.5	15,959
1973	17,207	127.3	17,001
1974	18,087	142.8	19,071
1975	19,036	156.5	20,901
1976	21,706	167.0	22,303
1977	23,437	180.2	24,066
1978	24,623	198.4	26,496
1979	26,858	225.4	30,102
1980	26,916	255.4	34,109
1981	28,525	278.2	37,154
1982	31,172	287.0	38,329
1983	32,346	290.1	38,743
1984	34,285	301.0	40,199
1985	34,313	312.4	41,721
1986	$37,853	315.5[4]	$42,135

[1] Source of data: Office of Budgets, OSU - average annual salaries of full professors on 9-month teaching appointments - HEGIS data.

[2] Source of data: Consumers Price Index, All Urban Consumers, All Items. Bureau of Labor Statistics, U.S. Department of Labor.

[3] $13,355 x (Col. 3) ÷ 100. Shows what salaries would have been if they had followed changes in the Portland CPI.

[4] For March, 1986.

OSU Faculty Economic Welfare Committee, 4/29/86.

Short-Fall in Academic Salaries at Oregon State University -- Below Hoped-For Goal of State Board of Higher Education, by Year and by Academic Rank, 1976 - 1985.[1/]

Year	Amounts by Which Actual Annual Salaries Have Failed to Meet Goal[2/]			
	Professor	Associate Professor	Assistant Professor	Instructor
1975-76	- $ 2,400	- $ 469	+ $ 66	- $ 774
1976-77	- 1,982	+ 63	+ 318	- 284
1977-78	- 2,237	- 232	+ 81	- 336
1978-79	- 1,398	+ 616	+ 218	- 278
1979-80	- 3,376	- 926	- 969	- 1,638
1980-81	- 4,449	- 1,422	- 1,284	- 1,679
1981-82	- 4,533	- 1,394	- 1,389	- 2,513
1982-83	- 5,619	- 2,063	- 2,185	- 3,314
1983-84	- 5,432	- 1,800	- 1,856	- 3,203
1984-85	- 8,171	- 3,394	- 3,667	- 4,285
10 Year Total	- $39,597	- $11,021	- $10,667	- $18,304

[1/] Source of data: OSU Office of Budgets, and State System of Higher Education. Data apply to full-time teaching faculty on 9-month appointments.

[2/] The long-standing goal of the State Board of Higher Education is to raise University salaries in Oregon up to the average annual salaries received by faculty at 19 comparator universities, the names of which 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.

Note: The full magnitude of the total short-fall in academic salaries at Oregon State University becomes apparent when one considers the 166 Full Professors, 173 Associate Professors, 132 Assistant Professors, and 52 Instructors currenty employed on 9-month teaching appointments.

OSU Faculty Economic Welfare Committee, 4/15/86.

1985-86 Academic Statistics: Full-time Faculty, Average Annual Salary

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

Source: AAUP Bulletin, "Academe," March-April, 1986, pp. 20-62

	Professor				Associate Professor				Assistant Professor			
	Dollars	% of Average "21"	"10"	"19"	Dollars	% of Average "21"	"10"	"19"	Dollars	% of Average "21"	"10"	"19"
"10" Other Land Grant Universities												
California (Berkeley)	1) $59,200	132.7		130.9	2) $38,200	116.1		115.2	1) $33,100	117.0		115.8
Idaho	20) 37,900	85.0		83.8	20) 29,600	90.0		89.3	18) 26,300	92.9		92.0
Illinois	4) 51,000	114.3		112.7	5) 35,600	108.2		107.3	4) 31,500	111.3		110.2
Purdue	7) 48,000	107.6		106.1	6) 34,000	103.3		102.5	9) 28,200	99.6		98.6
Iowa State	15) 41,500	93.0		91.7	16) 31,200	94.8		94.1	17) 26,300	92.9		92.0
Michigan State	13) 42,800	95.9		94.6	13) 32,300	98.2		97.4	13) 27,600	97.5		96.5
Minnesota	14) 42,700	95.7		94.4	9) 33,200	100.9		101.0	15) 26,900	95.1		94.1
Ohio State	3) 51,000	114.3		112.7	3) 37,400	113.7		112.8	3) 31,700	112.0		110.9
Washington State	17) 39,700	89.0		87.8	18) 30,100	91.5		90.8	16) 26,800	94.7		93.7
Wisconsin	9) 44,600	100.0		98.6	10) 32,800	99.7		98.9	7) 29,300	103.5		102.5
TOTAL	458,400	---	---	---	334,400	---	---	---	287,700	---	---	---
Average of "10"	$45,840	102.8	100.0	101.3	$33,440	101.6	100.0	100.8	$28,770	101.7	100.0	100.6
"9" Other Non-Land Grant Universities												
Colorado	16) $41,400	92.8		91.5	11) $32,800	99.7		98.9	8) $29,100	102.8		101.8
Indiana	8) 44,800	100.4		99.0	12) 32,300	98.2		97.4	14) 27,100	95.8		94.8
Iowa	11) 43,900	98.4		97.0	8) 33,200	100.9		101.0	10) 28,200	99.6		98.6
Michigan	2) 51,800	116.1		114.5	1) 38,300	116.4		115.5	2) 32,200	113.8		112.6
Montana	21) 32,900	73.8		72.7	21) 26,500	80.5		79.9	21) 23,500	83.0		82.2
North Carolina (Chapel Hill)	5) 50,700	113.7		112.1	4) 36,800	111.9		111.0	5) 30,400	107.4		106.3
Texas	6) 48,300	108.3		106.8	7) 33,200	100.9		100.1	6) 29,300	103.5		102.5
Utah	10) 44,200	99.1		97.7	14) 31,300	95.1		94.4	12) 27,700	97.9		96.9
Washington	12) 43,200	96.8		95.5	15) 31,300	95.1		94.4	11) 28,100	99.3		98.3
TOTAL	401,200	---	---	---	295,700	---	---	---	255,600	---	---	---
Average of "9"	$44,578	99.9	97.2	98.5	$32,856	99.2	98.3	99.1	$28,400	100.4	98.7	99.3
Average of "19 Others"	$45,242	101.4	98.7	100.0	$33,163	100.8	99.2	100.0	$28,595	101.0	99.4	100.0
University of Oregon	19) $38,300	85.2	83.6	84.7	19) $30,000	91.2	89.7	90.5	20) $25,000	88.3	86.9	87.4
Oregon State University	18) 38,900	87.2	84.9	86.0	17) 30,800	93.6	92.1	92.9	19) 26,000	91.9	90.4	90.9
AVERAGE OF ENTIRE "21"	$44,610	100.0	97.3	98.6	$32,900	100.0	98.4	99.2	$28,300	100.0	98.4	99.0

Prepared by D. Curtis Mumford for the Faculty Economic Welfare Committee, Oregon State University, April 25, 1986.

1985-86 Academic Statistics: Full-time Faculty, Average Annual Fringe Benefits by Academic Rank, 9-month Basis.

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

Source: AAUP Bulletin, "Academe," March-April, 1986, pp. 20-62.

	Professor				Associate Professor				Assistant Professor			
	Dollars	% of Average "21"	"10"	"19"	Dollars	% of Average "21"	"10"	"19"	Dollars	% of Average "21"	"10"	"19"
"10" Other Land Grant Universities												
California (Berkeley)	1) $12,800	137.2		138.3	1) $ 9,500	126.9		128.1	1) $ 8,700	132.8		133.8
Idaho	18) 7,300	78.3		78.9	18) 6,000	80.2		80.9	17) 5,400	82.4		83.1
Illinois	21) 5,400	57.9		58.3	21) 4,100	54.8		55.3	21) 3,700	56.5		56.9
Purdue	4) 11,200	120.1		121.0	8) 8,300	110.9		111.9	14) 6,300	96.2		96.9
Iowa State	13) 9,100	97.5		98.3	13) 7,300	97.5		98.4	15) 6,200	94.6		95.4
Michigan State	11) 9,600	102.9		103.7	10) 8,100	108.2		109.2	7) 7,300	114.4		112.3
Minnesota	7) 10,500	112.6		113.4	5) 8,800	117.6		118.7	6) 7,600	116.0		116.9
Ohio State	10) 9,600	102.9		103.7	12) 7,500	100.2		101.1	10) 6,700	102.3		103.1
Washington State	17) 8,400	90.0		90.7	16) 6,600	88.2		89.0	16) 5,600	85.5		86.2
Wisconsin	6) 10,500	112.6		113.4	6) 8,500	113.5		114.6	5) 7,800	119.0		120.0
TOTAL	94,400	---	---	---	74,600	---	---	---	65,300	---	---	---
Average of "10"	$ 9,440	101.2	100.0	102.0	$ 7,460	99.7	100.0	100.6	$ 6,530	99.7	100.0	100.5
"9" Other Non-Land Grant Universities												
Colorado	20) $ 6,100	65.4		65.9	20) $ 5,000	66.8		67.4	20) $ 4,500	68.7		69.2
Indiana	3) 11,600	124.3		125.3	3) 9,000	120.2		121.4	4) 7,900	120.6		121.5
Iowa	12) 9,200	98.6		99.4	7) 8,400	112.2		113.3	12) 6,600	100.7		101.5
Michigan	5) 10,500	112.6		113.4	2) 9,100	121.6		122.7	3) 7,900	120.6		121.5
Montana	19) 6,300	67.5		68.0	19) 5,400	72.1		72.8	19) 4,900	74.8		75.4
North Carolina (Chapel Hill)	15) 8,500	91.1		91.8	17) 6,300	84.2		85.0	18) 4,900	74.8		75.4
Texas	14) 9,000	96.5		97.2	14) 7,200	96.2		97.1	11) 6,600	100.7		101.5
Utah	2) 11,800	126.5		127.5	4) 8,900	118.9		120.0	2) 8,300	126.7		127.7
Washington	16) 8,500	91.1		91.8	15) 7,000	93.5		94.4	13) 6,600	100.7		101.5
TOTAL	81,500	---	---	---	66,300	---	---	---	58,200	---	---	---
Average of "9"	$ 9,056	97.1	95.9	97.8	$ 7,367	98.4	98.8	99.3	$ 6,467	98.7	99.0	99.5
Average of "19 Others"	$ 9,258	99.2	98.1	100.0	$ 7,416	99.1	99.4	100.0	$ 6,500	99.2	99.5	100.0
University of Oregon	9) 9,900	106.1	104.9	106.9	11) 8,000	106.9	107.2	107.9	9) 6,900	105.3	105.7	106.2
Oregon State University	8) 10,100	108.3	107.0	109.1	9) 8,300	110.9	111.3	111.9	8) 7,200	109.9	110.3	110.8
AVERAGE OF ENTIRE "21"	$ 9,329	100.0	98.8	100.8	$ 7,486	100.0	100.3	100.9	$ 6,552	100.0	100.3	100.8

Prepared by D. Curtis Mumford for the Faculty Economic Welfare Committee, Oregon State University, May 5, 1986.

1985-86 Academic Statistics: Full-time Faculty, Average Annual Total Compensation (Salary plus Countable Fringe Benefits) by Academic Rank, 9-month Basis.

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

Source: AAUP Bulletin, "Academe," March-April, 1986, pp. 20-62.

	Professor				Associate Professor				Assistant Professor			
	Dollars	% of Average "21"	"10"	"19"	Dollars	% of Average "21"	"10"	"19"	Dollars	% of Average "21"	"10"	"19"
"10" Other Land Grant Universities												
California (Berkeley)	1) $72,000	133.5		132.1	1) $47,700	118.1		117.5	1) $41,800	119.9		119.1
Idaho	20) 45,200	83.8		82.9	20) 35,600	88.1		87.7	20) 31,700	91.0		90.3
Illinois	7) 56,400	104.6		103.5	13) 39,700	98.3		97.8	8) 35,200	101.0		100.3
Purdue	5) 59,200	109.7		108.6	5) 42,300	104.7		104.2	13) 34,500	99.0		98.3
Iowa State	15) 50,600	93.8		92.8	15) 38,500	95.3		94.9	17) 32,500	93.3		92.6
Michigan State	13) 52,400	97.1		96.1	11) 40,400	100.0		99.5	10) 34,900	100.1		99.4
Minnesota	11) 53,300	98.8		97.8	6) 42,000	104.0		103.5	14) 34,500	99.0		98.3
Ohio State	3) 60,600	112.3		111.2	3) 44,900	111.2		110.6	3) 38,400	110.2		109.4
Washington State	18) 48,100	89.2		88.2	19) 36,700	90.9		90.4	18) 32,400	93.0		92.3
Wisconsin	10) 55,100	102.1		101.1	9) 41,300	102.2		101.8	4) 37,100	106.4		105.7
TOTAL	552,900	---	---	---	409,100	---	---	---	353,000	---	---	---
Average of "10"	$55,290	100.0	100.0	101.4	$40,910	101.3	100.0	100.8	$35,300	101.3	100.0	100.6
"9" Other Non-Land Grant Universities												
Colorado	19) $47,500	88.1		87.1	18) $37,800	93.6		93.1	15) $33,600	96.4		95.7
Indiana	8) 56,400	104.6		103.5	8) 41,300	102.2		101.8	9) 35,000	100.4		99.7
Iowa	12) 53,100	98.4		97.4	7) 41,600	103.0		102.5	11) 34,800	99.9		99.2
Michigan	2) 62,300	115.5		114.3	2) 47,400	117.4		116.8	2) 40,100	115.1		114.3
Montana	21) 39,200	72.7		71.9	21) 31,900	79.0		78.6	21) 28,400	81.5		80.9
North Carolina (Chapel Hill)	4) 59,200	109.7		108.6	4) 43,100	106.7		106.2	7) 35,300	101.3		100.6
Texas	6) 57,300	106.2		105.1	10) 40,400	100.0		99.5	6) 35,900	103.0		102.3
Utah	9) 56,000	103.8		102.7	12) 40,200	99.5		99.1	5) 36,000	103.3		102.6
Washington	14) 51,700	95.8		94.9	16) 38,300	94.8		94.4	12) 34,700	99.6		98.9
TOTAL	482,700	---		---	362,000	---	---	---	313,800	---	---	---
Average of "9"	$53,633	99.4	97.0	98.4	$40,222	99.6	98.3	99.1	$34,867	100.0	98.8	99.4
Average of "19 Others"	$54,505	101.0	98.6	100.0	$40,584	100.5	99.2	100.0	$35,095	100.7	99.4	100.0
University of Oregon	17) 48,200	89.4	87.2	88.4	17) 38,000	94.1	92.9	93.6	19) 31,900	91.5	90.4	90.9%
Oregon State University	16) 49,000	90.8	88.6	89.9	14) 39,100	96.8	95.6	96.3	16) 33,200	95.3	94.1	94.6%
AVERAGE OF ENTIRE "21"	$53,943	100.0	97.6	99.0	$40,390	100.0	98.7	99.5	$34,852	100.0	98.7	99.3%

Prepared by D. Curtis Mumford for the Faculty Economic Welfare Committee, Oregon State University, May 1, 1986.

OREGON STATE UNIVERSITY
DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING

MEMO

TO: Bob McMahon, President, Faculty Senate

FROM: L. J. Weber, Chair, Academic Advising Committee
DATE: May 9, 1986

SUBJECT: **Committee Recommendation for Action**

The Academic Advising Committee of the Faculty Senate submits the following proposal to the Faculty Senate for its approval.

The Academic Advising Committee of the Faculty Senate recommends that an Advising Network be set up between community colleges, colleges and universities in Oregon, Washington, Idaho and Alaska. This network shall consist of contact people in these various institutions to whom OSU advisors may refer students who wish to transfer to one of these institutions. Likewise, these contact people will be given a contact person at OSU whom students wishing to transfer to OSU may contact for special help.

OBJECTIVES OF THE NETWORK

Students transfer from one institution to another for a variety of reasons.

1. Sometimes they must leave because of academic difficulties at OSU.
2. Sometimes they must transfer for financial reasons and plan to return to OSU at a later date.
3. Sometimes they need remedial studies at a smaller institution.
4. Sometimes OSU doesn't offer courses they wish to study.

An advising network could help each of these students contact the best person to assist them in getting started in the next institution.

Three specific objectives have been established.

1. Help the "reverse-transfer students" who wish to or must leave OSU and attend other universities, colleges or community colleges. Provide these students with specific advising contacts at the other institution. OSU faculty could, at the student's request, inform the contact person at the other institution of the student's situation and help insure that the student makes a smooth transition to a new course of study.

2. Help OSU advisors get information about courses which are to be transferred to OSU when these courses have

no direct counterpart at OSU. The contact person a the other institution could help put the faculty member in contact with the person who knows the content of its courses. This would assist the advisors as the help the transfer student get started in the proper course of study at OSU.

3. Help students interested in transferring to OSU get in contact with the appropriate advisor at OSU before hey arrive on campus. This will help them plan their c urse of study at another university or community college so that it phases in with OSU studies with a minimum o loss of time and credits.

COMPOSITION OF THE NETWORK

The network shall consist of one contact person at each partici ating institution. Each of these contact persons will have a list of all of the other contact persons in the network.

The contact person shall be an active member of the "Northwest Academic Advising Association" and be willing to serve in this advising network.

See the listing of potential institutions and advisors for this network. It is not complete at this date. Phone numbers will also be added.

SETTING UP THE ADVISING NETWORK

A member of the Academic Advising Committee at OSU will corresp nd with the potential candidates for the contact person at the oth r institutions. Two questions will be asked.

1. OSU is setting up this advising network. Would the r institution like to participate?

2. Would they be willing to serve as their institutior ' representative?

A member of the Academic Advising Committee will make a list of the contact people for the participating institutions. This li t will be forwarded to each of the College and School Head Advisc s at OSU and to each of the participating institutions' contact person.

The OSU Head Advisors would use this list as needed. They coul l send it along to department head advisors.

SAMPLE CASE

A student in the College of Liberal Arts at OSU was having acad mic difficulties and had to transfer out of OSU. The Head Advisor for for the College of Liberal Arts contacted an advisor at Chemeke a Community College and helped the student get together with this

advisor. Special help was given the student as a result of this action by the OSU Head Advisor. The student's academic performance improved and then she returned to OSU to continue her studies.

This action had two positive results. The student felt good about OSU because of this personal assistance given by the Head Advisor. Most important was the fact that the student was able to continue her studies as a result of careful planning and support by both OSU and Chemeketa advisors.

ADVISERS FOR NW US AND WESTERN CANADA

05-02-1986

INSTITUTION	CITY	STAT	NAME
ANCHORAGE CC	ANCHORAGE	AK	CARLSON, IM
COMMUNITY COLLEGE RURAL ED.	ANCHORAGE	AK	HEALEY, T OMAS
UNIVERSITY OF ALASKA	ANCHORAGE	AK	HOOD, MIC AEL
BC INDUSTRIAL INSTITUTE	BURNABY	BC	MC LEAN, L
CAMOSUN COLLEGE	VICTORIA	BC	DRYDEN, L U
CAPILANO COLLEGE	N. VANCOUVER	BC	LITTLE, B LL
CARIBOO COLLEGE	KAMLOOPS	BC	COLLINGRI GE, JIM
COLUMBIA COLLEGE	VANCOUVER	BC	HARKNESS, JOAN
DAVID THOMPSON UNIVERSITY	NELSON	BC	JOSEPH, R BERT
DOUGLAS COLELGE	NEW WESTMINISTER	BC	ATKINSON, AL
E. KOOTENAY CC	CRANBROOK	BC	BOEHMER, UTCH
EDUCATIONAL INFO. CTR.	VANCOUVER	BC	SAWLE, DE RA
FRASER VALLEY COLLEGE	ABBOTSFORD	BC	HOFFMAN, ARK
FRASER VALLEY COLLEGE	CHILLIWACK	BC	STINSON, AROLA
GEORGE PRINGLE	WESTBANK	BC	DILBOUGH, PEGGY
KWANTLEN COLLEGE	SURREY	BC	SPAULDING BETSY
MALASPINA COLLEGE	NANAIMO	BC	ATTWELL, AUL
MALASPINA COLLEGE	POWELL RIVER	BC	KETTLER, ACOB
NEW CALEDONIA COLLEGE	PRINCE GEORGE	BC	SCRIVER, RET
NORTH ISLAND COLLEGE	COMOX	BC	TAYLESS, OHN
NORTHERN LIGHTS CC	DAWSON CREEK	BC	DIEMERT, AREN
NORTHWEST COLLEGE	TERRACE	BC	SEINEN, BI RT
NW BAPTIST COLLEGE	VANCOUVER	BC	PICKFORD, J.
OKANAGAN COLLEGE	KELOWNA	BC	HALYK, BI
OKANAGAN COLLEGE	SALMON ARM	BC	WILSON, M RY
OPEN LEARNING INSTITUTE	RICHMOND	BC	MC INNES-F ANKIN, E.
ROYAL ROADS MILITARY COLLEGE	VICTORIA	BC	BROWN, CAP T. D.L.
SELKIRK COLLEGE	CASTLEGAR	BC	PARKS, DON
SELKIRK COLLEGE, ROSEMONT	NELSON	BC	ANDERSON, DENNIS
SIMON FRASER UNIVERSITY	BURNABY	BC	CAIRNS, M RILYN
TRINITY WESTERN COLLEGE	LANGLEY	BC	KOTANEN, LLAN
UNIVERSITY OF BRITISH COLUMBIA	VANCOUVER	BC	SHIRRAN, .F.
UNIVERSITY OF VICTORIA	VICTORIA	BC	MC LAUGHL N, ANNE
VANCOUVER CC	VANCOUVER	BC	SPEEK, DI K
VANCOUVER CC, KING EDWARD	VANCOUVER	BC	CHANG, GI GER
VANCOUVER CC, LANGARA	VANCOUVER	BC	MC WILLIA S, PATRICIA
VANCOUVER VOC. INST.	VANCOUVER	BC	KREMES, D. H.
BOISE STATE UNIVERSITY	BOISE	ID	NO ADVISER
COLLEGE OF IDAHO	CALDWELL	ID	NO ADVISER
COLLEGE OF SOUTHERN IDAHO	TWIN FALLS	ID	NO ADVISER
IDAHO STATE UNIVERSITY	POCATELLO	ID	ECHANIS, M KE
LEWIS/CLARK STATE COLLEGE	LEWISTON	ID	JOHNSON, V ICKI
NORTH IDAHO COLLEGE	COUER D' ALENE	ID	NO ADVISER
NW NAZARENE	NAMPA	ID	NO ADVISER
RICKS COLLEGE	REXBURG	ID	ANDRUS, GL ORIA
UNIVERSITY OF IDAHO	MOSCOW	ID	NO ADVISER
BLACKFEET CC	BROWNING	MT	NO ADVISER
CARROLL COLLEGE	HELENA	MT	NO ADVISER
COLLEGE OF GREAT FALLS	GREAT FALLS	MT	NO ADVISER
DAWSON CC	GLENDIVE	MT	NO ADVISER

ADVISERS FOR NW US AND WESTERN CANADA

INSTITUTION	CITY	STAT	NAME
DULLKNIFE MEMORIAL CC	LAME DEER	MT	NO ADVISER
EASTERN MONTANA UNIVERSITY	BILLINGS	MT	CULBERTSON, DEAN
FLATHEAD VALLEY CC	KALSPELL	MT	NO ADVISER
FT. PECK CC	POPLAR	MT	NO ADVISER
LITTLE BIG HORN CC	CROW AGENCY	MT	NO ADVISER
MILES CC	MILES CITY	MT	NO ADVISER
MONTANA STATE UNIVERSITY	BOZEMAN	MT	NO ADVISER
MONTANA TECH	BUTTE	MT	BEATTY, PAUL
N. MONTANA COLLEGE MS & T	BUTTE	MT	NO ADVISER
NORTHERN MONTANA COLLEGE	HARVE	MT	NO ADVISER
ROCKY MOUNTAIN COLLEGE	BILLINGS	MT	NO ADVISER
SALISH-KOOTENAI CC	PABLO	MT	NO ADVISER
UNIVERSITY OF MONTANA	MISSOULA	MT	RAETTIG, KATHY
WESTERN MONTANA	DILLON	MT	NO ADVISER
BLUE MOUNTAIN CC	PENDLETON	OR	LOUGHERY, PATRICK
CENTRAL OREGON CC	BEND	OR	O'BRIEN, STEVE
CHEMEKETA CC	SALEM	OR	SKIRVIN, CHUCK
CLACKAMAS CC	OREGON CITY	OR	FORD, DONNA
CLATSOP CC	ASTORIA	OR	LOWES, BRUCE
COLUMBIA CHRISTIAN COLLEGE	PORTLAND	OR	ELLIOTT, GARY
CONCORDIA COLLEGE	PORTLAND	OR	LANCE, WILLIAM
EASTERN OREGON STATE COLLEGE	LA GRANDE	OR	DUFFEY, PATRICIA
GEORGE FOX COLLEGE	NEWBERG	OR	LUIZ, JEFFREY
LANE CC	EUGENE	OR	HEINIS, CORILEE
LEWIS & CLARK COLLEGE	PORTLAND	OR	WARD, JEAN
LINFIELD COLLEGE	MC MINNVILLE	OR	WILLIAMS, KENNETH
LINN-BENTON CC	ALBANY	OR	OSTERLUND, BLAIR
MARYLHURST COLLEGE	MARYLHURST	OR	RICH, NANCY
MT. HOOD CC	GRESHAM	OR	EAKIN, GLEASON
MULTNOMAH SCHOOL OF THE BIBLE	PORTLAND	OR	GOODMAN, LISA
NORTHWEST CHRISTIAN COLLEGE	EUGENE	OR	CLARKE, ALLAN
OREGON INSTITUTE OF TECHNOLOGY	KLAMATH FALLS	OR	HATHHORN, J.R.
OREGON STATE UNIVERSITY	CORVALLIS	OR	HAUN, FRANZ
PACIFIC UNIVERSITY	FOREST GROVE	OR	TROMBLEY, CHARLES
PORTLAND CC	PORTLAND	OR	O'BRIEN, JAMES
PORTLAND STATE UNIVERSITY	PORTLAND	OR	WITT, JUDY
REED COLLEGE	PORTLAND	OR	GROFF, DAVID
ROGUE CC	GRANTS PASS	OR	WILLIS, VICKIE
SOUTHERN OREGON STATE COLLEGE	ASHLAND	OR	MILLER, DEBBIE
SOUTHWESTERN OREGON CC	COOS BAY	OR	HUNTER, JOHN
TILLAMOOK BAY CCSD	BAY CITY	OR	RICE, BARBARA
TREASURE VALLEY CC	ONTARIO	OR	COLES, JOHN
TREATY OAKS CCSD	THE DALLES	OR	LAVIER, ANNABELLE
UMPQUA CC	ROSEBURG	OR	YOUNG, LEON
UNIVERSITY OF OREGON	EUGENE	OR	BENNETT, JACK
UNIVERSITY OF PORTLAND	PORTLAND	OR	BUNCH, STEVEN
WARNER PACIFIC UNIVERSITY	PORTLAND	OR	PHILLIPS, CONNIE
WESTERN BAPTIST COLLEGE	SALEM	OR	HABURN, WILLIAM
WESTERN OREGON STATE COLLEGE	MONMOUTH	OR	BERGMAN, H.J.
WILLAMETTE UNIVERSITY	SALEM	OR	SCHWARTZ, RICHARD

ADVISERS FOR NW US AND WESTERN CANADA

05-02-1986

INSTITUTION	CITY	STAT	NAME
UNIVERSITY OF REGINA	REGINA	SASK	ARCHER, I AY
BELLEVUE CC	BELLEVUE	WA	JACKSON, LEONARD
BIG BEND CC	MOSES LAKE	WA	HEUCHERT ARNIE
CENTRAL WASHINGTON UNIVERSITY	ELLENSBERG	WA	HABIB, HI LMI
CENTRALIA COLLEGE	CENTRALIA	WA	HUGHES, I ON
CLARK COLLEGE	VANCOUVER	WA	GIBBONS, JOHN
COLUMBIA BASIN COLLEGE	PASCO	WA	HUMPHRIES, RICHARD
CORNISH INSTITUTE	SEATTLE	WA	PITTENGEI, LOIS
EASTERN WASHINGTON UNIVERSITY	CHENEY	WA	SMITH, KA THY
EDMONDS CC	LYNNWOOD	WA	KRUGER, I ORMA
EVERETT CC	EVERETT	WA	PULLEN, ANE
EVERGREEN STATE COLLEGE	OLYMPIA	WA	MC NEIL, EARLE
FT. STEILACOOM CC	TACOMA	WA	ANDERSON, JULIE
GONZAGA UNIVERSITY	SPOKANE	WA	ELY, PETE R
GRAYS HARBOR COLLEGE	ABERDEEN	WA	WAGNER, E
GREENRIVER CC	AUBURN	WA	ISAACSON DONALD
HIGHLINE CC	MIDWAY	WA	TREANOR, TED
LOWER COLUMBIA CC	LONGVIEW	WA	LEDERER, NORMAN
NORTH SEATTLE CC	SEATTLE	WA	PAIGE, RU TH
NORTHWEST COLLEGE	KIRKLAND	WA	NO ADVISE R
OLYMPIA TECH	OLYMPIA	WA	BEEHLER, MICHAEL
OLYMPIC CC	BREMERTON	WA	MC CONAU HY, RICHARD
PACIFIC LUTHERAN UNIVERSITY	TACOMA	WA	SEEGER, R ICHARD
PENINSULA CC	PORT ANGELES	WA	HENDRY, R ICHARD
SEATTLE CENTRAL CC	SEATTLE	WA	OLLEE, MI LDRED
SEATTLE PACIFIC UNIVERSITY	SEATTLE	WA	RICH, DOU G
SEATTLE UNIVERSITY	SEATTLE	WA	HENDRICKS, MATT
SHORELINE CC	SEATTLE	WA	BLAIR, DO ANE
SKAGIT VALLEY CC	MT. VERNON	WA	KEELER, T ED
SOUTH SEATTLE CC	SEATTLE	WA	LOGUE, RO BERT
SPOKANE CC	SPOKANE	WA	MC MULKIN, FRANCIS
SPOKANE FALLS CC	SPOKANE	WA	ADAMS, DE RAL
ST. MARTIN'S COLLEGE	LACEY	WA	NO ADVISE R
TACOMA CC	TACOMA	WA	BELL, PR SCILLA
UNIVERSITY OF PUGET SOUND	TACOMA	WA	ADKINS, R ONALD
UNIVERSITY OF WASHINGTON	SEATTLE	WA	WILKIE, C AIL
WALLA WALLA CC	WALLA WALLA	WA	ANDERSON, MYLES
WASHINGTON STATE UNIVERSITY	PULLMAN	WA	LENTZ, BA RBARA
WENATCHEE VALLEY CC	WENATCHEE	WA	FLINT, JA MES
WESTERN WASHINGTON UNIVERSITY	BELLINGHAM	WA	DAUGHERTY, MARY
WHATCOM CC	BELLINGHAM	WA	PIERO, JU DY
WHITMAN COLLEGE	WALLA WALLA	WA	CARSON, C LARE
WHITWORTH COLLEGE	SPOKANE	WA	MURPHY, E RUCE
YAKIMA VALLEY CC	YAKIMA	WA	HEFFERNA, ELLIE

TOTAL

Printed 144 of the 144 records.

MAY 12 1986

DATE: May 12, 1986

TO: Robert McMahon, Faculty Senate President

FROM: Randy Jacobson, Chairperson, Committee on Committees

RE: Annual Report of Committee on Committees

During the current academic year, the COC has reviewed the following five committees:

1. Promotion and Tenure Committee
2. Undergraduate Admissions Committee
3. Nominations Committee
4. Committee on Committees
5. Library Committee

I. Promotion and Tenure Committee

As requested by the Faculty Senate, the COC approved a modification to the P and T Committee's standing rules to require that the committee members maintain confidentiality regarding the P and T dossiers and actions affecting individual faculty members. This motion was passed by the Faculty Senate on March 6, 1986. The COC fully reviewed the P and T Committee the previous year, and no further action was deemed necessary.

II. Undergraduate Admissions Committee

The COC found the UAC to be a very conscientious and hard working committee, working well within its standing rules. We see no need for major modifications of the UAC. We did see two areas of concern, however. First, the COC agrees with the UAC that strict guidelines be adopted when viewing the files of academically deficient applicants. We disagree with the Faculty Senate Executive Committee that these guidelines are to be entirely within the prerogatives of the UAC, as stated in the minutes of the Faculty Senate meeting of February 6, 1986, and in the report from the UAC to the COC (see attachment 1). It is the considered opinion of the COC that excessive pressure from the sponsoring programs can abuse the admissions procedures, especially for the Special Admittance Program. We recommend that the UAC draw up firm guidelines and procedures for handling special admissions. These guidelines should be reviewed and authorized by the Executive Committee, the Faculty Senate and/or the Admissions Office. Such policies should be distributed to special interest groups and sponsoring programs to alleviate the pressures put upon the UAC.

Second, the COC recommends the following changes in the standing rules of the UAC, as approved by the Faculty Senate on February 6, 1986 (changes underlined).

> The Undergraduate Admissions Committee passes on any ~~Oregon resident freshman or transfer~~ applicant, ~~or any~~ non-resident freshman applicant not meeting the stated admissions requirements as Potential undergraduate

established by the Oregon State Board of Higher Education and who requests consideration by the Committee. Previous academic experience, test scores, recommendations, and other criteria are reviewed in the process of determining which requests for exemptions should be approved. The Committee consists of ~~six faculty,~~ nine members: five members from the ranks of the teaching faculty, one college/school head advisor, one representative from International Education, at least ~~two~~ four of these seven members ~~which~~ should hold twelve month appointments, ~~three student members,~~ one student, and one person selected at-large. ~~and the Director of Admissions, Ex Officio.~~ In addition, a representative from the Admissions Office should be granted discussion and voting rights for deliberation on student appeals.

III. Nominations Committee

The NC is responsible for nominating candidates for President-Elect and for the Executive Committee of the Faculty Senate, and candidates for the Interinstitutional Faculty Senate. These functions have been ably performed in the past. As the workload of the NC is extremely light, the COC, after consultation with the Executiv Committee, suggested that the NC examine the possibility of handling the responsibility of appointing faculty to all Faculty Senate Committees. The NC's response (attachment 2) was not enthusiastic, as expected. The NC suggested that the COC handle this responsibility.

The original intent of proposing this change was to reduce the workload of the Executive Committee. The COC considered several options. (1) Since the NC's responsibilities were limited, and thei standing rules are similar to the proposed responsibilities, the NC should appoint Faculty Senate Committee members. This would necessi tate additional members for the NC. Considering the difficulty of finding sufficiently interested faculty to serve on committees, this is not a viable option. (2) The COC should handle this added respon sibility. The responsibilities of the COC are numerous, and our workload is quite high. This additional responsibility would detrac from our current capabilities. (3) The Executive Committee should continue this responsibility. The COC felt this option to be the best solution, as the eight member Executive Committee has sufficien personnel and oversight to perform the task of appointments, as evidenced by their past performance.

IV. Committee on Committees

The COC reviewed our own committee. Several concerns arose.

First, we find the five-year review interval sufficient, but there are drawbacks. Specifically, the reports from the University Committee chairpersons usually reflect that year's results and activ ities, and may not represent the entire five year time span. We know of no way to resolve this dilemma, except by examining all of the

past annual reports of the individual committees that are turned in to the Faculty Senate. We have found, however, that several committees do not submit such reports, making our evaluation procedure difficult. We have attempted to revise the standing rules of these committees to require submission of these annual reports.

Second, we have found the COC's own reports and activities poorly documented in the past, especially, as to which committees have been reviewed. The Faculty Senate Office has one such list, but it does not agree with notes, memos and letters contained in our files. I have attached a list (attachment 3) of which committees we believe have been reviewed during the past five years, and those committees have top priority for review in the upcoming years.

To review all 27 committees within a five-year interval requires that we review five or six committees each year in addition to any proposals the Faculty Senate may submit for our consideration. The magnitude of this work is substantial. We recommend, however, that the size of the COC remain at 8, considering the difficulty of recruiting faculty for committee representation.

Regarding our standing rules, the COC has never abolished any existing committee or council. We have, however, recommended against the establishment of new committees in the past. We have also never proposed a new committee, nor is it likely we ever will. This is a result of insufficient overview of Faculty Senate activities. We have also found that we cannot rely upon individual committee chairpersons to submit reports to us without prompting, which led us to recommend a change in our standing rules. Finally, we found no requirement that the COC issue an annual report to the Faculty Senate, and have inserted a statement in our rules to that effect.

In summary, the COC is an important and viable committee and should continue its operation. Our biggest problems relate to poor record keeping and clear knowledge of all activities of University committees and the Faculty Senate. We believe the first problem can be resolved. The latter problem is more difficult to address, deserving further study.

We recommend that the Faculty Senate approve the following standing rules of the Committee on Committees (changes underlined):

> The Committee on Committees maintains a continuing study of the structure and effectiveness of University councils and committees ~~and of~~ <u>in</u> their relationship to responsibilities of the Faculty Senate; proposes and reviews proposals for new Senate standing committees; and makes recommendations on committee reorganization and functions to ~~appropiate Senate and University officers.~~ <u>the Executive Committee of the Faculty Senate</u>.
>
> ~~The Chairman of each committe/council of the Faculty Senate shall, at five~~

~~tervals,-report-to-the-Committee-on-on-Committees about-its-activities.--This-report-must-demonstrate-activities-which-have-enhanced-the-functions-and-objectives-of-the-Senate.-~~ Each Faculty Senate Committee and Council shall be reviewed by the Committee on Committees as necessary or at least once every five years. At the time of the review, a report from the chairperson of each committee/council will be requested by the Committee on Committees demonstrating the activities of that committee/council which have enhanced the functions and objectives of the Faculty Senate. When no clearly useful functions can be identified, the abolishment of the committee/council shall be recommended. A report of the activities and reviews of the Committee on Committees shall be submitted to the Faculty Senate on an annual basis. The committee is composed of six faculty and two student members.

V. Library Committee

The COC determined that the LC has performed its duties well ov r the past few years, despite the change in the Director of Libraries. The LC works closely with the Director in Library in formulating pol - cies and practices, including the budget. A number of concerns of t e Library Committee were raised in their report (attachment 4). These include:

1. An unclear understanding of the LC's responsibilities, stan - ing rules, and relationship to both the Director and Faculty Senate. This problem arose primarily as a result of the Faculty Senate Office's failure to distribute the necessary standing rules to the committee. The COC has found this to be a chronic problem for all Faculty Senate Committees, not just the Library Committee.

2. A need for better continuity between consecutive terms of t e Library Committee. The LC suggested a vice-chairperson be appointed equivalent to a chairperson-elect. Again, this is a familiar proble to all Faculty Senate Committees.

3. The LC requests an additional student be added to the commi :- tee, primarily to increase student participation at each meeting. Because of the already large size of the LC (12), and three student representatives, the COC is reluctant to endorse this recommendatior

4. The LC recommends that the chairperson's term of appointmer run during the calender year, not academic year, for two reasons: continuity, and so a report to the Faculty Senate can be given in December, enabling appropriate action to be taken during that term. The COC believes the first reason is already being handled by the changes in the Faculty Senate Office procedures. The Executive Committee should remind each chairperson that reports to the Faculty Senate can be submitted at any time, especially if there is urgent

action to be taken. With these considerations in mind, the COC finds no need to recommend any changes in the standing rules of the Library.

VI. Concluding Remarks

The review of these committees has identified a number of issues germane to the effective performance of the Faculty Senate Committees:

1) Annual reports should be required of all committees and kept on file in the Faculty Senate Office.

2) All committees should be structured to provide continuity between consecutive terms.

3) The distribution of the standing rules to each Faculty Senate Committee is necessary for the effective and responsible functioning of each committee.

The Executive Committee has now requested that the minutes and correspondence of all committees be handed over to the Faculty Senate Office at the end of each academic year, for presentation to the new chairperson of the appropriate committee, along with the standing rules. The COC heartily endorses this new procedure, which will hopefully alleviate these problem areas.

Department of Speech Communication

Oregon State University

Corvallis, Oregon 97331 (503) 754-2461

DATE: March 11, 1986

TO: Randy Jacobson, Chairman, Committee on Committees

FROM: Alex Wallace, Chairman, Undergraduate Admissions Committee (UAC)

RE: Preliminary Annual Report for Committee on Committees Revie

The UAC has had a very productive year of work. Since July 1, 1985, he committee has met 26 times to address student admission appeals and p licy considerations. The committee has met with representatives of the Fa ilty Senate Executive Committee, Vice President Trow's office, the Athleti Director, and staff members of UESP, EOP and Affirmative Action to re iew and evaluate admission procedures. The following is a summary of the e deliberations.

I. Student Appeals for Special Admission

The preponderence of work in this category focused upon the 5% Sp cial Admit policy, in which 110 spaces were allocated for 1985-86. (I sed upon 5% of the previous year's freshman enrollment.)

The Educational Opportunities Program (EOP) was awarded a quota c 60% of the available spaces by the previous UAC. The second sponsori g program, Intercollegiate Athletics, has no quota.

366 cases were considered for academic year 85-86 (8 thus far for Fall 86).

65 freshmen students were approved for admission under the sponso ship of EOP.

12 freshmen students were approved for admission under the sponso ship of Intercollegiate Athletics. (An additional 10-12 were accepted within the EOP quota under a joint arrangement between Intercolle iate Athletics and EOP.)

50 freshmen students were accepted as unsponsored.

Of the 127 5% cases approved, 112 matriculated. The committee ex eeded the 111 allotment by one.

34 transfers were approved for admission.

79 students were approved as special admits non-degree seeking.

84 students were denied admission after appeals.

II. Policy and Procedural Considerations

The committee typically meets with a regularity dictated by the number of student appeals which have been received. Policy and procedural concerns are conducted during these sessions. The committee became sensitive to a number of procedural inconsistencies, and consequently set aside several meetings to specifically address these issues. The results of these meetings are included within this section.

1. Seven Hour Non-Admitted Students
The Faculty Senate and the Administration approved the 84-85 UAC request for the new category of special admission for high school graduates with course deficiencies in July, 1985. This appeal process was consequently added to UAC procedures through January, 1986. The seven hour non-admit category along with all other non-degree seeking categories (see pg. 12 of the OSU Catalog) have been reassigned to the Admissions Office for clerical processing as a result of UAC recommendation and Faculty Senate approval in January 1986.

2. International Baccalaureate Diploma
In October, the committee approved the recommendation of the International Education Office and the Assistant Director of Admissions to accept the International Baccalaureate Diploma in the appeal process for international students. (see enclosure)

3. TOEFL and TSWE Requirements
The committee requested the Chancellor's Office to accept the substitution of a minimum TOEFL score in place of the required TSWE score for English as a second language students for a three year trial program. This was suggested as a solution for the influx of naturalized East Asian students entering the University. These students have a deficiency problem with the TSWE score. This was not approved.

4. In August, the committee requested the Athletic Director to reprimand a coach for failing to provide a prospective student-athlete with a timely explanation of entrance requirements and further discouraging the student's offer to enroll in summer course work which could have produced a remedy for deficiencies. (This is a recurrence of an incident which was addressed by the UAC in October, 1984. In that case, the coach was reprimanded, a letter of warning was placed in his file, and a meeting of all coaches was held in which the seriousness of this practice was addressed.) The Athletic Director refused to honor the committee's request.

5. In September 1985, the committee commenced a three month period of formally addressing the procedures and policies of the UAC. Motivated by heavy case load work periods in late summer, the difficulty in assembling a quorum, pressures from the sponsoring programs for special consideration, and concerns for equitable treatment for unsponsored

student appeals resulted in the report which was submitted to th Executive Committee of the Faculty Senate in December, 1985. (s e enclosure) The Executive Committee approved for Senate consider ion the first two recommendations, namely the reassignment of non-de ee seeking special admission appeals, and the constitution of the committee membership and its enlargement. These were met with Se ate approval. The remainder of the recommendations were judged to be within the prerogatives of the UAC in setting up its operating procedures.

6. Provisional Admission Policy for International Students
In February 1986, the committee met with staff members of the Off ce of International Education regarding the implementation of a provisi nal admission policy for international students. The committee appro ed, with minor considerations, the preliminary draft, and agreed to s rve as arbitrator for appeals by students wanting to enter into cours work which is not recommended by the English Language Institute and th Head Advisor. The procedure which the UAC will follow will be to form a hearing committee made up of the chairman of UAC, the member representing International Education, and one additional member.

7. EOP 5% Special Admit Quota
In March, the committee agreed that an admissions quota of 60% of the 5% spaces for 1986-87 be assigned to EOP. (This will continue to be with the approval of the UAC on a case by case basis.)

8. Proposed Revision of Special Admission Policy
The committee is currently studying a draft proposal from the Chancellor's Office for a revision of special admission policy. (ee enclosure) While the committee has held only brief preliminary discussion on the topic, it recognizes that significant change of emphasis and reorganization could result as a consequence of its interpretation and implementation.

III. Ongoing Concerns of the UAC

As outgoing chairman of the UAC, and although I will soon be leavi g the service of the University, as a faculty member who is very concerned about the quality of the institution and its reputation would list the following items as issues which will be of concern n the following year.

1. Committee Membership
A larger committee as approved by the Faculty Senate should alleviate some of the excessive work load which the present committee has fa ed. Moreover, the constitution of the committee as recommended should provide more expertise in the process. I believe that a set of guidelines, a period of internship, or at the least a workshop in he process of reviewing appeal cases should be provided to new members of the committee. At each meeting, decisions are made which are critical to prospective students and to programs (particularly Athletics). The criteria for these decisions are very complex.

2. The Inconsistency of Special Admission Between Sister Institutions
At the University of Oregon and Oregon State, with the same admission standards, a student applying for admission with a deficiency may receive acceptance from the first and a denial with invitation to appeal from the second. This comes about due to the different approaches each school uses in its appeal process. At Oregon, appeals are handled by a committee made up of two administrators rather than a faculty committee. In some cases, Oregon bypasses the denial with the assumption that the student would choose that option and their decision would be positive. This is particularly troubling to Intercollegiate Athletics.

3. UAC Recommendations to Faculty Senate
As chairman, I was disappointed that the Faculty Senate Executive Committee did not see the need to address formally the procedures which were drafted to alleviate the pressures which are applied by the sponsoring programs. Issues such as quotas for athletics, lobbying committee members for favorable consideration, and questions of priority between resident, non-resident, and international students for a set number of spaces within special admission seem fundamental and should not be left to the preogative of a committee. The pressures to readdress these issues will arise annually by special interest groups if they are not set in policy.

4. Proposed Revision of Special Admission Policy
This proposed policy appears to create more problems than it resolves. For those faculty who question the advisability of a 5% program, this enlargement would prove most unpopular. For those who worry about abuses in recruiting and sponsorship of students with inadequate college preparation, the plan creates equally troublesome problems.

AW/dz
TA2.07C

Vice President for
Academic Affairs
and Provost

Oregon State University

Corvallis, Oregon 97331-2128 (503) 754-2388

April 14, 1986

TO: Randy Jacobsen, Oceanography
Chairman, Committee on Committees

FROM: D. S. Fullerton
Chairman, Nominations Committee

SUBJECT: Review of Senate Committees Appointment Process

It is the consensus of the Nominations Committee that, as presently constituted, the Nominations Committee would be too small to effectively assign faculty members to Faculty Senate committees.

The advantages of having the Executive Committee continue to make the assignments are: (1) the Executive Committee members tend to be people who have "been around" and, in addition, they are all elected representatives of the Faculty Senate; (2) a larger committee such as the Executive Committee increases the chances of identifying the best candidates; and (3) the Senate President, President-elect, and Executive Secretary all participate in the selection process now.

As an alternative, the Committee on Committees could be assigned the committee assignment responsibility, with its members selected by the Executive Committee. Obviously, the make-up and balance of the Committee on Committees would be of special importance. An added benefit would be that the Committee on Committees could continously monitor requirements for Senate committee membership. The Long Range Planning Commission's Internal Assessment Committee's report suggests such requirements may need attention. The appropriate pages are marked in the attached copy.

cjj

att.

Copy to: Zoe Ann Holmes
Robert Michael
Richard Scanlan

The following committees have been reviewed by the Committee on Committees in the indicated years:

1979/80 and 1980/81
Instructional Media Committee
Advancement of Teaching Committee
Special Services Committee
Undergraduate Admissions Committee
Faculty Recognition and Awards Committee

1981/82
Advancement of Teaching Committee

1982/83
Graduate Admissions Committee
Graduate Council
Curriculum Council
Budgets and Fiscal Planning Committee
Advancement of Teaching Committee

1983/84
Academic Advising Committee
Administrative Appointments Committee
International Education Committee
University Honors Program Committee

1984/85
Promotion and Tenure Committee
Academic Regulations Committee
Faculty Recognition and Awards Committee
Academic Deficiencies Committee

We will review the following committees in 1985/86:
Library Committee
Committee on Committees
Undergraduate Admissions Committee
Promotion and Tenure Committee
Nominations Committee

The following committees have not been reviewed since 1979 and should be reviewed in the next couple of years:
Faculty Economic Welfare Committee
Faculty Review and Appeals Committee
Faculty Status Committee
Research Council
Retirement Committee
Instructional Media Committee
Special Services Committee

The Administrative Appointments Committee is being reformed, due to the restructuring of the administration (vice-presidents, etc.). It may be a good idea to review this committee next year, after the dust has settled.

Department of Poultry Science
Oregon State University
Corvallis, Oregon 97331

March 5, 1986

MEMO TO: Randy Jacobson
Chairman, Committee on Committees

FROM: H. S. Nakaue
Chairman, Library Committee

RE: Review of Library Committee

After reviewing the standing rules of the Library Committee which you sent me, I can see no reason to change the rules. The committee is working within the three provisions of the rules.

Nine faculty members are sufficient; however at times, it would be nice to have more student representation on the committee. Perhaps increasing student membership to four instead of the present three members. I mention this because of class conflict even though the chairperson tries to fit everyone's schedule to the meeting time.

It has been suggested that the chairperson report to the Faculty Senate in January or February instead of the traditional late April or May so any action needs to be taken can be accomplished during the same academic year.

HSN/eb

June 5, 1986
Continued

Department of Poultry Science

Oregon State University

Corvallis, Oregon 97331

April 7, 1986

MEMO TO: Randy Jacobson, Chairperson
Committee on Committee
Faculty Senate

FROM: H. S. Nakaue, Chairperson
Library Committee
Faculty Senate

SUBJECT: Report of Activities of Library Committee

Attached you will find a report on the activities of the Library Committee for the 1985-86 academic year. We hope your committee finds this report to be useful in evaluating the function of this committee. Particular attention should be given to suggestions and recommendations this committee is proposing to change.

I would be happy to appear at your committee meeting if your committee feels the need.

HSN/eb

Attachment

Report of Activities of the Library Committee

1985-86

The library committee has met twice each during the fall and wint r terms. Committee meetings are scheduled at least two weeks prior to th meeting date. The time of day and the date the committee meets are decided by the maximum number of committee members that are free of class and committments at that time. These surveys are initiated by th chairperson immediately after classes begin with each term.

This academic year the library committee discussed many varied topics pertaining to Kerr Library. These were as follows:

I. Student-Faculty Survey of the Kerr Library

This survey was completed the last academic year (1984-85) and the final summary of this survey became available to the committee members in October. The Barometer has published some of the findin s. Considerable discussion between committee members and the library administration were carried out at the committee meetings. Such subject matters as branch libraries at OSU (policies, guidelines a i uses); journal and serial acquisitions (policies and procedures); reducing time to have returned books returned to the stacks; longe library hours especially during final's week; excessive noise leve in the library; new security system at the exits of the library; control of food and soft drinks in the library; providing lounging area in the library and carrel use, (policies and procedures).

II. Library Budget

Budget proposal for 1986 to 1991 was prepared and reviewed by Dr. George for submission to the president.

III. Friends of the Library

Mrs. Ann Merryfield gave insights on the function of the "Friends of the Library". This organization is helping the library through special acquisitions from monies received by generous donors.

IV. Shortage of Kerr Library Space

Space in the library is gradually getting scarce for student study area as more materials are acquired. Dr. George has requested to the University Facilities and Planning Committee to place the addition of another floor on the existing Kerr Library as top priority to the new building list for OSU.

V. Collection Analysis Project (CAP)

Interim progress report has been provided to committee members and discussed. Summary of this study will become available to the committee members in late April.

VI. Library and Information Resources for the Northwest (LIRN)

This project is funded by Fred Meyer Charitable Trust and had just begun. Committee members were informed by the library administration that Kerr Library staff has a committment to complete five of the LIRN priority subject divisions by December 1986.

In the last three years, the committee was involved in the selection and interview for the new director of the library. It is felt that our inputs to the Selection Committee and to President Mac Vicar helped in

selecting a capable individual, Dr. Mel George. With Dr. George's leadership, OSU Kerr Library was compared with several university libr ries belonging to the Association of Research Library. Kerr Library did not meet the requirements to be a member of this association. This informa ion was published and distributed to the faculty (June 1984).

The student-faculty survey on the assessment of Kerr Library was completed in late summer, and each committee members received the summa ized document prior to the first committee meeting in October. Corrective ac ions on some of minor complaints were instituted by library administration.

The Collection Analysis Project was completed and a summary of thi project is forthcoming sometime this month for the committee to review and discuss.

The relationship between the Faculty Senate and the library commit ee has been excellent the last three years. In 1983-84, Dr. Robert Schwart , chairperson, reported to the Senate on the crisis in the quality of its collection, the space for its activities and the staffing required to deliver its services. In 1984-85, Dr. Steven Esbensen, chairperson, pres nted four resolutions to the Senate and three resolutions were passed. There are plans for me to present a progress report to the Senate on the "Stud nt-Faculty Opinion Survey" and the "Collection Analysis Project" later this academic year.

The future goals and plans of the library committee are to work closely with the library administration and the Faculty Senate to provid

the best possible services to the students and faculty at OSU. Some specific goals are:

1. To have Kerr Library belong to the Association of Research Libraries.
2. To strive for more library space.
3. To update the library with the use of computers.
4. To encourage the OSU Administration for more money for the library.

As time passes, the goals and plans of this committee will change. For example, since Dr. George became Director of the Libraries, Kerr Library has undergone some changes and the goals of this committee should change. Therefore, as the goals change, the standing rules of this committee should change.

There is a certain amount of confusion on the relationship of the committee and standing rules by members on the committee. According to the standing rules which you sent, it seems that the library committee gives advice to the Director of Libraries, but the director can not give advice or suggestions to the committee. There is no two way interchange between the committee and the director according to the rules. This is not what has happened in the last three years. As one faculty member commented, "Is the committee an advisory board for the director, a communication link from the library to the faculty, a booster club for the library, advocates of faculty and student positions in regard to the library, none, or all of these?" The standing rules should be rewritten to reflect the activities of this committee.

From observation in the last three years, the following suggestions for improving communication between the committee members and with the Faculty Senate are listed:

1. Standing rules should be passed out to each member on the committee prior to the first meeting of the academic year. We must confess that this is the first time we have seen the standing rules for the committee.
2. As we proposed earlier, there should be four instead of three students on the committee. Due to classes, students have more conflict with the meeting schedule. By having four students on the committee we may have at least two students in attendance at the meetings.
3. We propose that the chairperson for this committee serve his term from January 1 to December 31 instead of the present arrangement. This way we would have a continuity between chairpersons on handling of urgent matters and the transition would operate more smoothly. The outgoing chairperson can report to the Senate in December, and the incoming chairperson can report to the Senate in May or June. This way there would be two activity reports to the Senate per year.
4. We propose that this committee have a vice chairperson and that this vice chairperson automatically becomes the chairperson the

following year. The reason for this arrangement is mentioned above. Vice chairperson should be appointed in the same manner as the chairperson.

5. We propose that all chairpersons of the Faculty Senate committees be given in writing their responsibilities and procedures of operation. At least, this was not done for this chairperson.

The Library Committee has been "quiet" this year, but we have discussed and covered many subject matters pertaining to the operation of Kerr Library. Each member has made extra effort to be present at the meetings.

Office of the
Faculty Senate

Oregon State University

Corvallis, Oregon 97331 (503) 754 4344

Preliminary Draft
May 15, 1986

LONG-RANGE PLAN: SECTION 2.

MISSION STATEMENT
Planning Unit 24: OSU Faculty Senate

The Faculty Senate at Oregon State University, on behalf of the Faculty of the University, and in furtherance of the mission and goals of the University, (a) develops and maintains educational objectives and academic policies of long-term, general interest affecting the University as a whole; (b) cultivates and protects a University environment committed to academic freedom and conducive to the full and free development and preservation of scholarly learning, teaching, and research; (c) monitors and promotes improvement of faculty status and welfare; and (d) provides the means by which the Administration may be apprised of representative opinion of the entire Faculty.

The Faculty Senate has legislative responsibility with respect to academic policies, educational standards, curricula, and academic regulations; it studies issues, initiates proposals, and makes recommendations concerning the welfare of the Faculty; and it provides the means through which any matter of general interest to the Faculty or pertaining to the Institution and its purposes may be discussed and appropriate action devised.

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Oregon State University is an Affirmative Action/Equal Opportunity Employer

Preliminary Draft
May 15, 1986

LONG-RANGE PLAN: SECTION 3.

SUPPLEMENT TO THE OSU EXTERNAL ENVIRONMENT ASSESSMENT
Planning Unit 24: OSU Faculty Senate

The remarks below supplement the OSU Assessment:

1. By identifying components in the OSU Statement that are particularly relevant and important to the Faculty Senate, and

2. By suggesting revision of the two documents, "Report of the Committee on External Environment Assessment" and "External Environment Assessment: Planning Assumptions."

Part 1: Components particularly relevant and important to the Faculty Senate:

1. Oversight and control of State institutions

The OSU Faculty will have to become even more alert to preserving our traditional prerogatives with respect to Faculty Governance, status, and welfare and to curricula to be sure that these elements are not dictated by forces outside the institution.

2. OSU's contacts with other institutions of Higher Education

The Faculty Senate must stay in contact with other institutions in the State in order to coordinate activities designed to enhance the quality of the academic environment through Faculty initiatives.

Part 2: Suggested Revisions of the OSU Documents relating to External Environment:

A. "Report of the Committee on External Environment Assessment" (65-page document) In the column titled "Affected Areas," we suggest the following additions.

To <u>Changing Structure</u>:		<u>Add</u>:
p. 28	More collaboration...	Faculty
p. 29	Trend toward increasing external oversight and control	Faculty, Staff, and Students
To <u>National Developments</u>		
p. 29	High competition for top Faculty	Faculty

B. "Planning Assumptions" (3-page draft document)

1. Section entitled: "Changing Environment for Higher Education"

a. Change the second Assumption to: "The OSSHE must continue to support interinstitutional programs and activities, such as the Interinstitutional Faculty Senate, which should have an increasingly important role in developing interinstitutional programs."

b. In the third Assumption, change "OSSHE" to "OSBHE and the Board's Office."

c. Change the sixth Assumption to: "As telecommunications are used to deliver Higher Education state wide and regionally, Faculty, through the Faculty Senate, must ensure the academic quality of the courses/programs so offered."

2. Section entitled: "Market for Continuing Education"

   Include the following: "As markets for Continuing Educa ion and Extension expand, Faculty, through the Faculty Senate, mu t ensure the academic quality of the courses and programs so offer d."

Preliminary Draft
May 15, 1986

LONG-RANGE PLAN: SECTION 4

SUPPLEMENT TO THE OSU INTERNAL CAPABILITIES ASSESSMENT
Planning Unit 24: OSU Faculty Senate

The remarks below supplement the OSU Assessment:

1. By identifying components in the OSU Statement that are particularly relevant and important to the Faculty Senate, and

2. By suggesting revision of the two documents "Institutional Capabilities Assessment" and "Internal Capabilities Assessment: Planning Assumptions"

Part 1: Components particularly relevant and important to the Faculty Senate in the three-page draft document entitled, "Planning Assumptions."

The following sections are most relevant and important to the Faculty Senate. See further remarks in Part 2.

A. General Assumptions (entire section)

B. Faculty and Staff

1. Selection, recruitment, evaluation, and compensation of Faculty.
2. Promotion and tenure decisions.
3. Support for the scholarly work of Faculty.
4. Faculty morale and satisfaction.

C. Educational Programs (entire section).
D. Instruction (entire section).
E. Research (entire section).
F. Financing (entire section).

Part 2: Suggested revisions of OSU docuemnts relating to external environment: Some of the suggestions below are for changes in the OSU docuemnts; others are additions to the OSU documents.

A. "Institutional Capabilities Assessment" (76-page document)

1. pp. 13-14: There seems to be part of a sentence missing - the sentence beginning at the bottom of p. 13 and continuing on the top of p. 14.

2. pp. 30-31: To the section entitled "Assumptions Regarding Faculty" (and to corresponding sections of the three-page document of planning assumptions), add Assumptions relating to faculty development, promotion and tenure guidelines, credit for service, retirement policy, faculty governance, and curricular responsibility.

a. The University should have a University-wide, comprehensive Faculty Development Plan. (One is specified for staff in the seventh Assumption under "Faculty and Staff" in the three-page document.)

b. The University should have Promotion and Tenure Guidelines suitable to the University level, and adjusted to specific colleges/schools.

c. In matters of promotion, tenure, and compensation, specific credit should be granted for University and public service.

d. The University should adopt a University-wide, un form retirement policy, such as exists at the Universi y of Oregon, and in the OSU College of Liberal Arts. Funding o support the policy should be provided at the University l vel, rather than at college and departmental levels.

e. The University should have Faculty Governance:

1) At the University level:

Consultation with Faculty members through the nechanism of the Faculty Senate

2) At the College level:

(a) Grievance procedures for Faculty and Stud nts
(b) Curriculum development
(c) Budgeting and finance
(d) Promotion and tenure

3. Somewhere in pp. 29-33 of the Planning Assumptions (a d a corresponding section in the three-page document), a sectio on the qualifications of administrators should be added. Fa ulty members are concerned about issues such as:

a. The national trend, also in evidence at OSU, towa d hiring top administrators from within.

b. Identification of high quality administrators who have a background in an academic area other than higher ducation administration.

c. Evaluation of top administrators: How soon? Wit what frequency? By whom?

d. The role of the Faculty in the appointment and ev luation of administrators.

4. p. 74: Remove the parentheses around "Faculty Senat " and add "ASOSU" under "Governance" or under "Student-Orie ted Support."

5. p. 75: Under "Broadly Based Support to all Universi y Missions," add Survey Research Center.

6. p. 75: Under "Academic Affairs," add other Centers, such as the University Learning Center, the Math Sciences Learnin Center, etc.

B. "Internal Capabilities Assessment: Planning Assumptions" (three-page document).

1. Faculty and Staff

a. The second Assumption in this section is not supp rted by the discussion on p. 31 of the longer document. hat does "more rigorous" mean? Does this mean "higher sta dards and harder to get than presently?" Please clarify.

b. In the fourth Assumption, add "qualified" before minority."

2. Instruction

There is no period at the end of the second Assumption. We suggest you add "of faculty" before the period.

3. Research

   a. In the first two Planning Assumptions in this section, the Faculty role must be acknowledged.

   b. In the third Assumption, so that it doesn't seem to be exclusive, add to the end of the sentence: "as research/ creativity is rewarded in the other disciplines."

   c. Build Faculty into the fourth and fifth Assumptions. Faculty should be involved in any future modifications of space allocation formulas and budget allocation systems.

4. Financing

   Faculty should be a part of any planning for consolidation or curtailment of programs.

MAY 12 1986

Vice President for
Academic Affairs
and Provost

Oregon State University

Corvallis, Oregon 97331-2128 (503) 754-2111

May 7, 1986

MEMORANDUM

TO: Bob McMahon, President
Faculty Senate

Members of the Executive Committee, Faculty Senate

FROM: Bill Wilkins
Acting Vice President for Academic Affairs and Provost

SUBJECT: Stipend for the President of Faculty Senate

Upon the recommendation of Dean Nicodemus, I have approved the allocation of a stipend of $2,000 per year to the person who serves as President of the Faculty Senate. This stipend is in recognition of the extra responsibilities borne by the Senate President and has been made effective retroactively to January 1, 1986 for the present incumbent. In the future, when a Senate President leaves office, that person's salary will be reduced by the amount of the stipend and the incoming President's salary will be increased to reflect the stipend.

I hope the entire Senate and the faculty at large will be informed of this action.

BHW:lgs

c: President Byrne

MAY 13 1986

OREGON STATE UNIVERSITY
DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING

MEMO

TO: Faculty Senate

FROM: L. J. Weber, Chair
Academic Advising Committee

DATE: May 12, 1986

SUBJECT: Annual Report

The Academic Advising Committee identified several problems related to academic advising.

1. Students wishing to transfer to other institutions for study before returning to OSU don't have access to a list of advisors who can help them at another institution in the Northwest.
2. Students who are forced to transfer out of a department, school or college may not be notified of this fact until late summer. In some cases it has been as late as September. This causes students problems and also has negative effects on their attitudes towards OSU.
3. Many students leave the university during their first year.

The Academic Advising Committee has proposed that an Advising Network be set up for the Northwest region. The details of this proposal are given in another document submitted to the Senate president. This network shall consist of contact people in community colleges, colleges and universities in Oregon, Washington, Idaho, Alaska and British Columbia.

The major objective of such a network is to help "reverse-transfer students" who wish to or must leave OSU. The intent is to let the students know that OSU wants them to succeed academically. This network will provide these students with specific advising contacts at the other institution to help them make a smooth transition in the transfer. If the transfer is to help the students improve academic performance before returning to OSU, it is important that the students be provided all essential information related to the transfer. This needs to be done by advisors in each institution.

The committee did not make any detailed proposal regarding the problem of students being forced to transfer out of courses of study at a date which may be too late to allow the students to make new plans for future study at OSU or elsewhere. The committee urges all departments, schools and colleges who make forced transfers to notify the students at such a time that the students have adequate time to make new plans. Advisors should inform the students that such a forced transfer may take place.

The committee recommends that special attention be given to the advising of first-year students. This has been been done in a university orientation course. Students participating in this course continue their studies at OSU at a higher retention rate than do those who do not participate in this or other small-group advising or orientation sessions. Personal attention seems to be the key to helping students at this level.

The committee will select the 1985-86 recipient of the Dar Reese Excellence in Advising Award.

MAY 12 1986

Office of the Registrar Oregon State University Corvallis, Oregon 97331-2130 (503) 754-4331

May 8, 1986

TO: Faculty Senate

FROM: Morris LeMay, Chair
Academic Deficiencies Committee

SUBJECT: Academic Deficiencies Committee Annual Report 1985-86

The Academic Deficiencies Committee usually meets on the Thursday follow ng the end of term to review records of undergraduate students not making academ c progress. Head Advisers of Colleges, EOP, and UESP representatives are in ited to attend. At this meeting (about 6 hours duration) students are placed on p obation, deferred suspension, or suspension in accordance with Academic Regulation 2 (Academic Deficiencies) and approved implementing policies. Additionally t e Committee meets to consider "appeals" from suspension and requests for rei statement. Four half-day meetings, held the second through the fifth days of the term, are sufficient to take care of this business.

The Committee has been operating under procedures established in 1975, re ewed by the Faculty Senate, and implemented in 1977 by a change to AR 22. Th se policies provide that normally students who have not been previously suspen ed will be exempt from suspension for work attempted Fall and Winter Terms. This was intended to permit entering Freshmen, new transfer students, and suspe sion eligible students not previously suspended to complete the academic year. I should be noted that, as an exception to the above policy, each term there re a few students who are academically so deficient that the Committee uses s discretionary authority to suspend them. These policies have worked very w ll over the years. The liberal repeat course regulations in conjunction with th growing availability of community college courses as equivalents to OSU co ses, greatly facilitated students in improving their academic records and earning reinstatement to the University. Recent changes to the Repeat Course poli ies will make return to the University after suspension more difficult. Howeve , the concern is that by delaying suspension, students may significantly increa e grade point deficiencies, so as to make their reinstatement and eventual gra duation extremely difficult or impossible.

The Committee will continue to monitor closely the effects of Academic R gulation 20 (Repeated Courses) through academic year 1986-87. Should a change in om- mittee policy and/or Academic Regulation 22 (Academic Deficiencies) prove necessary, appropriate recommendations will be presented.

The Registrar's Office prepares quarterly statistical reports of the Commit ee's actions. Since this annual report is due before the committee completes it yearly work, only the Fall 1985 statistical report is attached. When available the Winter and Spring reports will be forwarded for appending to this report.

FALL TERM REPORT

Statistics Relating to the Number of Failing Grades

	Fall Term 1983-84	Fall Term 1984-85	Fall Term 1985-86
A. Number of "F" grades	2,311	2,469	2,098
Total number of grades	71,919	69,517	67,955
Per cent of grades "F"	3.2%	3.6%	3.1%
B. Number of students continued and placed on probation	2,176	2,256	1,971
Net registration, term	13,393	12,886	12,370
Per cent of total registration on probation	16.2%	17.5%	15.9%
C. Number of students suspended	166	153	137
Per cent of total registraiton suspended	1.2%	1.1%	1.1%

FALL TERM 1985-86

Summary of Decisions of the Academic Deficiencies Committee Relating to Students with Scholastic Deficiencies

College	Released from Probation	Continued on Probation	Freshmen Placed on Probation	Others Placed on Probation	Total Placed on Probation	Suspensions
Liberal Arts	130	102	57	102	159	25
Science	101	84	63	130	193	25
Agricultural Sciences	51	35	25	54	79	9
Business	140	81	118	243	361	14
Education	22	25	26	40	66	9
Engineering	117	94	98	157	255	19
Forestry	19	16	13	16	29	6
Health & Physical Education	25	23	13	40	53	7
Home Economics	36	26	24	42	66	5
Pharmacy	15	14	6	33	39	2
University Exploratory Studies	65	75	65	31	96	16
TOTALS	721	575	508	888	1396	137

FALL TERM 1985-86

Total Students Suspended by College and Class

College	Freshmen	Sophomores	Juniors	Seniors	Totals
Liberal Arts	5	3	7	10	25
Science	2	9	7	7	25
Agricultural Sciences	0	2	1	6	9
Business	1	4	5	4	14
Education	2	2	1	4	9
Engineering	4	8	5	2	19
Forestry	0	3	0	3	6
Health & Physical Education	1	1	3	2	7
Home Economics	0	1	1	3	5
Pharmacy	0	1	0	1	2
University Exploratory Studies	3	9	4	0	16
TOTALS	18	43	34	42	137

Total Students Placed on Probation by College and Class

College	Freshmen	Sophomores	Juniors	Seniors	Totals
Liberal Arts	57	39	33	30	159
Science	63	51	42	37	193
Agricultural Sciences	25	23	21	10	79
Business	118	111	77	55	361
Education	26	17	14	9	66
Engineering	98	67	43	47	255
Forestry	13	5	4	7	29
Health & Physical Education	13	20	7	13	53
Home Economics	24	14	9	19	66
Pharmacy	6	10	6	17	39
University Exploratory Studies	65	25	5	1	96
TOTALS	508	382	261	245	1396

FALL TERM 1985-86

Total Students Continued on Probation by College and Class

College	Freshmen	Sophomores	Juniors	Seniors	Totals
Liberal Arts	14	33	31	24	102
Science	10	26	20	28	84
Agriculultural Sciences	4	13	12	6	35
Business	8	26	32	15	81
Education	8	8	7	2	25
Engineering	12	43	22	17	94
Forestry	0	9	2	5	16
Health & Physical Education	5	4	6	8	23
Home Economics	1	7	2	16	26
Pharmacy	1	5	1	7	14
University Exploratory Studies	19	40	14	2	75
TOTALS	82	214	149	130	575

FALL TERM 1985-86

Total Students on Probation by College and Class

College	Freshmen	Sophomores	Juniors	Seniors	Totals
Liberal Arts	71	72	64	54	261
Science	73	77	62	65	277
Agricultural Sciences	29	36	33	16	114
Business	126	137	109	70	442
Education	34	25	21	11	91
Engineering	110	110	65	64	349
Forestry	13	14	6	12	45
Health & Physical Education	18	24	13	21	76
Home Economics	25	21	11	35	92
Pharmacy	7	15	7	24	53
University Exploratory Studies	84	65	19	3	171
TOTALS	590	596	410	375	1971

ACADEMIC DEFICIENCIES COMMITEE ACTIONS

1981-82 THROUGH 1985-86

FALL TERM

	1981-82	1982-83	1983-84	1984-85	1985-86
Continued on Pro	684	694	573	659	575
Placed on Pro	1,802	1,558	1,603	1,597	1,396
Total on Pro	2,486	2,252	2,176	2,256	1,971
Suspended	148	148	166	153	137
Total Registration	17,460	16,742	16,119	15,624	15,216

WINTER TERM

	1981-82	1982-83	1983-84	1984-85
Continued on Pro	1,156	1,052	1,002	1,013
Placed on Pro	1,169	1,054	1,118	1,006
Total on Pro	2,325	2,106	2,120	2,019
Suspended	237	134	120	146
Total Registration	16,965	16,193	15,584	15,206

SPRING TERM

	1981-82	1982-83	1983-84	1984-85
Continued on Pro	972	875	900	878
Placed on Pro	913	888	828	811
Total on Pro	1,885	1,763	1,728	1,689
Suspended	216	205	203	186
Total Registration	15,938	15,325	14,757	14,404

Academic Deficiencies Committee action relative to students suspended and students eligible for suspension, but granted one more opportunity.

FALL TERM 1983-84

College	SUSPENDED			SUSPENSION DEFERRED		
	Freshmen	Others	Total	Freshmen	Others	Total
Liberal Arts	2	32	34	23	39	62
Science	5	37	42	32	77	109
Agricultural Sciences	1	11	12	4	32	36
Business	3	15	18	36	62	98
Education	0	7	7	5	14	19
Engineering	5	13	18	25	57	82
Forestry	0	2	2	3	11	14
Health & PE	1	5	6	1	7	8
Home Economics	0	5	5	8	18	26
Pharmacy	0	3	3	1	7	8
UESP	4	15	19	15	20	35
TOTALS	21	145	166	153	344	497

FALL TERM 1984-85

College	SUSPENDED			SUSPENSION DEFERRED		
	Freshmen	Others	Total	Freshmen	Others	Total
Liberal Arts	6	29	35	29	58	87
Science	1	28	29	28	79	107
Agricultural Sciences	0	4	4	11	25	36
Business	2	14	16	38	69	107
Education	1	3	4	9	18	27
Engineering	1	16	17	40	64	104
Forestry	0	6	6	8	10	18
Health & PE	2	5	7	6	13	19
Home Economics	1	8	9	7	23	30
Pharmacy	0	1	1	1	13	14
UESP	7	18	25	19	20	39
TOTALS	21	132	153	196	392	588

FALL TERM 1985-86

College	Freshmen	Others	Total	Freshmen	Others	Total
Liberal Arts	5	20	25	16	45	61
Science	2	23	25	18	55	73
Agricultural Sciences	0	9	9	7	21	28
Business	1	13	14	24	70	94
Education	2	7	9	6	14	20
Engineering	4	15	19	31	61	92
Forestry	0	6	6	2	8	10
Health & PE	1	6	7	4	10	14
Home Economics	0	5	5	5	11	16
Pharmacy	0	2	2	2	17	19
UESP	3	13	16	21	33	54
TOTALS	18	119	137	136	345	481

MAY 12 1986

Oregon State University
SCHOOL OF BUSINESS

MEMORANDUM

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

Date: 5/12/86

From: Patrick S. Kemp, Chairman, Academic Regulations Committee

SUBJECT: Annual Report of the Academic Regulations Committee

To date during the academic year 1985-86, the Academic Regulations Committee has considered three matters referred to it, two of which resulted in recommendations to the Faculty Senate. They are:

a. concurrence in the suggestion by ASOSU President David Crowell and action by Vice-President Wilkins to publicize AR16 regarding "dead week,"

b. a proposed revision of AR27 regarding subsequent baccalaureate degrees, and

c. a proposed revision of AR15 regarding academic dishonesty.

Both proposed revisions have been presented to the Faculty Senate. The texts thereof are attached.

Proposed Revision of AR15

The administration of the classroom rests with the instructor. When evidence of academic dishonesty comes to the instructor's attention, ~~immediate action should be taken~~ the instructor should (a) document the incident, (b) permit the accused student to provide an explanation, (c) advise the student of possible penalties, and (d) take action. The instructor may impose any grade academic penalty up to and including an "F" grade in the course after consulting with his or her department chair and so informing the student of the action taken. Using the standard form, the instructor must report the incident and the action taken to his or her department chairman, who, in turn, shall forward the report to his or her dean. ~~The report should be made on the standard form, "Report of Academic Dishonesty," available in each department and college office.~~

If the student is not enrolled in the college or school in which the course is offered, the dean of that college shall forward the report to the dean of the college or school in which the student is enrolled for possible disciplinary action. ~~If the dean of the college in which the student is enrolled believes that the offense warrants disciplinary action, he or she may refer the case to the University discipline committee or the Graduate Council. The Student Handbook outlines the hearing procedures and methods for appeal available to the student.~~

Grade penalties imposed as a result of academic dishonesty may be appealed by the student in accordance with the procedures developed by the department and college or school in which the ~~class is scheduled~~ course is offered.

Proposed Revision of AR27

(Part a. remains unchanged.)

b. Subsequent Baccalaureate Degree(s):

(1) A ~~graduate~~ student who has received a previous baccalaureate degree(s) from Oregon State University may be granted additional baccalaureate degree(s) subsequently provided that the requirements for concurrent degrees (AR27a) are satisfied. The minimum of 32 term hours specified in AR27a(2) may be completed at any time. (2) A ~~graduate~~ student with a baccalaureate degree(s) from an accredited institution other than Oregon State University may be granted a baccalaureate degree from Oregon State University upon satisfying the ~~institutional residence requirement (AR26e) and the~~ institutional, college, and departmental ~~curricula~~ requirements of the curriculum represented by the degree. Such a student may also ~~may~~ obtain concurrent degrees from Oregon State University by satisfying the requirements for concurrent degrees (AR27a).

c. A student seeking a baccalaureate degree under the provisions of either AR27a or AR27b also must satisfy the appropriate residence requirements as defined in AR26e.

May 9, 1986

MEMORANDUM

TO: Robert McMahon, President, Faculty Senate

FROM: Frank Cross, Chairman, Advancement of Teaching Committee

SUBJECT: Annual Report 1985-1986

At the request of Acting Vice President and Provost Wilkins, the Advancement of Teaching Committee reviewed L. L. Stewart Faculty Development Award criteria, and made recommendations for adjustments.

The committee reviewed twenty-three applications for L. L. Stewart Faculty Development Awards. Recommendations for assigning the awards were forwarded to Acting Vice President and Provost Wilkins.

The committee agreed to review the final document prepared by the President's Task Force on Faculty Evaluation and make recommendations to the Task Force and the Faculty Senate. We are currently engaged in this activity.

gb

MAY 15 1986

May 14, 1986

FACULTY SENATE BYLAWS COMMITTEE 1985-1986 REPORT

To: The OSU Faculty Senate Executive Committee

From: The Bylaws Committee: Nancy Leman (Chair), George Burt, Bruce Coblentz, James Herzog, Stanley Miller and Fred Shelton

The committee members have studied the Faculty Senate Bylaws, last revised 10-6-83. Following discussion, we have made certain suggestions for changes, which we have submitted to the Executive Committee. The suggestions fall into four categories:

(1) clearly non-substantive changes to clarify meaning, correct spelling, and revise punctuation;

(2) suggestions for changes that <u>may</u> be judged by the Executive Committee to be substantive, and thus requiring submission to the Senate as Bylaws changes. But if these changes are judged by them to be non-substantive, the suggestions can be incorporated into the Bylaws revision.

(3) suggested changes in Senate procedure that are clearly a departure from present Senate practice and that would require a vote of the Senate by the usual Amendment to the Bylaws procedure.

> One of these proposed amendments would clarify procedure in the event that a member of the Executive Committee finishes his or her term as Senator and is not re-elected Senator for the second year of the two-year term on the Executive Committee.
>
> The other proposed amendment would provide for automatic termination of a Senator's membership in the Senate in a case of continual non-attendance of a specified duration at regular Senate meetings and provide for a successor to that Senator.

(4) changes reflecting action already taken by the Senate to designate the Vice-President of Academic Affairs and Provost as the administrator to take over the liaison with the Senate, following the retirement of Dean of Faculty David Nicodemus in late December 1986.

For the present, as a committee, we have gone as far as we can until the Executive Committee makes certain decisions. Since th June 1986 Faculty Senate Regular Meeting Agenda is already so crowde , we have suggested that the Bylaws be printed in draft form to incl de clearly marked (by lining out and underlining) non-substantive cha ges and whichever borderline changes the Executive Committee decid s are non-substantive. These draft amended Bylaws with the two prop sed amendments should be distributed to Senators for study in ctober 1986 for a vote on the separate parts at the November meeting.

The committee wants to thank Shirley Schroeder Lindse , Faculty Senate Administrative Assistant, for her knowledgeable hel , both in form and in substance.

MAY 13 1986

Academic Affairs—
Curriculum

Oregon State University

Corvallis, Oregon 97331 (503) 754-2111

May 12, 1986

TO: Bob McMahon, President
Faculty Senate

FROM: Jonathan King, Chairman
Curriculum Council

SUBJECT: Annual Report, 1985-86

ROUTINE BUSINESS

Category I

The following Category I proposals were approved and have been presented to the Senate: a B.S. degree in Food Systems Management; an off-campus Ed.M. degree in Adult Education (OIT, OSU/WOSC); five Foreign Exchange Programs (France, Korea, China, Hungary, and Australia).

The following have been approved and will be presented to the Senate June 5: a minor in Physics (College of Science) and a minor in Human Nutrition (Department of Foods and Nutrition). A Professional Doctorate in Pharmacy (Pharm.D.) has been approved and will be presented to the Senate Fall Term.

Three department name changes were approved: (from) Institution Management (to) Food Systems Management [College of Home Economics]; (from) Department of Finance (to) Department of Finance, Insurance, and International Business [College of Business]; and (from) Department of Science and Mathematics Education (to) Department of Science, Mathematics, and Computer Science Education [College of Science; School of Education].

Category II

The first semi-annual Category II requests--approved by the Council and the Senate--included 79 new courses, an increase of 249 credit hours; 136 changes in existing courses, an increase of 26 credit hours; and 24 dropped courses, a decrease of 80 credit hours. The net result was an increase of 195 credit hours. These course requests have been approved by the Chancellor's Office for 1986-87.

The following College of Business requests were approved by the Council and the Senate: minors in Anthropology, Economic Geography, and Pharmacy; a concentration name change from Financial Management to Finance; two option name changes from Management of Financial Services to Financial Services, and from Financial Planning and Control to Financial Management; and a rearrangement of courses within the Marketing concentration.

Category II (continued)

Due to the new Category II procedures (see below), neither the Curri ulum Council nor Graduate Council reviewed Temporary "X" course requests ubmitted Fall Term. Temporary "X" course requests no longer require Curricul n/Graduate Council approval.

The second semi-annual Category II requests are currently being revi wed. They will be presented to the Senate at its June meeting. These inc ude 60 new courses, an increase of 243 credit hours; 75 changes in existing courses, a decrease of 4 credit hours; and 25 dropped courses, a decrease of 9 credit hours. The net result would be an increase of 160 credit hours.

Non-Routine Business

The Curriculum Council proposed major revisions in Category II reque t proced-ures which were approved by the Senate in February, 1986. The new p ocedures are spelled out in a February 7, 1986, memorandum from the Curriculu Council to Academic Deans and Department Chairs/Heads.

The Council has reviewed and made recommendations to the Senate Exec tive Committee on the following issues: (1) identifying "areas of excellenc " at OSU; (2) "block transfer" agreements between OSU and community colleges; a d (3) revision of relevant passages of the Senate bylaws to reflect the el ination of the position of Curriculum Coordinator.

Before June 15, the Curriculum Council will also review and make rec mmenda-tions to the Senate Executive Committee concerning the College of Bu iness proposal to raise retention standards from 2.0 to 2.5.

The Council plans to send a letter to all deans and department chair /heads requesting Fall Term meetings to discuss curricular issues and alter atives. This information will be forwarded to the Task Force on Curricular R view.

cjj

Office of the
Faculty Senate

Oregon State University

Corvallis, Oregon 97331 (503) 754 4344

April 28, 1986

M E M O R A N D U M

To: Executive Committee and Faculty Senate

From: Faculty Club Board of Directors
Herb Frolander & John Yoke, Co-Chairmen

Subject: ANNUAL REPORT OF THE FACULTY CLUB BOARD OF DIRECTORS, 85-86

I. Planning and Legal Matters Relative to Anderson House

A. Anderson House, 2406 N.W. Jackson St., will be leased from the OSU Foundation for use as the Club facility. An architect, Ray Glass, has been selected to plan the remodeling of the building.

B. Inspectors from the Corvallis Fire & Building Departments have inspected the building and notified the Board of changes/improvements that are needed to meet existing codes.

C. Parking at the site is extremely limited. This required a request to the City for a Lot Development Option (Parking Variance) from the City code. A draftsman was hired by the Foundation to draw plans of the building. These were submitted to the City's Community Development Department. The justification in our application for a Variance was that Club members would walk to Anderson House; any parking would be in nearby University parking lots, and members will be informed of the lack of parking. After a period for comments from the public and review by City staff, the Community Development Director denied our request for the variance. We appealed. After further public notice, there was a public hearing before the City Land Development Hearings Board, at which members of the Board of Directors testified, along with Keith Mobley from the President's Office, John Irving from the OSU Foudnation, and Faculty Senate President Bob McMahon. Our appeal was approved and the Variance was granted to become effective May 6. This matter had occupied most of the time of the Board since last December. Other issues were not able to be worked on until this first step was resolved.

The Variance will involved two understandings that will be included in Club Bylaws: The first, with the Credit Union, that people using Anderson House will not park in Credit Union lots during business hours, but may park there at other hours (holidays and after hours); the second, with the City, that Club members will understand that they are not to expect to find parking in the vicinity, except in University lots, with official permits. The few parking spaces on site will be restricted to employes, handicapped access, and delivery vehicles. The membership of any person violating Bylaws regulating parking will be terminated.

D. Preliminary inquiries have been made regarding insurance, a liquor license, and other legal matters.

Oregon State University is an Affirmative Action/Equal Opportunity Employer

2. Club Organization, Membership, and Activities

   A. A survey was carried out of all OSU Faculty by the HRTM Program and the Senate Office. The results have guided our discussions of finances, potential membership, and Club activities.

   B. Information has been solicited from other Faculty Clubs about their organization, Bylaws/Constitutions, finances, facilities, etc.

   C. Preliminary financial analyses and a Constitution/Bylaws for the OSU Faculty Club have been prepared and are to be considered by the Board in the near future.

OSU Faculty Club Board of Directors - April 28, 1986

Herb Frolander, Co-Chairman
John Yoke, Co-Chairman
Dan Brown
Don Pierce
Martha Plonk
George Stevens
Jo Anne Trow

Shirley Lindsey is serving as the Secretary to the Board of Directors, courtesy of the Faculty Senate Office.

97.

MAY 13 1986

OSU

CORVALLIS, OREGON 97331

OREGON STATE UNIVERSITY

DEPARTMENT OF ZOOLOGY

12 May 1986

M E M O R A N D U M

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

From: Fred Hisaw, Chairman
Faculty Economic Welfare Committee

Subject: Annual Report

During the past year the Committee has reviewed the proposed flex benefit program, and recommended that we move with caution until sufficient data are available to make an informed decision. The program has an excellent potential, if properly implemented. It has reviewed the TIAA/CREF retirement program and recommended its continuation. It has reviewed the salary data for both O.S.U. and U.O. Although the Chancellor's Office has not released their data obtained directly from the other nineteen institutions that we have been compared with for the past thirty-five years, the committee obtained salary data from other sources for its study. All information has been arranged in tables for ready comparisons and submitted to the Faculty Senate for distribution. This year O.S.U. is not at the bottom, as was the case last year. In fact, we are eighteenth and above the University of Oregon for the first time with respect to salaries. The pertinent tables will be checked and revised when the Committee receives the necessary data from the Chancellor's Office.

APR 29 1986

Department of Biochemistry and Biophysics

Oregon State University

Corvallis, Oregon 97331-6503 (503) 754-4511

MEMORANDUM

April 25, 1986

TO: Bob McMahon, President, Faculty Senate

FROM: W. Curtis Johnson, Chairman, FRAC WCJ

SUBJECT: Annual Report of the Faculty Review and Appeals Committee

The Faculty Review and Appeals Committee formally considered only one case this year. The material was reviewed during a fair number of meetings, and in the end we were able to reduce the scope of the grievance. The case was not processed for appeal, but was ultimately referred to the Executive Office of the University for further processing.

WCJ:sc

MAY 8 1986

College of Pharmacy | Oregon State University | Corvallis, Oregon 97331-3507 (503) 754-3725

May 12, 1986

TO: Robert McMahon, President
Faculty Senate

FROM: Faculty Status Committee
Paul Kopperman
Mark Wilson
Dick Bell
Terry Miller
Dale Simmons
Julie Brauner
Laurel Maughan
John Leonard
Hollis Wickman
John Block, Chair

SUBJECT: 1985-86 Annual Report

This has been a very busy year for the Faculty Status Committee. The Committee met eight times (October 23 and 30, February 10 and 17, March 3 and 10, April 25 and May 2). Topics referred to the Committee by the Faculty Senate Executive Committee or President included:

	Subject	Date of Report
1.	Fixed-Term Appointments	November 4, 1985
2.	Fee Rates for Staff Enrolled in Courses	February 20, 1986
3.	Response to the State System's Strategic Plan	February 20, 1986 March 24, 1986
4.	Procedures for Determining Faculty Salaries at OSU	March 27, 1986
5.	Tenure and Academic Rank for Unclassified Employees not Principally Involved in Academic Activities	May 2, 1986
6.	Evaluation of Teaching Committee Report	May 12, 1986

MAY 12 1986

Department of Forest Science
Oregon State University
Corvallis, Oregon 97331-5704 (503) 754-2244

MEMO TO: Robert O. McMahon, President, Faculty Senate
FRL 115

FROM: Joe B. Zaerr, Chair, Graduate Admissions Committee

SUBJECT: Annual Report from Graduate Admissions Committee

DATE: May 8, 1986

Enclosed is the annual report from the Graduate Admissions Committee. Please let me know if you wish any additional information.

ANNUAL REPORT
1986

The Graduate Admissions Committee meets weekly year 'round. During the Academic year 1985-86, 417 applications were reviewed of which 279 (67%) were accepted. The policy of reviewing only applications upon request of Departments (commenced Sept., 1984) has substantially reduced the workload, as shown in the table below. This past year the Committee has made increased use of provisional admission conditions for students who apparently have potential for graduate level work but who achieved substandard (<3.0 GPA) grades as undergraduates. These conditions allow promising "late bloomers" an opportunity to prove their abilities and still retain basic University standards. The Committee invites comments and suggestions from the Faculty.

GRADUATE ADMISSION COMMITTEE ACTIONS 1973-1985

Year	Considered	Accepted	% Accepted
1973	1095	458	42
1974	1322	599	45
1975	1354	527	39
1976	1297	494	38
1977	1287	540	42
1978	1277	553	45
1979	1317	725	55
1980	1203	590	49
1981	1141	360	31
1982	1095	352	32
1983	1086	390	36
1984	945	408	43
1985	400	265	66

Joe B. Zaerr, Ch.

Department of Poultry Science

Oregon State University

Corvallis, Oregon 97331 503 754-2301

May 12, 1986

MEMO TO: Bob McMahon, President, Faculty Senate

FROM: H. S. Nakaue, Chairman
Library Committee

SUBJECT: Annual Report of Faculty Senate Library Committee

The library committee has been meeting regularly throughout the school year and has served as an advisory and "sounding board" for the library staff and administration.

The student and faculty survey on "Assessing Library Services" was completed, and a report submitted to the library administration and the committee by the Survey Research Center in July. A brief summary report of this survey was published in the Barometer in October. The committee and the library administration have discussed items from the survey where some action could be taken immediately in the Kerr Library such as procedures for faster return of materials to the stacks, policies and procedures in selecting materials for purchase, availability of lounge and informal reading areas, longer library hours, policies and procedures of branch or departmental libraries, policy for carrel usage and noise level in the library. If any faculty member is interested in reviewing this report, copies are available at the library or from a committee member.

The committee has been monitoring and was advised that the Collection Analysis Project (CAP), which was proposed to the Senate and passed last year, has been completed by the Library Task Force and a final report should be out soon. The objectives of CAP at OSU were to: (1) provide documentation for assumptions about the library's collecting practices; (2) gather data to discover patterns/trends in our collecting habits; (3) develop recommendations about what the library should be doing with collections in the future, and (4) provide a communication tool for library staff and the university about OSU collections.

The committee was informed that the Kerr Library is involved in the "Library and Information Resources for the Northwest" (LIRN) project which is funded and sponsored by the Fred Meyer Charitable Trust (~$280,000). The library will have to complete and send in five

sets of conspectus worksheets to the LIRN data base for five LIRN priority subject divisions (Agriculture, Biological Sciences, Business and Economics, Education, Engineering and Technology) by December 1986.

A memorandum on the "Library Space Needs" was sent by Director George to the Director, Planning and Institutional Research. The committee concurs with the memorandum for more space in the library.

HSN/eb

Department of Forest Products

Oregon State University

Corvallis, Oregon 97331-5704 (503) 753-9166

May 15, 1986

MEMORANDUM

To: Executive Committee of the Faculty Senate

From: James Wilson, Chair, Research Council JBW

Subject: Research Council Activities, July 1, 1985 to date

The purpose of the Research Council is to promote, stimulate, and facilitate research activity at Oregon State University. The Council does this by advising the Vice President for Research and Graduate Studies concerning the dissemination of information, by providing advice on research policies, and by reviewing requests for funds from the Institutional Public Health Grant and the General Fund.

During the period of July 1, 1985 to date, the Research Council reviewed 49 requests for support. Of these, 27 were approved for funding at a total of $137,943. In all, the funds went to researchers in 23 different departments on campus. The source of funds and amounts are indicated below.

Source of Funds	Number of Grants	Total Amount
Public Health Service Institutional Grant	17	$ 118,479
General Research Fund	10	19,464

The Public Health Service Institutional Grant has been renewed for April 1, 1986 to March 31, 1986; the granting amount is $145,258. This particular grant is a formula grant awarded on the basis of project funds assigned to Oregon State University on a competitive basis. Funds from the PHS Institutional Grant are monitored by the Research Council; they may be used for activities which can be clearly shown to be in support of health-related research.

In an effort to provide consistency in evaluating research proposals and to inform the faculty of the criteria by which we are evaluating proposals, we either wrote or rewrote the following documents: Research Council Review and Evaluation Form, Information for New Members of the Research Council, and Research Application Form.

Members of Research Council	Year of termination
A.J. Ferro, Microbiology	Indefinite
S.J. Gould, Chemistry	1988
R.G. Hicks, Civil Engineering	1988
T.F. Murray, Pharmacy	1988
J.L. Fryer, Microbiology	1987
P.C. Wagner, Veterinary Medicine	1987
J.B. Wilson, Forest Products (Chair)	1987
D. Faulkenberry, Statistics	1986
Z.A. Holmes, Foods and Nutrition	1986
L.W. Klemke, Sociology	1986
R.O. Morris, Agricultural Chemistry	1986

MAY 14 1986

William Jasper Kerr
Library

Oregon State University

Corvallis, Oregon 97331

May 12, 1986

To: Faculty Senate

From: Don Unger, Special Services Committee Chair

Subject: Annual Report, July 1, 1985-June 30, 1986

The EOP program has gone smoothly this year, with the exception of the loss of the CAMP program. The committee has met only once this year. At this meeting, Ms. Orzech, Director of the EOP, gave us a progress report, including the level of funding that could be expected for EOP programs from OSU and the federal government. It is the opinion of the committe, based on this evidence, that EOP has served its constituency in the OSU community well, particularly considering the chronic underfunding it has suffered. That the programs did well is a tribute to the dedication and energy of the EOP staff. It is not anticipated that the committee will meet again before June 30.

MAY 13 1986

College of
Home Economics

Oregon State University

Corvallis, Oregon 97331

(503) 754-3551

May 12, 1986

Memorandum

To: Robert McMahon, President, Faculty Senate

From: Mary W. Kelsey, Chairman, Student Recognition and Awards Committee

Subject: Annual Report of Committee

This committee had organizational and policy-making meetings as a group, and then divided into sub-committees to do screening, interviewing and preparing for the awards banquet.

The banquet will be held on May 19. We will award certificates to sophomores, juniors and seniors with 4.0 cummulative grade point averages.

Students chosen for the Clara H. Waldo and E.A. Cummings Scholarship and Leadership Awards will receive certificates, and the top half of the awardees will also receive small gifts. In addition, sophomores and juniors from the latter group will receive Dad's club scholarships

There will also be special awards made by various groups such as Mortarboard and Blue Key.

Representatives from the administration, especially academic administrative, and student activities representatives have been invited to the banquet. This year, each student interviewed for the Waldo and Cummings Awards chose a faculty member to be invited to the dinner.

It has been rewarding to the committee to find so many excellent students who have found time to be involved in numerous activities for their own enrichment and for the benefit of the University.

Each year the question of selecting students for the Waldo and Cummings Awards on the basis of social standing or accumulated hours arises. There does not seem to be any totally fair way of resolving the problem. This year's committee used social standing as the basis for categorizing students. We will leave recommendtions for next year's committee in the folder to be passed to the next chairman.

MAY 13 1986

DATE: May 9, 1986

TO: Bob McMahon, President, Faculty Senate

FROM: Alex Wallace, Chairman, Undergraduate Admissions Committee (UAC)

RE: Annual Report of Undergraduate Admission Committee

The UAC has had a very productive year of work. Since July 1, 1985, the committee has met 30 times to address student admission appeals and policy considerations. The committee has met with representatives of the Faculty Senate Executive Committee, Vice President Trow's office, the Athletic Director, and staff members of UESP, EOP and Affirmative Action to review and evaluate admission procedures. The following is a summary of these deliberations.

I. Student Appeals for Special Admission

The preponderence of work in this category focused upon the 5% Special Admit policy, in which 111 spaces were allocated for 1985-86. (Based upon 5% of the previous year's freshman enrollment.)

The Educational Opportunities Program (EOP) was awarded a quota of 60% of the available spaces by the previous UAC. The second sponsoring program, Intercollegiate Athletics, has no quota.

385 cases were considered for academic year 85-86 (44 thus far for Fall 86).

65 freshmen students were approved for admission under the sponsorship of EOP.

12 freshmen students were approved for admission under the sponsorship of Intercollegiate Athletics. (10-12 student athletes were accepted within the EOP quota under a joint arrangement between Intercollegiate Athletics and EOP.)

52 freshmen students were accepted as unsponsored.

Of the 129 5% cases approved, 117 matriculated. The committee exceeded the 112 allotment by six.

37 transfers were approved for admission.

92 students were approved as special admits non-degree seeking.

89 students were denied admission after appeals.

II. Policy and Procedural Considerations

The committee typically meets with a regularity dictated by the number of student appeals which have been received. Policy and procedural concerns are conducted during these sessions. The committee became sensitive to a number of procedural inconsistencies, and consequently set aside several meetings to specifically address these issues. The results of these meetings are included within this section.

1. Seven Hour Non-Admitted Students
The Faculty Senate and the Administration approved the 84-85 UAC request for the new category of special admission for high school graduates with course deficiencies in July, 1985. This appeal process was consequently added to UAC procedures through January, 1986. The seven hour non-admit category along with all other non-degree seeking categories (see pg. 12 of the OSU Catalog) have been reassigned to the Admissions Office for clerical processing as a result of UAC recommendation and Faculty Senate approval in January 1986.

2. International Baccalaureate Diploma
In October, the committee approved the recommendation of the International Education Office and the Assistant Director of Admissions to accept the International Baccalaureate Diploma in the appeal process for international students.

3. TOEFL and TSWE Requirements
The committee requested the Chancellor's Office to accept the substitution of a minimum TOEFL score in place of the required TSWE score for English as a second language students for a three year trial program. This was suggested as a solution for the influx of naturalized East Asian students entering the University. These students have a deficiency problem with the TSWE score. This was not approved.

4. In August, the committee requested the Athletic Director to reprimand a coach for failing to provide a prospective student-athlete with a timely explanation of entrance requirements and further discouraging the student's offer to enroll in summer course work which could have produced a remedy for deficiencies. (This is a recurrence of an incident which was addressed by the UAC in October, 1984. In that case, the coach was reprimanded, a letter of warning was placed in his file, and a meeting of all coaches was held in which the seriousness of this practice was addressed.) The Athletic Director refused to honor the committee's request.

5. In September 1985, the committee commenced a three month period of formally addressing the procedures and policies of the UAC. Motivated by heavy case load work periods in late summer, the difficulty in assembling a quorum, pressures from the sponsoring programs for special consideration, and concerns for equitable treatment for unsponsored

student appeals resulted in the report which was submitted to the Executive Committee of the Faculty Senate in December, 1985.

The Executive Committee approved for Senate consideration the first two recommendations, namely the reassignment of non-degree seeking special admission appeals, and the constitution of the committee membership and its enlargement. These were met with Senate approval. The remainder of the recommendations were judged to be within the prerogatives of the UAC in setting up its operating procedures.

6. Provisional Admission Policy for International Students

In February 1986, the committee met with staff members of the Office of International Education regarding the implementation of a provisional admission policy for international students. The committee approved, with minor considerations, the preliminary draft, and agreed to serve as arbitrator for appeals by students wanting to enter into course work which is not recommended by the English Language Institute and the Head Advisor. The procedure which the UAC will follow will be to form a hearing committee made up of the chairman of UAC, the member representing International Education, and one additional member.

7. EOP 5% Special Admit Quota

In March, the committee agreed that an admissions quota of 60% of the 5% spaces for 1986-87 be assigned to EOP. (This will continue to be with the approval of the UAC on a case by case basis.)

8. Proposed Revision of Special Admission Policy

The committee is currently studying a draft proposal from the Chancellor's Office for a revision of special admission policy.

While the committee has held only brief preliminary discussion on the topic, it recognizes that significant change of emphasis and reorganization could result as a consequence of its interpretation and implementation.

AW/dz
TA2.07C

MAY 13 1986

May 9, 1986

To: Senate President Robert McMahon

From: Lois Pye-Petersen, Chair Faculty Senate Retirement Committee

Re: Annual report to the Faculty Senate

Members of the retirement Committee for the 1985-86 academic year were Robert Graham (Forestry Res.), Jean Mayer (Eng. Lang. Inst.), Duane Johnson (Extension), Norma Nielson (Business), Lois Pye-Petersen (Health & P.E.), Helen Stoop (Benefits Officer) ex-officio, and Fred Hisaw (Zoology) liason from F.E.W. Comm.

Business accomplished

1. The committee planned and conducted a seminar and work session dealing with tax deferred investments. The seminar, involving two speakers, was held Tuesday, March 11th, 7:00-9:00 p.m., followed the next day with opportunity to meet on an individual basis with any or all of the agents from the eight companies recognized to offer tax deferred investment opportunities on this campus.

   Audio tapes of this seminar are available through the Faculty Senate office or the office of Dean of Faculty.

2. The committee planned and conducted a series of three pre-retirement seminars dealing with different facets of the retirement process and retirement living. These were held April 9, 16 and 23 in La Selles-Steward Center.

   Audio tapes are available through the Faculty Senate office or the office of the Dean of Faculty.

3. The committee met with Patricia Wiegert, Executive Director of P.E.R.S., in order to:
   a. establish contact with her,
   b. to discuss the major concerns the committee would like to see addressed during the next Legislative Session,
   c. to receive her reactions and to hear any attitudes being taken by her office.

4. The committee reviewed a booklet on retirement information for faculty, designed by the campus Benefits Officer. It was suggested that this be disseminated by the Dean of the Faculty's office.

5. The chair met with Vice-President Wilkens, Dean Nicodemus and Dr. Harry Freund (1984-85 Chair) to discuss the feasibility of an ombudsman to assist as a resource person to aid faculty with retirement concerns at both the campus and Legislative level.

6. The committee is in the process of planning a Fall seminar dealing with estate planning.

7. The events and business of the current year were reviewed and recommendations made for next year's committee.

MAY 12 1986

Department of Sociology
Oregon State University
Corvallis, Oregon 97331
(503) 754-2641

May 12, 1986

TO: Bob McMahon, President
Faculty Senate

FROM: Gary Tiedeman, Chairman
Academic Requirements Committee

SUBJECT: 1985-86 Annual Report to the Faculty Senate

The Academic Requirements Committee (ARC), comprised of seven faculty and three student members and Assistant Registrar Ralph Reiley ex officio, has convened in twenty-eight two-to-four hour weekly meetings to this date, another six meetings scheduled through June 30. The ARC has rendered approximately 3500 actions thus far during the 1985-86 academic year in fulfillment of its charge to review and act upon student petitions concerning waiver of University Academic Regulations. A full statistical summary of committee actions will be submitted following the conclusion of Spring Term.

Faculty and other petition signatories are once again reminded that the ARC is not a rubber-stamp committee. A majority of petitions are approved, but automatic approval should not be assumed even in the case of unanimous prior approvals, and students should not be encouraged to presume otherwise. The ARC has Senate-authorized discretion for either approval or denial of petitions. It examines each petition on a case-by-case basis, utilizing established general guidelines in seeking decisions which are fair and appropriate for the petitioner while simultaneously safeguarding the standards and regulations of the institution and the rights of the majority of students who are non-petitioners.

Petition signatories are also reminded of the importance of providing detailed supportive information which may assist the Committee in honoring the petition. Many petitions simply do not contain enough information to allow the Committee to respond properly and rationally in the face of discrepancies between formal regulations and petition requests and sentiments, late withdrawal (far too often "withdrawl") from a single course being a common case in point. If a basic request appears reasonable, action may be deferred until more information can be obtained. Otherwise, the petition is denied, sometimes, as it later turns out, purely for lack of explanatory commentary which could and should have been included initially. Students should be encouraged to submit petitions that are clear and complete, and signatories should assist them in meeting that objective.

An assortment of new and old ARC concerns and issues, some requiring possible Faculty Senate review and/or action, include the following:

1. AR 9c -- No-Show-Drop Courses. This policy confuses students and faculty alike and is not uniformaly administered, even within departments. The consequence is needless and cumbersome repair work on the part of the ARC. Instructors teaching NSHD courses should complete the prescribed procedure, i.e., drop the student who has not appeared during the first five class days of the term. If the procedure is to be ignored, "NSHD" should be removed from the course listing.

2. S-U grading. An enormous number of petitions involve allegedly unintentional marking (or failure to mark) of the S-U box on registration and add-drop forms. Academic advisors need to be more attentive to this mechanical detail and to provide clearer guidance, especially to novice students, and/or the Senate may wish to recommend redesigned forms which would alleviate the confusion. Also, many students (and, evidently, faculty) confuse S-U grading and the accompanying C-D grade cutoff point with P-N grading and its D-F cutoff point. Advisors are urged to emphasize the distinct differences and to forewarn students of possible loss of course credit when changing from regular grade basis to S-U.

3. Change of Grade Cards. In addition to reviewing all student petitions submitted to it, the ARC is charged with approving or disapproving faculty Change of Grade requests. Those requests indicating "Instructor Error" (per specified limitation) and properly describing the nature of that error are approved as a matter of routine. Those indicating subjective reevaluation of completed work after the fact, however, are denied unless assurance of the same privilege for all students in the course is provided. Some faculty strongly resent the use of this criterion, finding it an infringement upon their integrity and academic freedom. The ARC requests (a) Senate confirmation of its current standards and practices or (b) elimination of the ARC's role as a screening agent, such that all faculty would be enabled change of grade prerogative entirely at their own discretion, the latter option to entail basic remodeling of the existing Change of Grade form.

4. AR 26a.(2) -- PE for students over 30 years of age. This AR still reads: "Students over 30 years of age are not required to take physical education." The ARC has interpreted this regulation to refer to age at date of OSU admission, so that anyone under 30 at time of admission is held to fulfillment of the PE requirement. Occasional petitioners assume age 30 to refer to age at graduation, including the not-so-hypothetical extreme of an 18-year old initial admittee graduating at age 30. (The opposite extreme is the 29-year old admittee graduating at age 45+.) The ARC requests that the Academic Regulations Committee be asked to review and rewrite this AR to incorporate more exacting specification.

5. AR 27b.(1) -- Subsequent baccalaureate degrees. Senate action of 5/1/86 added the phrase: "The minimum of 32 term hours specified in AR 27a.(2) may be completed at any time." The stated intent of this addition was to allow application of any or all hours earned beyond the minimum hours for the original degree. (For example, a student having earned 212 hours at time of graduation from a 192 hour program would be credited with 20 hours of the additional 32 required, no matter how long the lapse of time since conferral of prior degree.) The written context still implies, however,

OREGON STATE UNIVERSITY
Faculty Senate Office (754-4344)
Corvallis, Oregon 97331
Social Science 107
9/19/86

REPORTS TO THE FACULTY SENATE
October 2, 1986

Agenda for the Senate Meeting: Thursday, October 2, 1986; 3:00 p.m., Engineering Aud., LSC

The Agenda for the October 2 Senate meeting will include the reports and other items of business listed below. To be approved are the Minutes of the June meeting, as published and distributed in the Staff Newsletter Appendix.

The format for "Reports to the Faculty Senate" has changed with this document. The Executive Committee has suggested two separate topics: Action items and Information items. You will also note two new categories - Special Reports and Reports from the Senate President. We hope the newly suggested style will streamline the agenda and provide space for special guests and reports we get from time to time.

A. ACTION ITEM REPORTS

1. Executive Committee Proposal re Emeritus Status for Dean of Faculty (p. 4)

At the request of the Vice President for Academic Affairs & Provost, the Executive Committee has prepared a recommendation for Senate approval. The current Dean of Faculty is retiring in December 1986. There is no provision for conferring Emeritus Status to a Dean of Faculty. The Executive Committee wishes to correct this and presents the attached proposal.

2. Final Draft; Policy on Fixed-Term Teaching Faculty (pp. 5-8)

The Ad Hoc Committee appointed jointly by the Faculty Senate and Vice President for Academic Affairs has prepared the attached report. It has been reviewed by the Executive Committee and is presented here for the Senate's action.

B. SPECIAL REPORTS

Welcome and Response

The new Vice President for Academic Affairs & Provost, Dr. Graham Spanier, has been invited by the Executive Committee to talk with the Senate. President McMahon will introduce and welcome Dr. Spanier on behalf of the Senate; Dr. Spanier will talk with the Senate and answer possible questions.

C. INFORMATION ITEM REPORTS:

1. Academic Deficiencies Committee; Annual Report (p. 9)

Attached is a copy of the Annual Report of the Academic Deficiencies Committee. No recommendations are posed, so no specific action is necessary.

2. Graduate Council; Annual Report (pp. 10, 11)

Attached is the Annual Report of the Graduate Council for 1985-86. No recommendations are offered for Senate action; the report is for the Senate's information.

"Dual Career" Faculty and Appointments (p. 12)

3. The issue of "Dual Career" Faculty/appointments was referred to the Executive Committee earlier in the summer. The issue has been sent to the Administrative Appointments and Faculty Status Committees for review and recommendations for the Senate. As soon as the reports are received, the issue will be on the Senate agenda for its consideration.

4. Retention Standards; College of Business (pp. 13-15)

At the June meeting the Senate approved the College of Business request to raise its retention standards. Attached are additional documents which have been received in this matter; they are provided for information.

5. Evaluation of Teaching, revised Policy

President Byrne has asked that the Advancement of Teaching and Faculty Status Committees review a report prepared by the Ad Hoc Committee on the Evaluation of Teaching. The Executive Committee has asked the two Senate committees to work together to bring to the Senate a revised Evaluation Instrument and to test that Instrument during the Fall term 1986, if possible. The Senate will be asked at a later date to review and take action on any new policy that is presented.

6. Undergraduate Admissions Committee (pp. 16-22)

Attached for the Senate's information is a report received in response to the Executive Committee's request for the Undergraduate Admissions Committee to recommend whether or not OSU should raise its admission standards to the level that the University of Oregon did last spring. No action is requested by the report; the Senate may respond as it sees fit.

7. Curriculum Council; Community College Block Transfers (p. 23)

Attached is a report from the Curriculum Council regarding Community College Block Transfers. No specific action is recommended; the Senate may respond as it deems appropriate.

8. Faculty Senate Executive Committee Retreat

President McMahon will present a brief report on a Retreat held September 8 and 9 at Peavy Arboretum. Members of the Executive Committee, Senate Office staff, and other invited guests spent two intensive days looking at the future of the Senate and working on the Long Range Plan for the Senate.

9. Introduction of ASOSU President

President McMahon will continue the tradition of introducing the ASOSU President to the Faculty Senate. Since there is an election year ahead, issues that are of mutual interest could be facilitated by cooperation between the Faculty and Students.

10. Faculty Panels for Hearing Committees (pp. 24, 25)

At the June Senate Meeting, Senators voted for a new Faculty Panel for Hearing Committees. Attached is the new Panel Roster prepared from the votes cast by Senators. Candidates receiving the highest number of votes became the new Panel B.; other individuals became alternates to the Panel in the order of votes received.

11. Dean of Agriculture Search Committee

The Executive Committee sought nominations from the several areas of the College of Agriculture (including off-campus Extension and Experiment Stations). Names were forwarded to the President's Office; no announcement of the appointment of the Committee has been received as of this time.

12. OSBHE Meeting Reports

Several actions of interest to Faculty have taken place at OSBHE meetings since the June Senate report. President McMahon has participated in Board meetings and will report to the Senate on activities of interest.

D. REPORTS FROM THE EXECUTIVE OFFICE

E. REPORTS FROM THE FACULTY SENATE PRESIDENT

F. NEW BUSINESS

4.

Office of the
Faculty Senate

Oregon State University

Corvallis, Oregon 97331 (503) 754 4344

September 20, 1986

M E M O R A N D U M

To: Members of the Faculty Senate

From: Executive Committee of the Faculty Senate
Bob McMahon, Senate President

Subject: Conferral of Emeritus Status

The Executive Office, through Vice President Wilkins, has asked that the Executive Committee and Faculty Senate consider a proposal approving the conferral of the title "Dean of Faculty Emeritus" for David B. Nicodemus on the occasion of his retirement from the University on December 31, 1986.

The title "Emeritus" is conferred on retiring Faculty members by action and approval of the Faculty Senate. This particular title has not been used in the past and does not currently exist. Since there will no longer be a Dean of Faculty position at OSU, the Executive Committee voted on September 18 to approve the Emeritus status and refer it to the Faculty Senate for action.

The following Motion is presented for Senate action:

> "MOVED that the Faculty Senate approves conferral of the title "Dean of Faculty Emeritus" for David B. Nicodemus upon his retirement from Oregon State University."

If the Faculty Senate concurs and approves the Motion, this action will be forwarded to the Executive Office to be included in any other supporting requests in the event State System approval is needed.

Oregon State University is an Affirmative Action/Equal Opportunity Employer

SEP 19 1986

Office of the
Dean of Faculty

Oregon State University

Corvallis, Oregon 97331 (503) 754-2111

September 18, 1986

To: Robert McMahon, Faculty Senate President
Bill Wilkins, Acting Vice President for Academic Affairs and Provost

From: Fixed-Term Task Force
J. L. Fryer, Chair
D. R. Caldwell
M. N. Fraundorf
C. Michel
D. B. Nicodemus
D. D. Wax

Subject: Proposed Policies - Final Drafts

Enclosed are copies of two proposed policies dated 9-15-86:

1. "Proposed Policy for Fixed-Term, Full-Time Teaching Faculty"

2. "Proposed Policy for the Use of Faculty Ranks and Tenure-Related or Fixed-Term Appointments for Unclassified Personnel Outside Academic Units"

These final drafts reflect our committee's careful consideration of comments received from you and others regarding our earlier drafts dated 5-21-86.

The committee recommends your review of these proposed policies and their further consideration and action by appropriate bodies.

DBN/daj

Enclosures

c: Task Force Members

Revised 9/15/86

Proposed Policy for Fixed-Term, Full-Time Teaching Faculty

1. The following definitions are used:

   a. Full-time teaching - normally with 1.00 total FTE and at least 0.5 FTE on Instruction (accounts 30-050-0000 to 30-050-5499).

   b. Professorial ranks - assistant professor, associate professor, professor.

   c. FFTP will be used to designate fixed-term, full-time teaching faculty in professorial ranks.

   d. Tenure-related appointments - on annual tenure or indefinite tenure (see OAR 580-21-100).

   e. Clearly temporary positions - those supported by temporary (non-recurring) funds or those with temporary assignments (such as a visiting professor or a sabbatical leave replacement).

2. Fixed-term, full-time teaching faculty in professorial ranks (FFTP) shall hold tenure-related appointments unless their positions are clearly temporary. This policy shall apply to all new FFTP appointments which start after June 30, 1987. By July 1, 1989, the use of fixed-term appointments for continuing FFTP shall be reduced as much as possible consistent with stable budgeting. Faculty holding the rank of Instructor and with part-time or full-time teaching duties shall continue to be appointed on a fixed-term basis. Procedures for converting continuing FFTP to tenure-related appointments are outlined below.

3. Procedures for Conversion of Continuing FFTP

   a. Continuing FFTP who, as of September 16, 1986, hold the rank of associate professor or professor shall be granted indefinite tenure without further intensive review, if (see footnote*):

      1) the individual's initial OSU appointment was the result of a national search, and
      2) the individual's current rank is the result of promotion while employed at OSU, and
      3) the position is not clearly temporary, and if
      4) the president approves.

   b. Other continuing FFTP should be considered for conversion to tenure-track appointments when consistent with stable budgeting. Deans, in consultation with departments and affected faculty, shall decide which fixed-term positions are to be converted to new tenure-track positions. When each decision is made to convert a fixed-term position to tenure track, a national search normally will follow in accordance with Affirmative Action guidelines. The faculty member occupying the fixed-term position may apply. These decisions should be made within three (3) years of the effective date of this policy.

c. When FFTP are converted to tenure-track positions, agreements shall be reached with each faculty member regarding the amount of prior fixed-term service to be credited as part of the six-year probationary period for tenure. From the date of initial appointment on annual tenure, faculty members shall be allowed at least four more full years of probationary service. A shorter probationary period may be negotiated if acceptable to both the faculty member and the university.

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* This procedure (3a) may affect less than 10 faculty members university-wide.

Revised 9/15/86

Proposed Policy for the Use of Faculty Ranks and Tenure-Related or Fixed-Term Appointments for Unclassified Personnel Outside Academic Units

I. Faculty Ranks

Criteria and procedures to identify and differentiate academic and non-academic unclassified positions should be developed. Faculty ranks are appropriate for positions (1) where a substantial amount of teaching, advising, research, or other scholarly activity is part of the duties of the position, or (2) where persons occupying such positions are qualified for positions designated as academic in the academic units. For positions which do not involve teaching, research, extension, or counseling, maximum use should be made of the provisions in the Oregon statutes (ORS 240.207) which identify specific but limited positions in the unclassified service which may be used without faculty rank.

II. Tenure-Related Appointments

When positions in support service units regularly involve a significant amount of teaching, advising, research or other scholarly endeavors, tenure-related appointments should be used for such positions when consistent with stable budgeting. Fixed-term appointments should be used for unclassified positions which do not involve academic activities or responsibilities.

III. The following appointment policies shall apply to fixed-term unclassified positions outside academic units:

A. Initial appointments generally shall be for a fixed-term period of one year. Subsequent renewals shall be contingent each year on Affirmative Action approval, program needs, funding, and on fully satisfactory service.

B. After no less than three years of proven performance, fixed-term appointments for two-year periods may be recommended for those whose positions are supported on recurring State funds.

C. Initial two- or three-year fixed-term appointments may be recommended for department and unit heads.

D. After six years of fully satisfactory service, a renewable appointment may be recommended. A renewable appointment is defined as one having a term of no more than three years which permits, following the first year of appointment and annually thereafter, an extension of one year to the previous appointment if required conditions have been met and approved. A renewable appointment, then, leaves the faculty member at the beginning of each year with an appointment having the same length as the prior appointment. In general, renewable appointments shall be limited to two-year terms for those with appointments corresponding to the ranks of instructor and assistant professor. Each extension of a renewable appointment requires administrative approval.

E. After six years of consecutive full-time service, unclassified staff on multi-year, fixed-term appointments shall be eligible to be considered for sabbatical leave privileges.

SEP 2 1986

Office of the Registrar Oregon State University Corvallis, Oregon 97331-2130 (503) 754-4331

August 29, 1986

TO: Dr. Thurston E. Doler
Executive Secretary, Faculty Senate

FROM: Ralph H. Reiley, Jr.
Assistant Registrar

SUBJECT: Academic Deficiencies Committee Annual Report

Attached are the Winter and Spring term statistical reports of the Academic Deficiencies Committee for Academc Year 1985-86. The lists of students suspended and reinstated (items VI, VII, VIII) have been omitted as requested by the Executive Committee. Please file these documents with the Committee's Annual Report submitted 8 May 1986.

RHR:ts

(NOTE: The Registrar's Reports were distributed to the campus community and are not repeated here to save space; departments should have copies on file)

10.

College of
Veterinary Medicine

Oregon State University

Corvallis, Oregon 97331-4802 (503) 754-2141

M E M O R A N D U M

DATE: June 20, 1986

TO: Dr. Robert McMahon, President of Faculty Senate

FROM: Dr. A. Morrie Craig, Chairman of Graduate Council

SUBJECT: Annual Report, 1985-86

In this year of the new president, the Graduate Council has been re-evaluating and addressing its mission and its effectiveness in maintaining quality graduate programs. To this end, we reviewed 8 of the 74 graduate programs, a doubling of previous year's accomplishments. These departments include Business, Entomology, Food Science and Technology, Fisheries and Wildlife, Science, Mathematics and Computer Science Education, Counseling and Guidance, Atmospheric Sciences and Clothing, Textiles and Related Arts. Complete reports are on file in the Graduate School. Each review process usually included 2 members of the Graduate Council as well as three members from other faculty. The review process itself, as well as completion of these written reports, constituted a major time commitment from each member.

We noted one common and potentially serious similarity in all of these graduate program reviews. Most of these departments have had less than one graduate faculty FTE designated to formal graduate courses for as many as 50-70 graduate students. Most of the graduate education has been sandwiched in between general instruction and personal research programs of faculty members. In this system there are few rewards for excellent graduate instruction. A need for more faculty with dedicated time to graduate education is evident. This problem can only be solved by those who control the money.

Two hundred and seventy six curriculum changes were reviewed from Category II of which 73 were added courses and 26 were dropped. This review was conducted both Fall 1985 and Spring 1986. In the above functions the Graduate Council acts in its role as quality assurance of Graduate Programs at Oregon State University.

The Graduate Council reviewed and set the following policies. In this capacity the Graduate Council exercise and discuss much philosophy for Graduate Education at Oregon State University.

1. The Council responded to the Chancellor's request to review the policy "Of not counting DCE courses for resident credit." After major discussion, the policy was not changed.

2. We approved an EdM degree off campus in Adult Education at Klamath Falls.

3. We approved a new interdisplinary MS and PhD program in plant physiologyas a Category I request.

4. We eliminated the unclassified status of admissions.

5. We reviewed redundancy in blanket courses at undergraduate and graduate levels the Graduate School will be encouraging departments to eliminate this redundancy.

6. We approved modification to the core courses in toxicology.

7. We redifined a role of Graduate Council and Curriculum Council in reviewing Category II course requests.

8. We reviewed out-of-state DCE courses.

9. We approved modification to the core curriculum for the MS in counseling.

10. We approved a P/N grading request for a practicum in Guidance and Counseling.

11. We approved a change in admission procedures for applicants with Master's degrees from U.S. institutions. The change applies to students whose overall GPA is less than 3.0.

12. We discussed long range plans and the mission statement for Graduate Programs.

AMC:ss

12.

Office of the
Faculty Senate

Oregon State University

Corvallis, Oregon 97331 (503) 754 4344

August 12, 1986

M E M O R A N D U M

TO: Administrative Appointments Committee
John Yoke, Chairman

Faculty Status Committee
Terry Miller, Chairman

FROM: Robert McMahon
Faculty Senate President

SUBJECT: Dual-Career Appointments

From the attached copy of the July 31 Barometer article, it's apparent that President Byrne would like to have some guidance in developing a policy with respect to dual-career appointments. It appears that both committees, according to the Standing Rules, have a particular interest in this issue. Consequently, I'm asking both to study it from your respective viewpoints and report back to the Executive Committee by December 15, 1986.

You may wish to consider appointing a subcommittee, composed of members from both committees, to develop a consensus position and report. You may also want to visit with certain Administration officers, such as President Byrne, Vice-President and Provost Wilkins/Spanier, Dean Nicodemus, and others you think appropriate to obtain information.

The August 10 and 11 Gazette Times articles are enclosed as background.

Please let me know if I can be of help.

ct
Enclosures

Oregon State University is an Affirmative Action/Equal Opportunity Employer

Vice President for
Academic Affairs
and Provost

Oregon State University

Corvallis, Oregon 97331-2128 (503) 754-2111

July 8, 1986

MEMORANDUM

TO: M. Lynn Spruill, Dean, College of Business

FROM: Bill Wilkins
Acting Vice President for Academic Affairs and Provost

RE: Implementation of Retention Standard of 2.5 GPA

In view of the understandings set forth by you on behalf of the College of Business in your July 3, 1986 memo to me about "Retention Standards," the College may proceed to implement the revised standards as approved by the Faculty Senate at its meeting on June 5, 1986.

BHW/nrh

c: President Byrne
Faculty Senate President McMahon
Vice Presidents
Academic Deans

College of Business Oregon State University Corvallis, Oregon 97331

July 3, 1986

TO: Bill Wilkins
Acting Vice President for Academic Affairs and Provost

FROM: M. Lynn Spruill, Dean M Lynn Spruill

SUBJECT: Retention Standards

Based on our series of conversations, I offer the set of commitments given below concerning management issues in the College of Business. It is my understanding that if you agree that the following commitments are those we discussed, then the College of Business may implement the revised retention standards passed by our faculty and the Faculty Senate, effective for students who enroll or re-enroll Fall 1986 or after. The first academic term during which students might be excluded from classes under these revised retention standards is Fall Term 1987. It is also my understanding that we both accept the joint roles of the faculty, administration, and the State Board of Higher Education in curriculum matters.

1. I will use my leadership and administrative roles to support and encourage the creation of a set of lower division courses in the College of Business open to non-business majors. It is my intention to urge the faculty to have course proposals ready for consideration of the University Curriculum Council prior to the Council's March 1, 1987 deadline.

2. The College of Business will not exclude qualified business majors or other students whose curricula requirements specify business courses from those business classes. As a matter of record, we have followed this policy in the past and we do follow it at the present time. I will accept an appointment to lead efforts involving the Registrar and the deans to simplify the registration of majors in one college who are required to take courses in other colleges.

3. I will attempt to identify and implement any available lower cost alternative methods of meeting some of our curriculum obligations. Included among the alternatives to be examined will be discontinuing the teaching of business courses (or sections of courses) that could be taught elsewhere in the University, discontinuing or scheduling on an irregular basis courses which are not specifically required for graduation by business or other students, increasing the teaching loads for individuals with no responsibility other than teaching, and/or encouraging LBCC to teach more of our lower division students.

4. We will continue to review our curriculum in an effort to offer both a high quality program and a program that is as efficient as possible.

5. Finally, as the revised retention standards are implemented, as new courses and other opportunities for non-business majors are added, and as some courses are offloaded, if SCH/FTE production for 1987-88 and subsequent years declines below 358 SCH/FTE then the College of Business will expect to lose resources unless retaining those resources can be justified on other grounds.

MLS/ml
7/3/86

cc: President John V. Byrne

16.

JUL 11 1986

Department of Agricultural Engineering
Oregon State University
Corvallis, Oregon 97331-3906 (503) 754-2041

July 7, 1986

MEMO TO: Executive Committee of the Faculty Senate
Bob McMahon, Senate President

FROM: Undergraduate Admissions Committee
Martin L. Hellickson, Chairman Martin L. Hellickson

SUBJECT: Admissions Requirements for Entering Freshmen

The Undergraduate Admissions Committee discussed the issue of raising the GPA requirement of entering freshmen to 3.00 at the June 19, 1986 meeting. The following persons were present:

Alex Wallace, Chm.
Marshall Jennings
Barbara Reed
Martin Hellickson
Kay Conrad
William Smart
Solon Stone

Initial discussions pertained more to the overall wisdom of such a policy and the potential campus and statewide effects this may have. Several of the comments are listed.

The entering GPA of OSU's freshman has been higher than that of the U of O all along.

Are we satisfied with the quality of students we are graduating -- if yes -- then why do we need to change our admissions requirements? We have no evidence that students admitted with GPA's from 2.75 to 2.99 are less successful than those with entering GPA's greater than 3.00.

GPA is not the only criteria we should use to evaluate potential. Many students who have had to work in high school actually are better prepared for college as they have developed the discipline needed to succeed.

OSU and the U of O are not necessarily competing for the same students.

Increasing the GPA requirement has a high potential of inflating high school GPA's.

Why would we further reduce the number of students who would qualify for admission when we are below desired enrollment levels? Also, the pool of high school graduates is shrinking.

Such a policy would create a negative backlash within the state against OSU. We certainly should not be asking the voters of our state to give us more and we give them less.

Many states have open enrollment and do not experience serious problems with the quality of their students.

The remainder of our discussions addressed the potential impact adopting such a policy would have on the workload of this committee. Our collective best estimate is that we could expect to see approximately 30% more petitions than at present. The UAC reviewed 385 cases for the 1985-86 academic year and expects a similar number for the 1986-87 academic year. The committee has just gone through a thorough reorganization and increased its size to better handle the present workload. We have not, as yet, operated under these revisions long enough to determine if our present size is adequate to do the job, let alone handle a sizeable increase. The potential impact on EOP and Department of Intercollegiate Athletics was also noted. No one present at this meeting was in favor of increasing the required GPA to 3.00.

MLH:dm

18.

Office of the
Faculty Senate

Oregon State University

Corvallis, Oregon 97331 (503) 754 4344

June 17, 1986

M E M O R A N D U M

To: Undergraduate Admissions Committee
Alex Wallace, Chairman, 1985-86
Martin Hellickson, Chairman, 1986-87

From: Executive Committee of the Faculty Senate
Bob McMahon, Senate President

Subject: Admissions Requirements for Entering Freshmen at OSU

You are probably aware from reading the newspapers recently that the University of Oregon is officially raising its GPA requirement for entering freshmen to 3.00. Based upon that action, the Chancellor's Office has asked if OSU is going to do that also.

Attached are Memos from Jo Anne Trow, Vice President for Student Affairs, and Wallace Gibbs, Registrar. Dr. Trow has asked that the Undergraduate Admissions Committee look at this topic - we concur that this is advisable. We are forwarding Mr. Gibbs' memo because of the information contained in it that may be useful to the Committee.

It appears the Chancellor's Office is anxious to know how we would like to proceed, therefore, I would appreciate a response from you as soon as possible. We may also ask other groups/committees to look at this issue and respond quickly. Thank you for your assistance - we know Summer is a difficult time to find enough people to complete a task because of vacations.

sl

Attachments

Oregon State University is an Affirmative Action/Equal Opportunity Employer

OREGON STATE UNIVERSITY Corvallis, Oregon 97331
Vice President for Student Affairs

M E M O R A N D U M

Date: June 11, 1986

To: Bill Wilkins, Acting VP for Academic Affairs
Bob McMahon, President, Faculty Senate

From: Jo Anne J. Trow, Vice President for Student Affairs

With the action taken by the University of Oregon faculty to adopt a 3.00 grade point average as an admissions requirement for freshmen students, I believe it is advisable that we discuss this issue as it relates to Oregon State University.

The role of the Undergraduate Admissions Committee is, in part, to establish policies concerning admissions. I would suggest this committee as the appropriate one to initiate discussion and study of this issue, ultimately making recommendations if they deem necessary to the Faculty Senate. The chair of the committee for next year is Martin Hellickson, Ag. Engineering. There are one or two members yet to be appointed to the committee, but I believe that they would be able to meet during the summer months to discuss this issue.

I will be out of town at a meeting the week of June 16, but would be pleased to meet to discuss this after June 23.

tla

cc: W. E. Gibbs
Kay Conrad

20.

Office of Admissions

Oregon State University

Corvallis, Oregon 97331

(503) 754-4411

June 12, 1986

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

TO: Dr. Bill Wilkins
Acting Vice President for
Academic Affairs and Provost

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

SUBJECT: Admissions Requirements for Entering Freshmen

In accord with our telephone conversation yesterday, I am submitting information for your consideration in determination of Oregon State University's position on the University of Oregon's possible change to a 3.00 GPA requirement for entering freshmen.

The two enclosed pages are from the annual Admissions Office report distributed in December, 1985. In addition, the summary below outlines the number and percentage of OSU incoming freshmen each of the past ten Fall Terms with high school GPA's in the 2.75-2.99 range. (It should be noted that some of them would have been eligible on a combination of GPA and test scores).

OSU Entering Freshmen - 2.75 - 2.99 HS GPA

FT

1985	327	/	2000	=	16.4%
1984	286	/	1996	=	14.3%
1983	351	/	2110	=	16.6%
1982	358	/	2327	=	15.4%
1981	386	/	2675	=	14.4%
1980	439	/	2833	=	15.5%
1979	422	/	2952	=	14.3%
1978	413	/	2838	=	14.6%
1977	388	/	2724	=	14.2%
1976	347	/	2666	=	13.0%

Overall, I believe it would be difficult to make a case in favor of OSU raising its minimum requirement to 3.00 regardless of UO's ultimate decision. If discussion or further information would be helpful, please let me know.

WEG:pm

cc: Dr. Sally Malueg
President-Elect Faculty Senate

SUMMARY OF HIGH SCHOOL GRADE POINT AVERAGES - FALL TERM 1985-86

12

GRADE POINT AVERAGE	RESIDENT		NON-RESIDENT		TOTAL	
	Men	Women	Men	Women	Men	Women
low 2.00	2	0	3	1	5	1
2.00-2.04	1	0	1	0	2	0
2.05-2.09	2	2	0	1	2	3
2.10-2.14	6	1	0	0	6	1
2.15-2.19	2	5	6	2	8	7
2.20-2.24	1	2	5	1	6	3
2.25-2.29	3	1	0	2	3	3
2.30-2.34	8	3	1	0	9	3
2.35-2.39	6	1	0	1	6	2
2.40-2.44	4	6	0	0	4	6
2.45-2.49	17	2	2	0	19	2
2.50-2.54	14	5	3	2	17	7
2.55-2.59	10	5	2	2	12	7
2.60-2.64	11	8	8	2	19	10
2.65-2.69	16	12	5	5	21	17
2.70-2.74	20	14	8	1	28	15
2.75-2.79	18	21	5	4	23	25
2.80-2.84	27	24	5	3	32	27
2.85-2.89	36	28	7	3	43	31
2.90-2.94	39	32	11	3	50	35
2.95-2.99	31	23	6	3	37	26
3.00-3.04	37	37	6	2	43	39
05-3.09	31	17	6	3	37	20
10-3.14	35	39	10	3	45	42
3.15-3.19	31	31	8	2	39	33
3.20-3.24	38	34	8	5	46	39
3.25-3.29	42	22	6	0	48	22
3.30-3.34	23	38	3	3	26	41
3.35-3.39	34	33	5	2	39	35
3.40-3.44	38	33	6	6	44	39
3.45-3.49	34	33	7	3	41	36
3.50-3.54	34	34	7	3	41	37
3.55-3.59	33	40	3	2	36	42
3.60-3.64	24	28	4	0	28	28
3.65-3.69	30	39	3	3	33	42
3.70-3.74	33	25	1	1	34	26
3.75-3.79	27	29	1	4	28	33
3.80-3.84	29	21	5	1	34	22
3.85-3.89	23	25	0	2	23	27
3.90-3.94	28	28	2	6	30	34
3.95-3.99	16	25	2	5	18	30
4.00	12	23	0	2	12	25
TOTALS	906	829	171	94	1077	923
Median	3.250	3.350	3.070	3.200	3.220	3.340
n (Average)	3.241	3.323	3.037	3.189	3.209	3.309
iance	0.196	0.174	0.206	0.287	0.203	0.187
Stnd Devtn	0.442	0.417	0.454	0.536	0.450	0.432

OREGON STATE UNIVERSITY FRESHMEN
SUMMARY OF MISCELLANEOUS STATISTICS
LAST 10 YEARS

A. HS GPA (Oregon)

	M	W
1976	3.22	3.37
1977	3.22	3.38
1978	3.25	3.36
1979	3.26	3.35
1980	3.24	3.35
1981	3.25	3.37
1982	3.27	3.36
1983	3.26	3.38
1984	3.26	3.36
1985	3.24	3.32

HS GPA (Nonresidents) Mean (Ave.)

M	W	
3.14	3.29	"
3.08	3.34	"
3.13	3.22	"
3.13	3.27	"
3.12	3.27	"
3.10	3.22	"
3.16	3.26	"
3.11	3.14	"
3.03	3.06	"
3.04	3.19	"

B. SAT Scores (All Freshmen)

	V (Men)	V (Women)
1976	458	450
1977	453	448
1978	458	447
1979	457	440
1980	452	438
1981	466	446
1982	463	447
1983	457	446
1984	464	444
1985	466	451

M (Men) M (Women) Mean (Ave.)

547	472	"
533	473	"
538	467	"
534	465	"
532	470	"
542	478	"
549	479	"
537	480	"
541	474	"
544	484	"

C. ACT Scores (All Freshmen) (1976)

	English		Math		Mean (Ave.)
	M	W	M	W	
1976	18.7	19.4	21.7	18.6	"
1977	18.0	19.2	22.5	18.4	"
1978	17.3	18.9	20.9	17.0	"
1979	21.8	19.4	21.5	18.8	"
1980	19.6	21.0	22.1	19.7	"
1981	19.7	19.8	23.6	18.1	"
1982	19.7	18.9	22.7	17.8	"
1983	17.9	18.8	20.9	17.3	"
1984	20.5	20.2	23.4	18.9	"
1985	18.9	19.8	20.9	16.8	"

Academic Affairs—
Curriculum

Oregon State University

Corvallis, Oregon 97331 (503) 754-2111

May 1, 1986

To: Executive Committee of the Faculty Senate
Fm: Jonathan King, Chairman, Curriculum Council
Re: Community College Block Transfers

The Curriculum Council has reviewed the block transfer proposal. We have met with a number of OSU head advisors and have received input from a recent meeting of Community College personnel. The Council strongly recommends that this proposal be abandoned.

Quoting from a requested position letter from an OSU head advisor, "General education requirements at Oregon State are very general at the university level, however, they are very specific to most departments...We should make every effort to clarify the transfer process. My fear is that [the block transfer proposal] could confuse it." In short, the block transfer proposal would not serve the interests of transfer students and would create added problems for advisors.

The basic problem with the proposal is that it puts the cart before the horse. If we could all agree on the specifics of a "general education" then a block transfer agreement would probably make sense. However, as things now stand, OSU's departments/colleges clearly stipulate (and almost certainly wish to continue to stipulate) specific courses/sequences within the general education area. These obviously differ from department to department, from college to college. We doubt that this situation will change in the near future, if ever.

The Council therefore concludes that transfer agreements should remain at the OSU departmental/college--community college level. Moreover, we are told that the existing sets of "bi-lateral" agreements are working reasonably well. Improvements can doubtless be made, but the Council cannot see how the block transfer proposal would help matters.

Office of the
Faculty Senate

Oregon State University

Corvallis, Oregon 97331 (503) 754 4344

July 1986

FACULTY PANELS FOR HEARING COMMITTEES

Panel A (Term ends 6/30/~~87~~ 88)	Panel B (Term ends 6/30/89)
Nancy Leman	Margy Woodburn
Glenn Klein	Richard Daniels
Ed Piepmeier	Charles Drake
J. Gilbert Knapp	Michael Schuyler
John H. Beuter	Cynthia Birdsall
Frank N. Dost	John Arthur
Warren Schroeder	Marda Brown
Helen Hall	R. Gary Hicks
	Philip L. Jackson
	Mary Phillips

Extended by Senate Vote 5-2-85 Motion 85-H20-11 P-63

Alternates

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

Arnold Flath	John Stewart
Lawrence Griggs	Patrick J. Breen
David Bucy	Machteld C. Mok
Diana K. Conrad	Alan K. Wallace
Michael Kinch	John D. Copp
Harold Engel	Christopher C. Mundt
Danil R. Hancock	Tino Reyes
William Harrison	Warren S. Baker
Marilyn Lunner	David E. Passson
Joseph Karchesy	Gary L. Taghon
Joseph Gradin	Cal R. Williams
Gene Newcomb	Daniel B. Dempsey
	William Haskell
	David C. Smith

(7/86)

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ELECTION OF PANEL FOR FACULTY HEARING COMMITTEES:

In accordance with proceures adopted by the Faculty Senate on December 3, 1970 and amended by further actions, one new Panel B. is to be elected to serve from July 1, 1986-June 30, 1989. The Panel to be elected will be designated as Panel B. and will replace current Panel A., which has served for four years. Current Panel B. will be designated as Panel A. during 1986-87; its last year of service.

VOTE FOR NO MORE THAN 10 NAMES in the list of nominees below (these nominees were presented to the Senate in the May 1, 1986 Reports to the Faculty Senate, in conformance with provisions of the Senate's Bylaws):

* 1. 13 Arthur, John; Professor, Elec & Comp Engr.

2. 5 Baker, Warren S.; Asst. Prof., Energy Extension

3. 11 Breen, Patrick J.; Prof., Horticulture

* 4. 15 Birdsall, Cynthia; Instructor, English Language Institute

* 5. 13 Brown, Marda K.; Research Assistant, Biochemistry/Biophysics

6. 8 Copp, John D.; Research Associate, Fisheries & Wildlife

~~7. Culler, Carol; Associate Prof., Extension Home Economics~~

* 8. 21 Daniels, Richard J.; Associate Professor, English

9. 5 Dempsey, Daniel B.; Instructor, Business

* 10. 21 Drake, Charles W.; Professor, Physics

11. 2 Haskell, William; Assistant Prof., Coos County Extension Service

* 12. 13 Hicks, R. Gary; Professor, Civil Engineering

* 13. 13 Jackson, Philip L.; Assistant Prof., Geography

14. 11 Mok, Machteld C.; Associate Professor, Horticulture

15. 7 Mundt, Christopher C.; Assistant Prof., Botany & Plant Pathology

16. 5 Passon, David E.; Professor, Clackamas County Extension

* 17. 13 Phillips, Mary E.; Assistant Professor, Business

18. 6 Reyes, Tino; Instructor, Athletics

* 19. 16 Schuyler, Michael W.; Associate Prof., Chemistry

20. 2 Smith, David C.; Research Assistant, Horticulture

21. 12 Stewart, John R.; Associate Professor, Horticulture

22. 4 Taghon, Gary L.; Assistant Prof., Oceanography

23. 9 Wallace, Alan K.; Associate Prof., Elect & Computer Engineering

24. 4 Williams, Cal R.; Assistant Prof., Multnomah County Extension Service

* 25. 27 Woodburn, Margy; Professor, Foods & Nutrition

OREGON STATE UNIVERSITY
Faculty Senate Office

Corvallis, Oregon 97331
Social Science 107

October 24, 1986

REPORTS TO THE FACULTY SENATE
November 6, 1986

AGENDA FOR THE MEETING: THURSDAY, NOVEMBER 6, 1986; 3:00 p.m., LaSells Stewart Center

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

A. ACTION ITEM REPORTS

1. Apportionment for ~~1986-87~~ 87-88

The Apportionment Table for ~~1986-87~~ 87-88 (consisting of on-campus FTE in the ranks of Instructor or above, including Senior Research Assistants, but excluding all other Research Assistants), will be distributed at the Senate meeting. Data to complete the Chart is currently being gathered.

2. Report of the Nominations Committee (p. 4)

The Committee's report is attached. It includes nominees for ~~1987~~ 1988 Senate President-Elect, new members of the Executive Committee, and for an Interinstitutional Faculty Senate represenative. The President-Elect serves for one year, then automatically assumes the Presidency of the Senate. Executive Committee members serve two-year terms; IFS members' terms are 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 Article VI, Section 3. The Executive Committee recommends that if such nominations from the floor are made, the nominator obtain, in advance, the nominee's willingness to serve if elected. The names of all nominees will be published in the Novmeber ~~5~~ 12 issue of the Staff Newsletter.

The on-campus election of the President-Elect and IFS representative will be conducted between November ~~11~~ 12 and ~~17~~ 19. Ballots received in the Faculty Senate Office by 5:00 p.m. on November ~~18~~ 20 will be counted by the Counting Committee on Thursday, November ~~20~~ 24.

Election of new members of the Executive Committee will take place at the December ~~4~~ 3 meeting of the Faculty Senate, and will be conducted by written ballot. The IFS representative will be elected by the 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 currently Faculty Senate Bylaws. The individual receiving the highest number of votes will be declared the winnter in both the President-Elect and IFS elections.

3. Administrative Appointments Committee (pp. 5, 6)

There are two items associated with the Committee. The first is the consideration of the Committee's Annual Report for 1985-86 (attached). The second is that the Executive Committee has appointed, subject to Senate confirmation, a Faculty member to serve "Vice Hovland" until June 30, 1987. That person is Zoe Ann Holmes, Home Economics.

The attached Draft of Guidelines for Search Procedures for Administrative Positions was prepared by the 1985-86 AAC and is presented here not for action, but for comments. Please address comments on this document to the current Chairman, John Yoke, Chemistry. The final Guidelines will be presented to the Senate at a later time.

B. SPECIAL REPORTS

C. INFORMATION ITEM REPORTS

1. Assistance to Disabled Faculty and Staff (pp. 7, 8)

Attached is a proposed new policy statement regarding assistance to disabled Faculty and Staff. This Policy has been referred to the Faculty Status Committee for review. Senators may address comments or concerns to the Faculty Status Committee through its Chairman, Terry Miller, Ag. Chem.

2. D. Curtis Mumford Faculty Service Award (p. 9)

Nominations will now be accepted for 1987 nominees for the D. Curtis Mumford Faculty Service Award for Distinguished Service to OSU Faculty. This award is not necessarily given yearly. Nominations are due by January 25, 1987 (see attach.)

3. 1986 Election Schedule (pp. 10, 11)

Attached is a schedule of deadline dates for the Faculty Senate elections to be conducted in November and December 1986. Although the President-Elect election will be conducted by campus-wide mail ballot, the Executive Committee election is conducted at the December 4 Senate meeting. Also attached is a Memo outlining Bylaws provisions for the election of Senators within the colleges and school and other units.

4. Provisional Admissions Policy for Foreign Students (pp. 12-14)

Attached is the report which is the end result of action taken by the Faculty Senate last Spring. The new Policy raises the TOEFL level to 520 or above for unrestricted admission, and provides a provisional status for others.

5. Reception; Thursday, December 4, 1986, following the Senate meeting

The Executive Committee is in the process of planning a Reception following the December 4 Faculty Senate meeting. Senators will be invited to meet with and talk to the new Vice Presidents and our new Dean of Science. The President and other administrators will also be invited to the Reception to honor our new colleagues and to talk with the Senate. Additional information will be presented at the Senate meeting.

6. Dean of Agriculture Search Committee

The Chair of the Dean of Agriculture Search Committee will be invited to discuss its progress and any items of interest to the Senate.

7. Interinstitutional Faculty Senate Meeting

IFS representatives will be on hand to report on issues of importance to Faculty from the most recent IFS meeting at EOSC.

8. Curricular Issues

The Senate will recall that there is usually a second Senate meeting scheduled in the month of November. That meeting has dealt only with Category I & II proposals. Because of the change in policy approved by the Senate last Spring, there will be no separate meeting to deal with Curriculum. Any Proposals requiring Senate approval will be included in the December agenda.

D. REPORTS FROM THE EXECUTIVE OFFICE

E. REPORTS FROM THE FACULTY SENATE PRESIDENT

F. NEW BUSINESS

4.

Department of Botany and Plant Pathology
Oregon State University
Corvallis, Oregon 97331-2902 (503) 754-3451

October 21, 1986

TO: Faculty Senate Executive Committee

FROM: Ron Cameron HRC

SUBJECT: Nominations

The Faculty Senate Nominations Committee proposes the following candidates for 1987:

President Elect

Robert Schwartz - English
Thurston Doler - Speech

Executive Committee

William Brennan - Student Services
Carroll DeKock - Chemistry
Paul Farber - General Science
Jonathan King - Business Administration
Gerald Kling - Soil Science
Mary Powelson - Botany and Plant Pathology

I.F.S.

Robert Michael - Physical Education
Pat Wells - Business Administration

All candidates have been contacted and have agreed to serve if elected.

1986 Nomination Committee
Jane ~~Paul~~ Krueger
Mariol Peck Wogaman
Bruce Shepard
Ron Cameron, Chair.

HRC:ln

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SEP 26 1986

OREGON STATE UNIVERSITY

College of Engineering

DEPARTMENT OF MECHANICAL ENGINEERING

1986 September 25

To: Bob McMahon, President, Faculty Senate

From: Chuck Smith, Past Chairman, Administrative Appointments Committee

Subject: SUMMARY, Activities of the Administrative Appointments Committee, 1985-86

The majority of the meetings of the whole Committee were devoted to the development of guidelines for search and screening procedures for filling administrative positions. (See memos of 23 March and 1 August 1985 from Hollis Wickman, of 1 April, 1985 from Gene Nelson, and of 2 April, 1985 from Patricia Wells; see also minutes of meetings of the Committee dated 1985 June 17, October 14, October 21, November 6, November 13, and November 20.)

Several meetings dealt with the question of which search committees should have Faculty Senate representation through the Administrative Appointments Committee. (See minutes of meetings of the Committee dated 1985 October 14, October 21, November 6, and November 19.)

These discussions ended with general agreement with the statements in the attached draft dated 85-11-21, "Guidelines for Search Procedures for Administrative Positions". The immediate demands of carrying out the searches for several positions precluded further work on these matters. My personal feeling is that the Committee would do well to reexamine these guidelines, calling upon experiences from the recent searches for Vice-Presidents for Academic Affairs, for University Relations and for Finance & Administration. For example, one of these search committees chose to contact candidates' associates by telephone, while another committee chose not to do this.

The Committee was also asked to advise on a draft of a document, "Search and Selection Process", dealing with procedures for selecting chief executives of colleges and universities. Deadlines did not permit other than solicitation of Committee members' written reactions, which are contained in the Committee Records for the year. An objection expressed by nearly all was that representation from the State Board would be far too great and representation from faculty far too little.

As is now well-known, Vice Presidents for Academic Affairs & Provost, for Finance & Administration, and for University Relations are now in place. Along with others, Committee members put a great deal of effort into the searches and selection of these people. Of course, we will all have a keen interest in how well OSU is served in the coming months and years; my feeling now is optimistic.

Chas. E. Smith

DRAFT 85-11-21

GUIDELINES FOR SEARCH PROCEDURES FOR ADMINISTRATIVE POSITIONS

Positions of concern to Faculty Senate Administrative Appointments Committee:

The Administrative Appointments Committee should participate in searches to fill the following positions: the President, each of the five Vice Presidents, each academic Dean, the Director of the Library, the person directing Academic Affairs, the person directing Special Programs, the Athletic Director, the Dean of the Graduate School, the Associate Dean for Research, and the person directing International Education.

Search Committee Makeup:

In general, the overall size of the Committee should be about 9-12 members.

At least 5 of the members should have faculty rank.

Three of the committee members should be members of the Faculty Senate Administrative Appointments Committee.

As appropriate, one from outside OSU who is involved in the discipline under consideration, a student, and an alumna or alumnus should be considered.

Staff Support:

The President's office should provide support for communication, organization and updating of information on candidates.

Initial Planning:

Tasks to be completed early are the development of a list of criteria to be used to evaluate candidates and writing of a position description to be used in announcements of the search.

Announcement of the Position Opening:

It is essential that the best possible pool of candidates be developed for each position under consideration. To assure that the the best candidates learn of the opportunity, the Committee should:

Advertise in the Chronicle of Higher Education, relevant professional journals, and other appropriate media (e.g., N.Y. Times, Wall St. J.), write to appropriate corporations and government agencies, encourage faculty members to write acquaintences, and be sure that all local (OSU) people are aware of the search.

In some circumstances, the committee may wish to engage an outside professional to aid in contacting good candidates.

Obtaining information about the candidates:

In addition to the normal letters of recommendation and vitae of education, experience and accomplishments, the committee should assure, through visits and/or telephone and other contacts with candidates' associates, that a systematic determination of the reputation and performance of the candidate is made, and that all other relevant information from the candidate's recent sphere of professional activity is brought to the committee.

Vice President for
Academic Affairs
and Provost

Oregon State University

Corvallis, Oregon 97331-2128 (503) 754-2111

October 20, 1986

MEMORANDUM

TO: Vice Presidents, Deans, Directors, Department Heads

FROM: Graham B. Spanier
Vice President for Academic Affairs and Provost

RE: Assistance to Disabled Faculty and Staff

I would like to call your attention to a new policy statement on assistance to disabled faculty and staff (attached). Please share this statement with faculty and staff in your unit.

GBS/nrh

Attachment

Policy Statement on Assistance to Disabled Faculty and Staff

Oregon State University is an equal opportunity and affirmative action employer that does not discriminate on the basis of disability as required by the Rehabilitation Act of 1973. Moreover, it is incumbent on the University to develop policies that encourage all of its departments to hire disabled individuals. Since any financial disincentive to a particular unit to hire or retain a disabled individual may discourage equitable treatment, this policy provides for special assistance required for disabled faculty members and staff to be provided centrally.

The Affirmative Action Office will administer this program. Faculty and staff members needing specialized assistance should apply through their departments to the Affirmative Action Office. Assistance appropriate to the disability will be provided. The Affirmative Action Office, working with the Program for Disabled Students (Office of Student Services) and the Office of Personnel Services, will review the extent of help needed and will make necessary arrangements for services and assistance. Each year they will provide a summary of the assistance provided and associated costs to the vice presidents.

Office of the Vice President for Academic Affairs and Provost

October 16, 1986

D. CURTIS MUMFORD FACULTY SERVICE AWARD

The "D. Curtis Mumford Faculty Service Award for Distinguished Service to OSU Faculty" was created by the Senate in June 1983 and first presented to the man for whom it was named in September 1983, at Faculty Day ceremonies. The Award was conceived by a group of Faculty who desired to find a means of recognizing exceptional, on-going, dedicated, and unselfish concern for and service to Faculty of this institution.

PROCEDURES:

Each Fall, the Senate's Executive Committee, through the Faculty Senate Office, will place a notice in the Staff Newsletter reminding the University community of the availability of this Award. However, the Award will not necessarily be given yearly. Nominations and supporting documentation (letters from colleagues, deans, department chairmen) outlining the stated criteria (exceptional, ongoing, dedicated, and unselfish concern for and service to Faculty of OSU) should be submitted to the Executive Committee, c/o the Faculty Senate Office, by January 25, 1987. Nominations will be reviewed by a subcommittee of the Executive Committee appointed by the Senate President. The subcommittee shall report to the Executive Committee by March 15 as to whether it wishes to recommend to the Executive Committee and the Faculty Senate presentation of an Award. If an Award is recommended, at least one recipient from among the nominees, with supporting documentation, will be forwarded to the Executive Committee and the Faculty Senate. If no award is recommended, the subcommittee shall state its reasons for this decision, but the nominees need not be reviewed in the process. The Executive Committee shall make the final decision whether to forward a recommendation to the Faculty Senate.

If the Faculty Senate approves presentation of the Award, the Executive Committee will be responsible for preparing a plaque for presentation to the recipient at the following Faculty Day Program.

NOMINATIONS SOLICITED:

Faculty are invited to make nominations for this award. Nomination letters should be addressed to the Faculty Senate Executive Committee, c/o Faculty Senate Office, Social Science 107, and should include appropriate supporting documentation. All nominations must be received by January 25, 1987.

10.

Office of the
Faculty Senate

Oregon State University

Corvallis, Oregon 97331 (503) 754 4344

November 1986

SCHEDULE OF NOMINATIONS/ELECTIONS OF FACULTY SENATE PRESIDENT-ELECT, AND ONE IFS REPRESENTATIVE

October ~~15~~ 21: Report of the Nominations Committee

November ~~6~~ 12: List of Nominees and their Vita to be published in the Staff Newsletter

November ~~4-7~~ 9-17: Ballots to be prepared for distribution to Faculty on campus, eligible for voting.

November ~~7~~ 17: Ballots will be sent by Campus Mail during the late afternoon to all Faculty eligible to vote in the Faculty Senate Election.

November ~~11-17~~ 12-19: ELECTION ··· VOTING ··· WEEK

November ~~18~~ 20: All Ballots due back in the Faculty Senate Office by 5:00 p.m. Those not received will not be included in the Counting Committee's tally of votes on Thursday

November ~~20~~ 24: Counting of votes to be conducted by the Ballot Counting Committee, and overseen by the Executive Committee

December ~~4~~ 3: Results of the Election will be announced to the Senate in the "Reports to the Faculty Senate" for December 4 (which should be received a week prior to the meeting).

December ~~4~~ 3: Results of election to be announced to the University Community through Staff Newsletter.

ELECTION OF EXECUTIVE COMMITTEE

October ~~15~~ 21: Nominations Committee Report received by Exec. Committee

December ~~4~~ 3: Ballots to be distributed to Faculty Senators present at the Senate meeting. Results will be made known at the end of the Senate meeting, if available.

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Office of the
Faculty Senate

Oregon State University

Corvallis, Oregon 97331 (503) 754 4344

October 26, 1986

M E M O R A N D U M

To: Deans, Directors, and Faculty Senators

From: Executive Committee of the Faculty Senate
Robert McMahon, Senate President

Subject: Faculty Senate Bylaws Provisions for Election of Senators

ARTICLE V. of the Senate's Bylaws enumerates the officers of the Faculty Senate and describes procedures for their election. The following are excerpts from this Article which describe the procedures for election of Senators from the Colleges/School.

ARTICLE 2, VOTING: All academic staff members on campus with the rank of Instructor or higher shall be eligible to vote in the nomination and election of elected members.

THIS PROVISION HAS BEEN INTERPRETED, BASED ON FACULTY SENATE ACTION OF MAY 1985, TO INCLUDE SENIOR RESEARCH ASSISTANTS, BUT EXCLUDE RESEARCH ASSISTANTS UNCLASSIFIED OTHER THAN SENIOR RA'S.

SECTION 3., NOMINATIONS PROCEDURE: There shall be at least two nominees for each membership position to be filled. Nominations shall be by written, secret ballot. Nominations shall be conducted by campus mail or in a meeting of the group about to elect a member of the Faculty Senate. The Dean or Director, or someone appointed by that officer, together with incumbent representatives of the group, shall conduct the nominations. They shall: (a) make public the list of staff members eligible for election; (b) request that each staff member make one nomination for the position; and (c) count the ballots and publish the names of the nominees.

SECTION 4., ELECTION PROCEDURE: Election shall take place during Fall Term. Election ballots shall be counted and election results made public within one week after the list of nominees' names has been made available.

Election shall be by written, secret ballot and shall be conducted by campus mail or in a meeting of the group about to elect a member of the Faculty Senate. The Dean or Director, or someone appointed by that officer, together with incumbent elected representatives of the group, shall conduct the election. They shall: (a) request that each staff member cast one vote for the position to be filled; (b) count the ballots, notify the person who has been elected, and forward the name of the person who has been elected to the Executive Secretary of the Faculty Senate.

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12.

SEP 15 1986

International Education

Oregon State University

Corvallis, Oregon 97331 USA (503) 754-3006

September 12, 1986

MEMO TO: Deans & Department Heads

SUBJECT: Provisional Admissions Policy

FROM: Jack Van de Water, Director

For the past year several people and offices have been coordinating the development of a new English proficiency policy for the provisional admission of foreign students. This policy has been accepted by the Faculty Senate and has administrative approval to be implemented this September. A two-page rationale for the policy is attached. Dale Sloat of the English Department served as 1985-86 provisional admissions coordinator and has prepared these statements. The major provisions of the policy are:

1. The TOEFL requirement for regular admission has been raised from 500 to 520.

2. Applicants who have the necessary academic qualifications for admission but who have TOEFL scores between 460 and 519 will receive a provisional admission.

3. The provisionally admitted student will take a battery of tests before the term begins to determine the appropriate mix of academic courses and further English study. Three options will be possible:

-- Full admission to an academic degree program
-- Partial course work combined with partial English study
-- Full-time study of English at the ELI

This new policy will be coordinated by a Provisional Admissions Counselor working on a half-time basis in the Office of International Education. We have employed Mindy Roth for this position effective September 1st. Mindy has experience as a counselor, a teacher of English as a foreign language, and as a foreign student. Mindy has prepared a packet of information detailing the implementation of the new policy which you will be receiving next week.

We expect our foreign student enrollment to increase again this year. We hope this new policy will reduce the language adjustment problems of these students and strengthen the academic advising within each college and department.

cc: Faculty Senate Office
Office of Academic Affairs
Office of Student Affairs
Office of Research & Graduate Studies
Office of Finance & Administration

Jack Van de Water

RATIONALE FOR THE PROVISIONAL ADMISSION OF FOREIGN STUDENTS WITH TOEFL SCORES BETWEEN 460 AND 519

The provisional admissions policy at Oregon State University is an attempt to serve international students better by:

1) raising the TOEFL level to 520 or above for unrestricted admission,

2) allowing certain academically and financially qualified students with TOEFL levels below 520 to attend the University in provisional status,

3) providing a thoroughgoing testing and advising program for these provisionally admitted students.

The provisional admissions policy is a response to the need to provide greater flexibility in the admissions process with respect to language proficiency, to assess more accurately the English language proficiency of foreign students through on-campus testing, and to assure greater English language proficiency among regularly enrolled students.

Providing for these needs should allow the University to serve its foreign students better and derive certain benefits for itself. In particular, requiring students whose English language proficiency is low to raise it will enable those students both to obtain more from and contribute more to the rest of the University community. And the same requirement will prevent students with low English proficiency from enrolling for work which is beyond their capacities. This will increase chances for these students to perform well academically. It will also reduce the demands on the patience and good will of their teachers and classmates. Further, the fact that provisional admission allows students with low English proficiency to be present on the campus where they will do their academic work is an advantage to the students and to the University. These students can acclimate themselves to life at the University, get to know their academic advisors, and otherwise orient themselves to Oregon State University. This experience can make them more effective students when they begin their academic work.

The provisional admissions policy is based on experience with foreign students both at OSU and at other institutions. For instance, the Test of English as a Foreign Language (TOEFL) has been used for several years at Oregon State University to provide scores on the basis of which foreign students have been either granted or denied admission to the University.
Prior to fall term 1986, academically and financially qualified applicants with scores above 499 have been admitted; those with less than 500 have been rejected.

Having the cutoff level at 500 seems to have yielded good results in many cases. However, some students admitted to the University have experienced problems that have been attributed to lack of adequate English proficiency. The problems of these students suggested that the cutoff level was set too low. And in fact, comparison of the 500 level cutoff with the cutoff levels at other reputable institutions showed OSU to be among the major institutions with lower English proficiency requirements for admission. To both serve foreign students better and to bring the University more nearly into line with practice at comparable institutions, the TOEFL score required for unrestricted admission at OSU has been raised to 520.

But merely raising the TOEFL cutoff level did not seem to be the best way to meet the needs of the foreign students or the University. Many cases have been observed in which a student's TOEFL score did not seem to have measured that student's English skills in an accurate or useful way. The TOEFL does not, by itself, seem to yield adequate information about certain students. Again, the practice of other universities provided valuable insights. Some universities, for example, supplement TOEFL with another test or other tests that expand the range of skills tested for. And some admit students with provisions depending on the results of the testing. In particular, provisionally admitted students are restricted as to the number of academic credits they may register for in a term and/or are required to study English language courses.

And simply restricting the number of academic classes that provisionally admitted students may take did not seem the best way to serve the students either. A range of tests are available that supplement TOEFL. A battery of these tests can be administered and from the results a very useful profile of a student's abilities can be constructed. This profile can then become a sophisticated advising tool. Because of the availability of this information, a strong advising component has been incorporated into the provisional admissions policy. Students will be thoroughly tested on their arrival at the University and will be advised as to both the number and type of academic classes they have the best chance to succeed in.

OREGON STATE UNIVERSITY
Faculty Senate Office (754-4344)
Corvallis, Oregon 97331
Social Science 107
11/19/86

REPORTS TO THE FACULTY SENATE
December 4, 1986

AGENDA FOR THE MEETING: THURSDAY, DECEMBER 4, 1986; 3:00 p.m., LaSells Stewart Center

THIS MEETING IS DEDICATED TO:

◆ ◆ ◆ DAVID B. NICODEMUS ◆ ◆ ◆

OUR RETIRING DEAN OF FACULTY

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

A. ACTION ITEMS

1. Promotion & Tenure Committee Report

Attached is the report of the 1985-86 P&T Committee. Included are a number of recommendations for Senate consideration and action.

2. Awarding of Degrees

Attached is a Statement (re-drafted by Dean Calvin and approved by the Executive Committee) regarding the awarding of Degrees. The Statement is presented for Senate action.

3. Notetaking in Classes by Professionals

Attached is a letter from Professor Rubin Landau indicating concern for a problem that has received other attention over the last several months. The article to which he refers is also attached to his Memo. The Executive Committee wishes to ask the following question of the Senate: "Shall the Faculty Senate of Oregon State University condone, condemn, or remain neutral regarding this ASOSU program of notetaking in classes?"

4. Curricular Documents

Under separate cover, Senators have received from the Curriculum Council, through its Chairman, Jonathan King, a set of Category I & II documents to be considered by the Senate at the December 4 meeting. With the change in policy approved by the Senate this previous Spring, curricular documents will be considered twice yearly by the Senate instead of once yearly at a special meeting. The Senate approved all Category I & II documents received prior to the May Senate meeting; those received after that time have been included in this current mailing. Jonathan King, Council Chairman, will be present, along with representatives of each proposal, to provide information and answer questions that Senators may have.

5. Budgets & Fiscal Planning Committee

The Budgets & Fiscal Planning Committee is charged with providing the Senate with information on the fiscal impact of the Category I & II proposals before the Senate is asked to approve the documents. The Chairman of the B&FPC has been asked to present their report to the Senate.

B. SPECIAL REPORTS

Dr. William Slater, our new Vice President for University Relations, has been invited to address the Senate at this meeting.

C. INFORMATION ITEMS

1. Faculty Senate President-Elect/IFS Election

In the on-campus election conducted during the period between November 12 and 19, ~~749~~ 757 Faculty members voted in the Secret Ballot election conducted by mail (~~879~~ 749 voted in 1985). Results were that Thurston E. Doler, Speech Communication, received ~~421~~ 387 votes and Robert Schwartz, English, received ~~304~~ 358 votes. ~~Thurston E. Doler~~ is declared President-Elect, and will take office on January 15 with the new Executive Committee members and Senators.

For IFS, the results were as follows: Patricia Wells, Business, received ~~521~~ 478 votes, and Robert Michael, H&PE, received ~~218~~ 256 votes. Wells will serve a three-year term on the Interinstitutional Faculty Senate.

The Executive Committee, on behalf of the Senate, wishes to thank the Ballot Counting Committee, composed of Nancy Powell, Bob McMahon, Shirley Lindsey, and Hildy Schroeder.

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.

2. Election of New Executive Committee Members

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 will be published in the Staff Newsletter for December 4. Vitae will be distributed at the December 4 Senate meeting. A Counting Committee will tally the votes and report the results to the Senate if determined before adjournment; otherwise, the results will be published in the Staff Newsletter and "Reports to the Faculty Senate" for the January 15 Senate meeting. Continuing Executive Committee members are: W. Curtis Johnson, Bio/Bio; Tom McClintock, History, and Nancy Powell, Library.

3. New Senator Orientation

An Orientation session for Senators elected to their first or second terms will be held on Monday, January 12. The Executive Committee will be working on the program in the near future and more information will be presented at the Senate meeting or by Memo to Senators. An Agenda for the Orientation session will be sent to newly-elected Senators as soon as names are received in the Senate Office from the Colleges and Schools as they report their election results.

4. Oregon State Board of Higher Education Meeting

President-Elect Malueg will attend the OSBHE meeting on November 19 and report items of interest to the Senate.

5. Dean of Agriculture Search Committee

Chrm. Scanlan will apprise the Senate of the progress in the Search for a new Dean of Agriculture.

6. Registration & Scheduling Committee Report

Although not a Committee of the Faculty Senate, the Registration and Scheduling Committee has reported to the Senate on a yearly basis. Attached is the report of the Committee. Chrm. Hall will be present to discuss the issues and answer questions. The Senate may take any appropriate action or no action at all.

7. Ad Hoc Committee on Commencement & Final Exams

Bob Schwartz, Chrm. of the Ad Hoc Committee on Commencement & Final Exams, will report on the status of responses to the survey form sent to all Faculty regarding their views on the issue of whether or not there should be exams for seniors at the end of the spring term.

D. REPORTS FROM THE EXECUTIVE OFFICE

E. REPORTS FROM THE FACULTY SENATE PRESIDENT

F. NEW BUSINESS

* * * * * * * * * * * * * * * * * *

REMINDER TO FACULTY SENATORS:

A Reception welcoming our new Vice Presidents (Spanier, Slater, and Coate), and Dean (Horne) is planned immediately following this Senate meeting. President Byrne, VP's Trow, Keller, and Parsons, Dean Nicodemus, and the Deans of the Colleges/School have also been invited to participate.

The Executive Committee has planned the Reception as an occasion for the Senators to begin to establish a working relationship with our new colleagues in administration. We hope that all Senators will plan to participate in the Reception. Each of you should have received an individual invitation for the Reception in the mail.

ROM

4.

NOV 14 1986

College of Health and Physical Education
Oregon State University
Corvallis, Oregon 97331-6801 (503) 754-3257

TO: Executive Committee of the Faculty Senate

FROM: Promotion and Tenure Committee
Neil Christensen, Soil Science
Kathleen Heath, Health and Physical Education (Chair)
Robert Krahmer, Forest Products
Dale McFarlane, Business Administration
Dick Scanlan, Food Science & Tech
Richard Towey, Economics

DATE: 22 September 1986

RE: Report on Promotion and Tenure, 1985-86

I. Promotion and Tenure Process - 1985-86

The Promotion and Tenure Committee of the Faculty Senate has participated as observers in the University promotion and tenure process since 1980. The 1985-86 Committee, as did previous committees, read the dossiers and observed virtually the entire process in which the central administration made promotion and tenure decisions. The P-T Committee, which was enlarged to six members this year, divided the responsibilities among its members. Three members were assigned to attend each session and be responsible for reading the dossiers for that academic unit.

The orientation meeting with Dean of Faculty, David Nicodemus, was held on January 31 with Acting Academic Vice President Bill Wilkins in attendance. Dean Nicodemus explained the process and invited members of the committee to read the dossiers at their convenience. There was an attempt this year to complete the process earlier in the year; however, it was only partially successful.

The scheduled deliberations began on Tuesday, April 29 and concluded on Saturday, May 17. There were seven days of meetings with over 46 hours scheduled. Two further review meetings were scheduled on June 10 and June 19.

The meetings were held in the President's conference room with Acting Vice President for Academic Affairs and Provost Bill Wilkins, Vice President for Research and Graduate Studies George Keller, Dean of Faculty David Nicodemus, and Dean of the Graduate

School Lyle Calvin present. Associate Dean for Research Rod Frakes was present for the evaluation of candidates from the Extension Service. Acting Associate Vice President for Academic Affairs, Pete Fullerton, was often present during the sessions, though he gave detailed comments in only a few instances and these were almost entirely during the later sessions.

Academic Deans, Vice Presidents, or Directors of the various units were in attendance at the time when dossiers of their respective faculties were being reviewed. Acting Vice President for Academic Affairs Bill Wilkins presided at the sessions and began each meeting with an explanation of the process. He stated the executive group ordinarily would make a consensus decision, but if there was not agreement, he would make the decision. The decisions would be reported to President Byrne for his final action and he would stand in review and act on appeals. Vice President Wilkins asked each Dean, Vice President or Director to explain the promotion and tenure process in his or her own unit. They were told they could tell their faculties of the final decisions after May 17.

For each dossier, one member of the executive group was asked by the Academic Vice President to initiate the discussion by systematically commenting on the candidate's teaching, research and service. This member typically ended his remarks with a recommendation for or against advancement, although for some candidates the initial recommendation was less clear-cut. Each of the other three administrators commented in similar fashion thereafter. When the next candidate was considered, the role of initial discussant was rotated to another administrator, so that each of the four had approximately the same number of times making the lead comment.

In each instance, the Academic Deans, Vice Presidents or Directors were then given an opportunity to comment on the remarks which the executive group had made about candidates' qualifications and records. Ultimately the Academic Vice President would terminate the discussion and determine whether he and the other three administrators were in agreement regarding advancement, termination or deferral. When a decision was adverse to a candidate, the Academic Vice President would discuss with the academic dean about whether the reason(s) for rejection could be communicated verbally to the affected person and his or her Chair with adequate clarity. In split decisions, dossiers were set aside, usually for subsequent resolution at the final session on May 17. Typically, these involved candidates whose teaching or publications were "borderline", or who were "early in the zone" for advancement. In some instances, additional or updated information was requested; most commonly this was about the status of manuscripts in the publication process.

After the review for each unit, Dean Nicodemus reviewed the recommendations of Form C (Faculty Members Recommended for Reappointment on A-tenure) and Form D (Faculty Members Not recommended for Promotion in Rank) with the Dean, Vice President or Director.

By the end of the last scheduled session on May 17, consensus had been reached on all but five of the dossiers considered; for these five cases, the Academic Vice President announced his own decisions and he took these along with all the others to President Byrne for his final action.

On June 10 and 19, two additional review sessions were held. Three cases were heard on June 10 and six were reviewed on June 19 at the request of an academic dean. One prior decision adverse to the candidate was changed at this time because significant new information was provided.

The Faculty Senate Promotion and Tenure Committee functioned primarily as observers, although on a few occasions questions about general principles of the review process were addressed to the Chair or other members. Several P-T Committee Members present had detailed notes from previous reading of dossiers under review, which could serve in checking comments made by administrators.

The P-T Committee was not asked to observe the session between Academic Vice President Wilkins and President Byrne. Neither did the Committee participate in any meetings prior to April 29 where several "early" decisions of promotion and tenure were made. All but one of these pertained to faculty whose dossiers had been the subject of review during 1984-85. However, committee members were allowed to read these dossiers along with the others. For consistency, the Committee believes that it should be represented even while these two types of deliberations occur.

P-T Committee members were highly impressed by the extent of familiarity which the executive group displayed about the dossiers. Each of the members had detailed notes about the professional strengths and weaknesses of the individual candidates and about the dossiers in which the information was contained. In more than a few instances, they noted significant gaps in information. Committee members feel that the executive group, while citing dossier inadequacies, generally did not hold this against individual candidates as much as might have been warranted. The executive group did seek to impress on academic deans, vice presidents, and directors what improvements should be sought so that dossiers are more comparable across the university.

The members of the P-T Committee found the review and discussion given to each candidate by the executive group to be thorough and the process at the administrative level was completed both fairly and competently.

The Dean of Faculty prepared a summary list of approved promotion and tenure recommendations which were distributed to President Byrne, the Vice Presidents, Deans and Directors, Faculty Senate President, and the Promotion and Tenure Committee. There were 132 dossiers submitted. Ninety-six faculty members received promotion in rank and/or were granted tenure. Of the 39 faculty members granted indefinite tenure, 30 also were promoted in rank. These totals are shown below along with data from other years.

		Prof.	Assoc. Prof.	Asst. Prof.	Sr. Instr.	I. Tenure	Total
TOTALS	**1986**	**32**	**35**	**9**	**0**	**39**	**115**
Prior Totals							
	1985	31	34	8	3	36	112
	1984	27	40	8	0	37	112
	1983	31	38	7	5	36	117
	1982	33	49	3	2	40	127
	1981	41	56	8	1	52	158
	1980	32	42	6	2	48	130
	1979	19	32	8	2	40	101
	1978	30	44	7	2	45	128
	1977	26	28	7	3	41	105
	1976	34	43	12	1	48	138
	1975	24	48	20	3	56	151
	1974	19	37	8	2	55	121
	1973	20	33	11	3	33	100
	1972	24	29	19	0	35	107
	1970	24	34	10	0	39	107

The Faculty Senate Promotion and Tenure Committee wishes to acknowledge the courtesies shown them by the Vice Presidents and Executive Deans who participated in the review.

II. Recommendations

A. Process

1. Each academic unit, school or college be encouraged to establish departmental and/or school/college P&T committees which involve collective evaluation of candidates and use of a consistent set of criteria.

   Rationale: Some units have no departmental or college promotion and tenure committees and the letters of evaluation written by individual faculty make it clear that not all utilize a consistent set of criteria in determining their personal recommendations. In some cases, the Department Chair serves as a voting member of a committee and also writes a separate report as Chair. Some units have a member of the Departmental P&T Committee who also serves as a member of the College Committee. No one should be able to vote twice on a candidate in this process.

2. The Leave Without Pay policy be referred to the Faculty Status Committee for their study and recommendation.

   Rationale: One of the deans observed that OSU has no LWOP policy for nontenured faculty, but needs one. In particular, should LWOP count toward years of service in tenure decisions?

3. That a procedure be implemented which will allow communication of the discussion at the executive level back to the candidate being considered for promotion /tenure.

   Rationale: Usually a fifteen to twenty minute discussion takes place for each faculty member considered for promotion/tenure at the executive level meetings. The discussion is evaluative and focuses on the information present in the individual's dossier as well as information which surfaces from conversation with the academic dean. This discussion includes perceived strengths and weaknesses which bear on the final promotion/tenure decision. In addition, the future potential of the faculty member is often discussed and sometimes specific comments are made relative to changes in performance which will be required for future promotion. Knowledge of the comments made at the executive level would be beneficial to the person being evaluated and could profoundly affect that person's future performance as a faculty member at Oregon State University.

4. That a procedure be implemented by which candidates are notified of promotion and/or tenure decisions in a timely manner.

   Rationale: Final decisions regarding promotion and/or tenure are usually communicated back down the administrative chain (i.e. Provost to dean to chair to candidate). It came to the committee's attention that this communication does not always occur in a timely and efficient manner. Therefore the administration should take the steps necessary to assure that the final decision is promptly and efficiently communicated to candidates.

B. Dossiers

1. That the Office of Academic Affairs continue the workshops on dossier preparation and invite all interested faculty and administrators to attend.

   Rationale: The executive group frequently detected glaring faults and gaps in promotion and tenure dossiers related to organization, incomplete information, repetition, statements of duties and responsibilities, and selection of internal and external reviewers. Deans, directors and vice presidents attending the P&T discussions with the executive group were held responsible for this problem. However, it was evident that departmental administrators or their faculty designee were primarily responsible for gathering information and organizing the dossiers. Because of the involvement of the candidate, the department head, the faculty P & T committees in academic units, and the dean in dossier preparation, all should be invited to attend the workshops planned by central administration, and written instructions should be made available to all faculty.

2. That the Office of Academic Affairs prepare a handbook on dossier preparation.

   Rationale: The problems of dossier presentation often hinder the accurate display of the activities of the candidate. A handbook would help those involved in the preparation. Common problem areas include: inadequate journal citations, inadequate use of outside referees, too many repetitive letters of reference, unsigned letters, poor summaries of teaching evaluations and the lack of an accurate and precise statement of duties and responsibilities of the candidate. Faculty need to be made aware that all dossiers are scrutinized for

evidence of achievement in teaching, scholarship and service.

Another continued area of concern is the zones of promotion and whether the criteria are applied more rigorously for those early in the zone. This should be clarified in the handbook.

C. Procedure

1. That the length of appointment for a committee member on the Promotion Tenure Committee be studied by the Committee on Committees.

Rationale: Two year appointments on this committee seem most appropriate. The heavy time commitment required during spring term may be too much to ask of faculty for three years.

Graduate School Oregon State University Corvallis, Oregon 97331 (503) 754-4881

October 30, 1986

MEMO TO: Bob McMahon

FROM: Lyle D. Calvin, Dean Lyle D. Calvin

SUBJECT: The Awarding of Early Diplomas

Here is another draft that I hope corrects some of the deficiencies noted in other versions of the proposal:

> Students completing degree requirements can receive diplomas following the term in which all requirements have been satisfied. Diplomas will ordinarily be awarded at June Commencement unless a graduating student submits a written request to the Registrar to have the diploma issued prior to commencement.
>
> Students graduating after the previous year's spring deadlines for commencement or meeting this year's spring deadlines are eligible to attend the June commencement exercises. Students not in attendance at commencement may indicate, on a form provided by the Registrar, whether they will pick up their diploma at the Registrar's Office or whether it should be mailed to them.
>
> The June Commencement Bulletin will list all graduates receiving diplomas subsequent to the last commencement.

ms
cc: G. B. Spanier

12.

NOV 5 1986

OREGON STATE UNIVERSITY

Department of Physics
(503) 754-4631 (Tel)

Corvallis, Oregon 97331 USA
510-596-0682, osu cove (Tx)

Professor Robert O McMahon
Faculty Senate President
Faculty Senate Office

Dear Bob:

I am writing in regards to a notice which appeared in the 4 September 1986 staffnewsletter (copy enclosed) and described a "new notetaking service on campus under the direction of ASOSU [in which] Notetakers are paid to attend specific classes to take notes."

I believe it is wrong for the University to sanction this type of service and I think the faculty senate should take a stand against it.

Attending classes is part of the student responsibility and should not be bought. While it is clearly dishonest to buy term papers and lab reports, paying a student to attend class for another student is borderline. The next step of hiring a replacement to attend a laboratory would, in my opinion, be dishonest. In any case I believe the faculty should encourage students to attend classes and take their education seriously.

Sincerely,

Rubin H Landau
Professor of Physics

Excerpt from the Staff Newsletter of September 4, 1986 - enlarged for readability:

> —Study Notes is a new notetaking service on campus under the direction of ASOSU. Notetakers are paid to attend specific classes to take notes. These are then sold to students. Executive Director is Whitney Knickrehn, x2101, Memorial Union East.

November 4, 1986

Department of
Fisheries and Wildlife
College of
Agricultural Sciences

Oregon State University

Corvallis, Oregon 97331-3803 (503) 754-4531

November 18, 1986

Dr. Robert McMahon, President
Faculty Senate
Campus

Dear Dr. McMahon:

It has recently come to the attention of the Registration and Scheduling Committee that the Total Information System being proposed by the Chancellor's office for the State System could have some dramatic impacts on the Registration and Scheduling process at Oregon State University. I enclose a copy of a letter to Vice President Spanier that expresses some of our concerns. Although we are not officially a Committee of the Senate we felt that it would also be appropriate to bring this to your attention.

Please let me know if I can provide any further information.

Sincerely,

James D. Hall
Professor of Fisheries
Chairman, Registration and
Scheduling Committee

JDH/cv

Department of
Fisheries and Wildlife
College of
Agricultural Sciences

Oregon State University

Corvallis, Oregon 97331-3803 (503) 754-4531

November 17, 1986

Dr. Graham B. Spanier
Vice President for Academic Affairs & Provost
Campus

Dear Dr. Spanier:

At this year's first meeting of the Registration and Scheduling Committee, on November 13, we discussed implications of the proposed system-wide Total Information System for the activities under our review (registration, scheduling, and grade recording). Our committee has not been able to review the relevant documents being prepared for the Request for Proposals. However, as relayed to us by Associate Registrar Dix, the specifications proposed as essential in that document are simply inadequate to allow Oregon State University to maintain its efficient and effective system of pre-registration and scheduling.

This present system has evolved since 1969 to the point where it now provides academic departments the ability to assess demand for courses and to respond to that demand. It provides the student an equitable system of course assignment, and the recent addition of optical scan request forms for registration has made the system even more convenient. All this has been accomplished with an ever decreasing involvement of faculty and classified staff in the actual registration process.

It would be a serious disservice to students and faculty if Oregon State University is not allowed to maintain these capabilities. Of greatest concern is the class scheduling procedure. None of the top three software firms that have provided demonstrations has a scheduler that would come close to meeting our needs, nor is one required to be provided in the terms of the proposal.

Another concern is that the academic calendar could be dictated by the capabilities or requirements of a centralized computing system. It is essential that we retain control of our own registration and grade reporting procedures and deadlines.

We urge you to do whatever you can to insure that these esential administrative activities so vital to the academic enterprise at Oregon State be preserved or enhanced. Our committee would be pleased to meet with you for further discussion on the matter.

Sincerely,

James D. Hall
Professor of Fisheries
Chairman, Registration & Scheduling Committee

cc: Vice President Coate
Robert McMahon
Wallace E. Gibbs
Russell Dix