

Faculty Senate

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1987 Agendas

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Faculty Senate, Oregon State University, Corvallis, OR 97331-6203 · 541.737.4344

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REPORTS TO THE FACULTY SENATE
January 15, 1987

Agenda for the Senate Meeting: Thursday, January 15, 1987, 3:00 p.m.,
LaSells Stewart Center

The Agenda for the January 15 Senate meeting will include the reports and other items of business listed below. To be approved are the Minutes of the December 4 Senate meeting, as published and distributed as the Staff Newsletter Appendix.

A. ACTION ITEMS

1. Run-off election of Executive Committee candidates to elect third member of the group.

At the December 4 meeting, Senators voted for three members of the Executive Committee. Two individuals received majority votes, Paul Farber and Carroll DeKock. Two individuals tied for the third position, those being Jonathan King and Mary Powelson. Upon advice of the Parliamentarian, a Ballot containing the names of the remaining four candidates will be submitted to the Senate, from which one more Executive Committee member will be elected.

Current Executive Committee members include: Sally Malueg, CLA (President-Elect); Robert Schwartz '86; John Dunn '86; Robert Mrazek '86; Curtis Johnson '87; Tom McClintock '87; and Nancy Powell '87; and Thurston Doler (who becomes President-Elect as of January 15).

2. Installation of Senate President, President-Elect, and Newly-elected Senators and Executive Committee Members. (pp. 6, 7)
3. Appointment of Recording Secretary and Parliamentarian. Recommendations for these two positions may be made at the January meeting, or may be held for the February Senate meeting.
4. Oregon State Board of Higher Education (p. 8)

The members of the State Board of Higher Education will be on the OSU campus for a campus visitation. In order to meet with Faculty, it is the intent of the officers to invite general Faculty members to the Senate meeting between the hours of 3:30 and 4:00 p.m. to engage in questions and answers with Board members. The Board has allocated that time to meet with the Senate and the Faculty, since their schedule does not allow sufficient time for a Faculty Forum to take place.

5. Academic Regulations Committee (pp. 9-11)

Attached is a report from the ARC recommending a change in the wording of AR 11f. This wording change would modify the intent of the AR. The Senate will be asked to act on this recommendation.

6. Faculty Recognition & Awards Committee (p. 12, 13)

Attached are two reports from the Faculty Recognition & Awards Committee. They are offered for Senate consideration and appropriate action.

- a. Proposed Distinguished Professor and Distinguished Teaching Professor Titles
- b. Proposed Award for Outstanding Research Assistant

7. Faculty Status Committee (pp. 14-18)

Attached is the report of the Faculty Status Committee regarding the proposal to establish titles of "Distinguished Professor" and "Distinguished Teaching Professor." Both the Faculty Recognition & Awards Committee and Faculty Status Committee were asked to review the proposals and provide the Senate with recommendations.

8. Ad Hoc Committee on Commencement & Final Exams (pp. 19-22)

Attached is the report of the Ad Hoc Committee on Commencement and Final Exams. The report contains a Motion for Senate consideration. Chrm. Schwartz will answer questions from the Senate regarding the report or the survey.

B. INFORMATION ITEMS

1. Over the past several months a variety of topics has been referred to the Executive Committee for committee review and recommendation. These topics have been referred to appropriate committees for their study and review. Some issues which are currently being studied are:
 - a. Retirement Committee: The Retirement Committee is currently evaluating the guidelines in use for awarding Emeritus status to retiring Faculty members. Recommendations are due back to Academic Affairs by March 1.
 - b. Faculty Status Committee: The FSC is looking at the issue of "Dual Careers" (and has just surveyed all OSU Faculty members for their input). The Administrative Appointments Committee has also been asked to consider this issue. Reports from these committees will eventually be presented to the Senate.
 - c. Promotion & Tenure Committee: A request to consider including representation from the Unassociated Faculty on the P&T Committee has been referred by the Executive Committee for their review and recommendation.
 - d. Faculty Economic Welfare Committee: The issue of what our Salary Strategy should be for 1987-88 has been referred to the FEWC. Their recommendation(s) will be forwarded to the Senate for consideration.
 - e. Bylaws Committee: The Bylaws Committee is working with the Executive Committee to identify areas of the Bylaws that need to be changed by vote of the Senate. The Exec. Comm. plans to submit editorial and minor revisions for Senate consideration soon, to be followed by some proposed changes in language.
 - f. Library Committee: The Senate's Library Committee is looking at "Overhead Costs" where they impact Kerr Library.

- g. Committee on Committees: The COC is in the process of reviewing five Senate committees. Their findings and recommendations will be presented to the Senate at a later date.
- h. Academic Regulations Committee: The ARC is studying the issues of suggested clarification of wording in AR 26.c.(1)., and problems related to "Dead Week," AR 16. Reports will reach the Senate before the end of this academic year.
- i. Administrative Appointments Committee: The AAC is currently working on guidelines for search committees. Lack of uniformity in searches has resulted in the Exec. Comm. asking that the AAC develop and present to the Senate revised guidelines for searches. Recommendations for changes in wording of their Standing Rules will be presented for Senate consideration.
- j. Advancement of Teaching Committee: The ATC is in the process of putting together a pilot test of the new Instrument to be used to evaluate teaching. Also, a new set of Guidelines for will become policy for evaluating teaching following approval by the Senate. These guidelines should be available by the end of the current academic year for review and consideration.
- k. Undergraduate Admissions Committee: The UAC is continuing to look at the process used for undergraduate admissions, including the 5% rule, etc. Any proposed changes in policy would be presented for Senate action.
- l. Faculty Recognition & Awards Committee: The FR&AC is studying the issue of the very large number of Faculty awards given at OSU and how to make more people aware of the many honors to and calibre of OSU Faculty.

The above items enumerate only some of the issues currently being considered by a very active, dedicated group of Senate committees and Councils. We would like to take this opportunity to say "Thank you" to all of our committees and councils.

2. Policy on Human Substances Use in the Classroom (pp. 23-28)

Attached is the report of the Ad Hoc Committee on Policy for Use of Human Substances in the Classroom & Teaching. The report has been received pursuant to a request early this Fall from Acting Vice President Wilkins for assistance in developing a policy for OSU. The report is for the information of the Senate.

3. Guidelines for Academic Appointments at OSU

Work is continuing to finish new Guidelines for Academic Appointments at OSU. The Academic Affairs Office has been working with the Executive Committee through several drafts of the document. A final draft is expected soon.

4. Honorary Doctorates (p. 29)

Attached is a Memo from Vice President Spanier asking the Senate to re-affirm its concurrence with awarding Honorary Doctorates at OSU. Senators will recall that this issue was approved by the Senate in 1984, but the State Board would not approve the concept for any of the institutions of Higher Education. The Senate may take any appropriate action on this issue.

5. Promotion & Tenure Guidelines (pp. 30-32)

Attached are Memos from Vice President Spanier to Senate President McMahon and from President McMahon to P&T Comm. Chairman Towey. The P&T Committee is in the process of reviewing the Guidelines as requested by VP Spanier. The expanded Standing Rules of the P&T Committee provide for review of and development of policies in this area along with the oversight responsibilities that have been used in the past.

6. Committee/Council Memberships (pp. 33-35)

There are still several vacancies on Senate committees and councils which have occurred because of Faculty members who have gone on leave or resigned. As you will note from the previous listing of items under consideration, the committees have been extremely active this year. Limited membership does make it hard for the other members. Please refer to the list below and if you are interested in serving, please contact the Senate Office.

Also, the University Club Board of Directors is in need of at least three members from the teaching Faculty to serve on the Interim Board of Directors. With renovation to begin shortly on Anderson House (the new University Club facility), a full Board is needed to provide guidance during this period of development. Current members of the Board are: Herb Frolander, Chrm.; Jo Anne Trow, George Stevens, Dan Dunham, Richard Greenwood, and Martha Plonk. The UC Architect is Ray Glass.

If you would be willing to serve on the University Club Board, please contact Bob McMahon or Sally Malueg.

In addition to the vacancies on the University Club Board, the following positions on committees are available:

- a. Committee on Committees: A one-year term (vice Jacobson)
- b. Library Committee: A one-year term (vice Headrick)
- c. Retirement Committee: A one-year term (vice Floyd)

7. Performance Review of Administrators (pp. 36, 37)

Attached for the Senate's information is a new Policy document regarding performance review of academic administrators. Also attached is a cover Memo from Vice President Spanier.

8. Organization of International Programs

With the departure of Assistant Vice President for International Programs Vic Neal, a revision and re-organization of the structure is currently under consideration. More information will be presented at the Senate meeting by Vice President Spanier during his report to the Senate.

9. New Senator Orientation

All newly-elected first term Senators have been invited to participate in the orientation/workshop session on Wednesday, January 14, from 2:00-5:30 p.m. at Nendel's Inn. The agenda will consist of several informative presentations, a mock Senate meeting and other items, as well as a message from Dr. Byrne.

10. Ad Hoc Committee on Evaluation of Centralized Travel (p. 38)

Attached is a Memo from the Chrm. of the Ad Hoc Committee to Bob Newton in Business Affairs indicating the status of the information received by the Committee to date. The Senate asked that information continue to be gathered through Fall Term 1986. Unless any other specific action is taken, the Ad Hoc Committee has completed its charge. The report is presented primarily for the information of the Senate.

11. Search for a Dean of the College of Agricultural Sciences

The Search Committee for a Dean of the College of Agricultural Sciences has been working diligently. An update will be presented to the Senate by a member of the search committee.

C. REPORTS FROM THE EXECUTIVE OFFICED. REPORTS FROM THE SENATE PRESIDENTE. NEW BUSINESS

1987

1988

1989

OCEANOGRAPHY

Adrianna (Jane) Huyer (85)
David Enfield (85)

David Carlson (86)
Priscilla Newberger (86)

PHARMACY

Gary Delander (85)

Gregory B. Fink (87)

SCIENCE

*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 (85)
Robert Schori, Math (86)
T. Darrah Thomas, Chem (86)

Robert Becker, Bio/Bio (87)
Lawrence Gates, Atmos Sci (87)
W. Curtis Johnson, Bio/Bio (87)
Charles Rosenfeld, Geog (87)
Mike Shaughnessy, Math (87)
*Hollis Wickman, Chem (84)

VETERINARY MEDICINE

Nephi Patton (87)

Loren H. Appell (86)

Alvin W. Smith (87)

LIBRARY

Michael P. Kinch (86)

Bonnie Avery (87)

ROTC

Michael Rainbolt, Nav Sci (87)

TBA Mil Sci

UNASSOCIATED FTE

Jon Root, CMC (85)
Lawrence Griggs, EOP (85)
Diana K. Conrad, Admissions (86)
Leslie Dunnington, Counseling Ctr (86)

William J. Brennan, Stu Affairs (86)
Marshall Jennings, Fin Aid (86)
Cliff Michel, Counseling Ctr (86)
Nancy Vanderpool, Stu Affairs (86)

Russell Dix, Registrar's Off (87)
Allan Mathany, Budgets (87)
*Mimi Orzech, Acad Affairs (87)
Bill Smart, International Educ (87)
Keith Mobley, President's Office (87)

Ex-Officio Members:

John V. Byrne, University President
Graham Spanier, Vice President of
Academic Affairs & Provost

Senate Officers:

Sara E. (Sally) Malueg, Senate President
Thurston E. Doler, Senate President-Elect

Total Faculty Senators: 109

SSL-12/86

Proposed Schedule

OSBHE BOARD VISITATION Oregon State University January 15, 1986

7:30-8:30	BREAKFAST	Welcome and orientation by John Byrne
8:30-9:30	INTERNATIONAL PROGRAMS	Introduction to OSU international programs in Agriculture and Oceanography, and activities in International Education, featuring insights from faculty having overseas experience.
9:45-11:00	BASIC RESEARCH	Two sessions in the laboratories of OSU scientists doing research on the forefront of basic science. a. Gene and Molecular Biology b. Materials Science
11:15-12:00	UNIVERSITY LEARNING CENTER	Demonstration of satellite video programming available for foreign language instruction, and hands-on introduction to OSU's state-of-the-art audio-lingual equipment for language instruction.
12:15-1:30	LUNCH AND STUDENT FORUM	Lunch will be prepared and served by students in the Hotel, Restaurant, and Tourism Management program. Student leaders will join the Board members for lunch.
1:45-2:30	PHYSICAL FITNESS	The Board will visit the Dixon Recreation Center and tour the exercise physiology laboratories of the College of Health and Physical Education.
2:45-3:20	TELEVISION CLASSROOM	Board members will observe the live broadcast of a course to Central Oregon Community College (with two-way audio).
3:30-4:00	FACULTY FORUM	The Board will be guests of the OSU Faculty Senate at their regular monthly meeting. The floor will be opened for questions or comments from the senators.
4:15-4:45	EXIT INTERVIEW	Meeting with John Byrne.
6:30 -	SOCIAL EVENT	Reception and Dinner at President's home, with entertainment by an OSU musical group.

(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 1987. Names marked by an Asterisk (*) are serving for a second consecutive term. Year in parentheses, i.e., (86), after a 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.

1987

1988

1989

AGRICULTURE

Peter Bottomley, Micro (85)
 Michael Martin, Agr & Res Econ (85)
 Terry Miller, Agr Chem (85)
 David Philbrick, Extension (85)
 Thomas Savage, Poultry Sci (85)
 Bartlett Eleveld, Agr & Res Econ (87)
 John R. Stewart, Horticulture (86)

Bruce E. Coblenz, Fish/Wild (86)
 David A. King, Agr Communic (86)
 Gerald Kling, Soil Sci (86)
 Sheldon Ladd, Crop Sci (86)
 Mina McDaniel, Food Sci & Tech (86)
 Mary Powelson, Bot & Pl Path (86)
 Richard Scanlan, Food Sci & Tech (86)
 Tim Schowalter, Entomology (87)

Douglas Barofsky, Agr Chem (87)
 Floyd Bolton, Crop Sci (87)
 *Neil Christensen, Soil Sci (84)
 Andrew Hashimoto, Agr Engr (87)
 Douglas Johnson, Rangeland Res (87)
 Gerald Krantz, Entomology (87)
 *Roger Petersen, Statistics (84)
 Tim Righetti, Horticulture (87)

BUSINESS

Norma Nielsen (87)
 Jane Seibler (85)

George Martin (86)
 Jonathan King (86)

Jack Bailes (87)
 Al Mukatis (87)

EDUCATION

Gene Craven, Sci Educ (86)

Wayne Courtney, Educ (86)

Wayne Havorsen (87)

ENGINEERING

R. D. Layton, Chem Engr (87)
 R. J. Schultz, Chem Engr (87)

Robert Mrazek, Chem Engr (86)
 Len Weber, Elec & Comp Engr (86)

D. L. Amort, ECE (87)
 L. R. Davis, Mech Engr (87)
 *R. E. Wilson, Mech Engr (84)

FORESTRY

Deborah J. Allen, Res Recr (85)
 Robert L. Krahmer, For Prods (85)

David E. Hibbs, For Sci Ctr (86)
 Steven R. Radosevich, For Sci Ctr (86)

Douglas Brodie, For Mgmt (87)
 John Sessions, For Engr (87)

HEALTH & PHYSICAL EDUCATION

Margaret Smith, Health (85)

Sandra Suttie (87)
 Terry Wood (87)

HOME ECONOMICS

Greg Look, Food Sys Mgmt (85)

David W. Andrews, Human Develop (86)

Sally Francis, CTRE (87)

LIBERAL ARTS

David Eiseman, Music (85)
 Dianne Hart, For Lang & Lits (85)
 Thomas McClintock, Hist (85)
 Henry Sayre, Art (85)

Jacqueline Bobo, Speech (86)
 Barbara Loeb, Art (86)
 Michael Oriard, Engl (86)
 Dale Simmons, Psych (86)
 Courtland Smith, Anthro (86)
 *R. Charles Vars, Econ (85)

Kerry Ahearn, Engl (87)
 Paul Kopperman, Hist (87)
 Ze'ev Urzech, Econ (87)
 Robert Schwartz, Engl (87)
 Bruce Shepard, Poli Sci (87)

9 NOV 26 1986

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331

DEPARTMENT OF GENERAL SCIENCE
(503) 754-4151

MEMORANDUM

November 25, 1986

TO: Robert McMahon, President
Faculty Senate

FROM: David L. Willis, Chairman *D-LW*
Academic Regulations Committee

RE: Proposed Change in Academic Regulation 11f

At a meeting on November 5, 1986 the Academic Regulations Committee considered a request from the Chemistry Department for a change in AR 11f. For some reason their memo of January 24, 1986 (copy attached) had been submitted to the Curriculum Council, whose chairman sent it to us on October 1, 1986.

We determined that this regulation directly affected only a few departments offering introductory courses, either in parallel or serially, where students might need to change level early in the term because of misplacement. These primarily appeared to be Chemistry, Foreign Languages and Mathematics. The latter two departments were contacted and asked for a recommendation regarding the Chemistry Department proposal. Both responded favorably to the proposed change (copy of memo from Mathematics attached).

The committee discussed the request thoroughly with valuable input coming from our student members. All agreed that changes of course level should occur as early as possible, but that students should have sufficient time to avoid making a premature change. All of the departments involved indicated that they schedule a major exam or quiz early in such courses so that students can make a reasonable assessment of their progress before the end of the fourth week of classes. Also, by changing levels in the fourth week, students still have the option of withdrawing in the fifth week if they find that they cannot make up missed work in the new class.

Thus, the Academic Regulations Committee recommends that the last phrase of AR 11f be changed to read "...within the first four weeks of the term."

Enclosures

Department of
Mathematics

Oregon
State
University

Corvallis, Oregon 97331-4605

(503) 754-4686

October 20, 1986

TO: David Willis

FROM: P.M. Anselone
Chairman of Mathematics

SUBJECT: Level Changes

I have discussed the proposed change in Academic Regulation 11f with our Assistant Chairman, Howard Wilson. We agree that 6 weeks is longer than necessary for a student to delay before changing course levels. We support a change to 4 weeks. For some years, we have induced students to make such decisions early by means of early testing.

Department of
Chemistry

Oregon
State
University

Corvallis, Oregon 97331-4003

(503) 754-2000

January 24, 1986

TO: Jonathan King, Department of Business Administration
Chairman of Curriculum Council

FROM: Chemistry Department

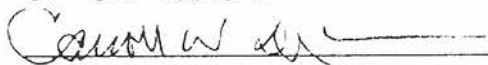
This is to request that the period during which a student may change "level" be reduced from six weeks.

Students almost invariably change levels at the last possible moment. Whatever system is used to remedy the six weeks that have been missed, the effect is traumatic for both student and teacher. The student usually changes levels because he/she is failing. If the work in the upper level course is transferred, the student has six weeks of failing grades. Make-up tests do not resolve the problem because the student is inadequately prepared. If the final grade is assessed only on work in the last four weeks, then there is no exam on most of the course material except the Final Exam. The situation is especially difficult when the last four weeks includes Thanksgiving.

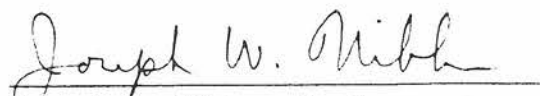
Instructors who have refused to accept level changes have been subjected to both tears and abuse. Accepting them leads to the same result when, at the end of the course, a student is graded on the same basis as other students.

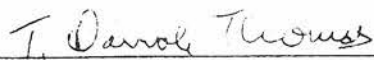
A student must decide within five weeks whether to "withdraw" from a course. We submit that it is easier to perceive that a level change is needed, and the deadline should be earlier than the withdrawal deadline.

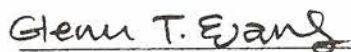
We request that Rule 11f be amended to read "four weeks" instead of "six weeks".


Carroll W. DeKock, Dept. Chairman


Stephen J. Hawkes, Professor
instructing CH 104


Joseph W. Nibler, Professor
instructing CH 201


Darrah Thomas, Professor
instructing CH 204


Glenn T. Evans, Professor
instructing CH 204

DEC 22 1986

Department of
Chemical Engineering

Oregon
State
University

Corvallis, Oregon 97331-2702

(503)754-4791

To : Bob McMahon, Senate President

From: Charles E. Wicks, Chairman *Charles E. Wicks*
Faculty Recognition and Awards Committee

Re : Proposed Distinguished Professor and Distinguished Teaching
Professor Titles

The Faculty Recognition and Awards Committee has reviewed Vice President Spanier's proposal to establish "Distinguished Professor" and "Distinguished Teaching Professor" titles. We endorse the general concept of recognizing truly outstanding excellence in the professional field through title and extra compensation. However, we believe that several factors should be considered before establishing the program.

Oregon State University already has an award to recognize a distinguished professor each academic year, the Alumni Distinguished Professor Award. The recipient of this award is selected by a faculty committee using essentially the same criteria being proposed for the new "Distinguished Professor" title and award. Will there be a possible conflict of interest between these two similar awards?

Concern was expressed about the titles of the two proposed "Distinguished Professors". Many outstanding researchers are also outstanding teachers and many distinguished teachers are also outstanding researchers. Titles and descriptions for those receiving the titles should be carefully worded to avoid inferring otherwise. If adopted, the committee hopes that titles can be given so that one honor is considered equivalent to the other honor.

The committee also believes that if the program is adopted that only truly outstanding individuals be recognized. These titles should be granted to a very few individuals based on accomplishments and not based on certain numbers per college or to necessarily award one per year. If too many awards are given, we believe the awards will not carry the same prestige.

The committee also hopes the University will continue to seek "Chaired Professorships". We believe this is the best recognition for a truly distinguished professor.

Department of
Chemical Engineering

Oregon
State
University

Corvallis, Oregon 97331-2702

(503)754-4791

To: Bob McMahon, Senate President

From: Charles E. Wicks, Chairman
Faculty Recognition and Awards Committee



Re: Award for Outstanding Research Assistant

The Faculty Recognition and Award Committee has reviewed the memorandum to the Faculty Senate Executive Committee concerning an annual award for outstanding contributions to the University by a Research Assistant. We unanimously agree that the Research Assistants are a vital element of our University and should receive proper recognition with an annual award. We endorse the proposal and encourage the Faculty Senate to approve the Outstanding Research Assistant Award.

Department of
Agricultural Chemistry
College of
Agricultural Sciences

Oregon
State
University

Corvallis, Oregon 97331-6502

(503) 754-3791

December 11, 1986

MEMORANDUM

TO: Faculty Senate Executive Committee
Bob McMahon, Senate President

FROM: Faculty Status Committee
Terry Miller, Chair *mm*

SUBJECT: Proposal for Distinguished Professor and Distinguished Teaching
Professor Title

The proposal for establishing a "Distinguished Professor" and "Distinguished Teaching Professor" program was discussed at the December 10th meeting of the Faculty Status Committee. Overall, the FSC is supportive of the proposal.

The FSC wishes to make the following comments about the proposal:

1. We recommend that the description of the "Distinguished Professor" title be broadened to include provision for awarding the title to an individual who distinguishes herself/himself in teaching; the "Distinguished Teaching Professor" title would then be eliminated. Our reasoning for this is based on the concern that, rightly or wrongly, the "Distinguished Teaching Professor" title might be viewed as being "second-class" in comparison with the "Distinguished Professor" title, given the obvious differences in qualifications for the two titles.
2. It should be ensured that the "Distinguished Professor" title is commensurate with similar titles awarded at major universities. The concern of the FSC is that a title such as "Distinguished Professor" be reserved for those who are truly distinguished in a sense that is commonly understood (i.e., not in a sense unique to OSU).
3. The FSC recommends that, since the "Distinguished Professor" title is to be awarded to individuals recognized nationally and internationally in their field, consideration be given to the inclusion of one or two nationally (internationally) recognized individuals from outside the OSU faculty on the screening committee.
4. It may be advisable to note that a successful candidate(s) for the "Distinguished Professor" might not be found each and every year.

Office of the
Faculty Senate



Corvallis, Oregon 97331

(503) 754 4344

December 2, 1986

M E M O R A N D U M

To: Terry Miller, Chairman
Faculty Status Committee

Charles Wicks, Chairman
Faculty Recognition & Awards Committee

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

Subject: Proposal for Distinguished Professor and Distinguished
Teaching Professor Titles, etc.

Attached for your committees to review is a proposal from Dr. Spanier regarding the establishment of two new titles - Distinguished Professor and Distinguished Teaching Professor. As you will see from the proposal, these titles would be ongoing for the duration of employment at OSU once awarded.

Would you review the proposal and forward your reactions, comments, concerns, etc., to the Executive Committee in the near future. As you will note from Dr. Spanier's Memo, he would like the committee reactions "by the end of the current term." That does not give you much time, so I am proceeding to refer this to you before the Executive Committee even sees it. If the time line is absolutely impossible, please let me know immediately so that I may let Dr. Spanier know when to expect a response. This is an issue that probably should be sent to the Senate for their approval - that will take time as well.

If you have questions, please contact Dr. Spanier or me for responses.

sl

Attachment

pc: Faculty Economic Welfare Committee

DEC 02 1986

Vice President for
Academic Affairs
and Provost

Oregon
State
University

Corvallis, Oregon 97331-2128

(503) 754-2111

December 2, 1986

MEMORANDUM

TO: Robert McMahon, President, Faculty Senate

FROM: Graham B. Spanier *Graham Spanier*
Vice President for Academic Affairs and Provost

RE: Proposal

I would be most appreciative if the appropriate committee of the Faculty Senate would comment on a proposal I have drafted to establish a "Distinguished Professor" program and a "Distinguished Teaching Professor" program.

If possible, I would like to have the committee's reactions by the end of the current term. Thanks much.

GBS/nrh

Enclosure

c: President Byrne
Vice Presidents

PROPOSAL

DISTINGUISHED PROFESSOR AND DISTINGUISHED TEACHING PROFESSOR

Purpose

Oregon State University is an institution of international stature with many of the nation's most accomplished scholars and teachers. There are currently only a modest number of opportunities for Oregon State to recognize its most eminent faculty in a way that provides the individual with broad recognition on a national or international basis. These two new recognition programs seek to identify a few of the university's most distinguished individuals by permanently awarding to them the title of "Distinguished Professor" or "Distinguished Teaching Professor."

Description

"Distinguished Professor" is a title awarded by the President of the University, upon the recommendation of the Vice President for Academic Affairs and Provost, to faculty members who are widely recognized for truly outstanding excellence in their field. The title is given to the rare individual who has shown unusual creativity in his or her field, who is considered to be among the most eminent members of his or her profession, and whose work has been especially and consistently influential through the advancement of science or contribution to creative scholarship. Distinguished Professors are recognized nationally and, in most fields, internationally for their pathbreaking work. The title is awarded to individuals who are highly regarded for their previous accomplishments but who are also expected to continue significant meritorious work.

"Distinguished Teaching Professor" is a title awarded by the President of the University, upon the recommendation of the Vice President for Academic Affairs and Provost, to faculty members who are widely recognized for truly outstanding excellence as teachers. The title is given to the rare individual who has shown unusual creativity in teaching activity, who is considered to be a "master teacher," serves as a model for others, and has contributed substantially to the advancement of the pedagogy of instruction in his or her field. Distinguished teaching professors usually are outstanding teachers by any measure. Their teaching is consistently evaluated as excellent; their teaching can be measured favorably years later; their teaching is outstanding whether it is in a large lecture format, a small seminar, or in individual supervision with graduate or undergraduate students. Another characteristic of the distinguished teaching professor is that he or she has demonstrated unusual contribution to teaching through publication of original research or essays on instruction, publication of textbooks or other teaching materials, or exemplary scholarship in one's field that contributes substantially to instruction. The title is awarded to individuals who are highly regarded for their previous accomplishments but who are also expected to continue their extraordinary work.

Selection

The Vice President for Academic Affairs each year will appoint a committee to screen nominations for candidates for each of the professorships. Nominations will be solicited widely from the faculty. It is the responsibility of

the nominator to build a file that will stand up to an exceptionally rigorous review. It is expected that there will only be a few individuals at the university at any time who have such titles, and it would be rare that more than one individual would be recognized for each professorship in any given year. Candidates are generally expected to be at the rank of full professor. The committee may make a recommendation to the Vice President and Provost, who will submit a final recommendation to the President.

Recognition

Individuals recognized by the title of Distinguished Professor or Distinguished Teaching Professor will have the title for as long as they are employed by Oregon State University. Recipients will receive a permanent salary increment of \$3,000 and will receive an unrestricted allocation of \$2,000 per year to be used for professional development.

JAN 12 1987
19.



Department of English

Corvallis, Oregon 97331-5302

(503) 754-3244

December 29, 1986

TO: Faculty Senate Executive Committee
FROM: Ad Hoc Committee on Commencement and Final Exams
Solon Stone, Roger Fendall, Robert Schwartz, Chair *RR*
SUBJECT: Committee Report

The charge given to the Ad Hoc Committee on Commencement and Final Exams was to:

1. Investigate alternative spring quarter and graduation schedules which would permit graduating seniors to actually complete all spring quarter courses.
2. Survey the faculty regarding their attitudes toward the current and alternative arrangements for spring quarter final exam and graduation arrangements.
3. If desirable, recommend a change for Senate approval in the traditional schedule.

On November 18, 1986 surveys (copy attached) were sent out to 1821 OSU faculty. Surveys were due back in the Faculty Senate Office by December 1, 1986. The Senate Office accepted surveys for a few days beyond the 1st to accommodate those that would have been mailed on the 1st. Of the 1821 surveys sent out, 605 (33%) were returned on time. The results of the survey are as follows:

Question 1:

Is this arrangement satisfactory?

Yes - 206
No - 373

Question 2:

If current practice is not satisfactory, what problems do you have with it?

Comments (almost all critical, as the question was directed at those answering "no" on #1) ranged from a few words to several typewritten pages. Those dissatisfied with current practice repeatedly cited the following problems: The current system short-changes students because, as one respondent pointed out, it "cheapens education by shortening

the term for graduating seniors by 2 weeks." In some courses with groups or labs, work cannot be completed at all; It is "unfair" because it is not possible to arrive at grades that are fair for the whole class of graduating seniors and other students. Furthermore, it is difficult to carry on a course once the seniors have left; It makes extra work for instructors (as one respondent said: "Early finals are an undue hardship on faculty." Another indicated the need "to give two sets of exams."); It is academically unsound because graduating seniors only partially complete coursework; The current system puts more pressure on seniors; It is not done this way at other universities; and "Seniors take a noticeably cavalier attitude toward their work." Over and over those respondents dissatisfied with the current system used the word "disruptive" to describe its impact on their classes. Respondents noted that regardless of what is recommended, graduating seniors do not attend the last week of classes.

Question 3:

If current practice is not satisfactory, which of the following alternatives would be acceptable to you?

Alternative A	1st choice -	181
	2nd choice -	80
	Total -	261
Alternative B	1st choice -	206
	2nd choice -	83
	Total -	289

(Note: results reflect the fact that some respondents did not select or rank alternatives and others indicated that both alternatives were equally acceptable, while still others made up alternatives of their own.)

Committee Recommendation:

It is clear from the survey, the Committee feels, that the current system should be modified with an alternative procedure that requires graduating seniors to complete all coursework. It is also clear from the survey response that the Senate should consider a third alternative (Alternative C) that would allow for Commencement to be held on the Sunday following final exams (June 14, this academic year) but require graduating seniors to take their regularly scheduled final exams as in Alternative B. Under this option students would not receive their own diplomas. In fact, it would not be known at the time of Commencement which seniors would qualify for graduation. The event would be largely ceremonial, and degrees would not be conferred.

The Committee, in reviewing responses, noted some suggested alternatives that betrayed little understanding of the

process of collecting grades, verifying graduation requirements, and the other tasks performed so well by the Registrar's Office at Commencement time. We urge the Senate to take into account the many conflicting deadlines faced by the Registrar's Office as it makes its final decision on this matter.

Because the vote on acceptable alternatives was so close between A and B, the Committee found it difficult to recommend one over the other. The Committee agreed that members of the Senate should debate the relative advantages and disadvantages of the alternatives. However, because the Committee has considered the alternatives at length, has heard from supporters and detractors of each, has a reasonable understanding of the logistics of each, has a general sense of the history of debate on the issue, and in order to start the procedure of debate in the Senate, we make the following motion in support of survey Alternative A on the grounds that it would be acceptable to more of the faculty who voted both "yes" and "no" on Question 1 than any of the others.

Motion:

The Faculty Senate recommends that the current practice of submitting final grades for graduating seniors on Monday of the last week of classes (June 1, this academic year) be terminated, and that graduating seniors be required to attend all scheduled classes, that a final exam or exemption be arranged with the instructor, that their course grades be due on Monday of final exam week (June 8, this academic year), and that Commencement be held on the Sunday following final exams (June 14, this academic year).

TO: OSU Faculty
 FROM: Ad Hoc Committee on Commencement & Final Exams
 Solon Stone, Roger Fendall, Bob Schwartz, Chair
 SUBJECT: Faculty Survey

In order to respond to a request from the Faculty Senate for recommendations concerning Spring term treatment of graduating seniors, this committee needs to know your attitudes toward the existing policy and possible alternatives to current practice.

PLEASE TAKE A MOMENT TO ANSWER THESE FEW QUESTIONS AND RETURN THIS SURVEY TO THE FACULTY SENATE OFFICE BY NO LATER THAN MONDAY, DECEMBER 1, 1986.

* * * * *

The current practice regarding graduating seniors is as follows (all dates below are taken from the 86-87 calendar):

- *Course grade due Monday of last week of classes (June 1).
 - *Graduating seniors not required to attend during the last week of classes (June 1-5), but encouraged to do so.
 - *Final exam or exemption to be arranged with instructor.
 - *Commencement Sunday following dead week (June 7).
- This traditional system allows for an early Commencement which takes place on an "active" campus. Students receive their individual diplomas. The Symphonic Band plays and faculty and staff volunteers and Talons serve as ushers.

1. Is this arrangement satisfactory? ____ YES ____ NO
 (IF YOUR ANSWER IS NO, PROCEED TO 2 AND 3 BELOW)

2. If current practice is not satisfactory, what problems do you have with it?

3. If current practice is not satisfactory, which of the following alternatives would be acceptable to you (you may rank acceptable alternatives, 1 being most acceptable, 2 being least).

____ Alternative A.

- *Course grade due Monday of Final Exam Week (June 8).
 - *Graduating Seniors required to attend all classes.
 - *Final exam or exemption to be arranged with instructor.
 - *Commencement on Sunday following Final Exams (June 14).
- This might be called a 'modified traditional' plan. It would still be possible to arrange for what has been called OSU's "meaningful Commencement" in which degrees are conferred and each student receives his or her diploma. Since this plan delays Commencement only one week, problems of holding commencement on a 'dead campus' and finding faculty willing to participate may be minimized. There could be problems having the Symphonic Band members and Talons participate after their finals.

____ Alternative B.

- *Course grade due Monday after Final Exams (June 15).
 - *Graduating Seniors treated like all other students.
 - *Final Exams taken at regularly scheduled times.
 - *Commencement on Sunday of week following exams (June 21).
- This would be a non-traditional graduation. Seniors would attend all classes and take all regularly scheduled exams. Because grades for all students at the University will be submitted at the same time, and the Registrar's office will need to clear up academic deficiencies in time to start Summer Term (June 22) at the same time that it is processing and mailing grades and transcripts, it will not be possible to present each student with his or her own diploma. Under this plan it may be more difficult to arrange for a band and the participation of Talons, to maintain housing for students who must remain on campus, and to find faculty willing to participate (since Commencement would fall during the week between Spring and Summer term).

College of
Home Economics

Oregon
State
University

Corvallis, Oregon 97331

(503) 754-3551

23.
DEC 10 1986

December 1, 1986

To: Graham Spanier
Vice President for Academic Affairs
Robert McMahon
President, Faculty Senate

From: Jim Leklem *Jim Leklem*
Chair, Ad Hoc Committee on Policy for the Use of Human Substances
in Classroom Situations

In response to the September 17, 1986, memo from Bill Wilkins (Acting VP for Academic Affairs and Provost) concerning a policy on the use of human substances in the classroom/teaching laboratory, we submit the enclosed document. We suggest this document be included in the safety procedures section of the Administrative Policies and Procedures Manual of Oregon State University and distributed to appropriate faculty.

The policy and suggested guidelines developed by the committee are in concert with guidelines established by the Committee for the Protection of Human Subjects. We have not addressed the concern of financial costs that may be incurred because of adherence to these guidelines. This we feel is an important area but beyond the scope of the task we were assigned.

The committee also encourages the formation of a bio-safety committee to provide continuing review and oversight of all bio-hazard and safety concerns in the classroom and research setting.

Submitted by:

Committee Members

Don Campbell, Physical Education
Bill Francis, Office of Environmental Health and Safety
Robert Larson, Pharmacy
Jim Leklem, Foods and Nutrition
Terry Miller, Ag Chemistry
Karen TimmWood, Veterinary Medicine

JEL:las
enclosure

GUIDELINES FOR THE USE OF HUMAN MATERIALS
IN UNIVERSITY CLASSROOMS AND TEACHING LABORATORIES

INTRODUCTION:

Policy : Recognizing that the risk of infection from exposure to human materials is real and to ensure the protection of students and staff, the following guidelines are to be adopted and followed by all Departments involved in undergraduate and graduate teaching.

The purpose of the guidelines is to protect students and faculty from exposure to infectious or potentially infectious human materials in University classrooms and teaching laboratories. The guidelines are divided into three sections: 1) Review and Approval Procedure 2) Guidelines for Safe Handling of Human Materials in the Classroom and Teaching Laboratories 3) Procedures to Follow in Case of Exposure. The guidelines concerning cautions and procedures were drawn heavily from the recommendations of the Center for Disease Control of the U. S. Public Health Service. Additional information and references can be obtained from the Office of Environmental Health and Safety (x4921).

Definition : The following are considered to be human materials: Blood and blood related specimens, blood soiled items, body fluids, excretions and secretions, human tissue samples or cultures derived therefrom, and surface materials and objects exposed to them.

REVIEW AND APPROVAL PROCEDURE:

The use of human materials in the classroom must be approved. Prior to use each instructor must submit to their department head a written explanation of the intended use. This must include the following

information.

1. Type of material to be used
2. Purpose of the use
3. Description of how the guidelines (contained in this document) will be followed

This proposal is then to be reviewed for approval by department head. It is recommended that the proposal also be reviewed by the department faculty or the department curriculum committee.

When approved, a copy is then to be sent to the Office of Environmental Health and Safety (OEHS) for their review and maintenance of records. Annually, OEHS will submit a report of the use of human materials in classrooms or teaching

laboratories to the University Biosafety Committee for their review.

The approval process need only be completed once. However, any significant change in the use or source of human materials must be approved.

GUIDELINES FOR SAFE HANDLING OF HUMAN MATERIALS IN THE CLASSROOM AND TEACHING LABORATORIES

1. Prior to the use of human materials (specimens) in the classroom, each instructor should discuss with her/his students the reasons for handling the materials with care and thoroughly explain the precautions that will be taken.* Any student that chooses not to work with this material should be provided appropriate alternatives.

*Educational material is available from the OEHS.

2. Extraordinary care must be taken to avoid accidental wounds from sharp instruments contaminated with potentially infectious material and to

avoid contact of mucous membranes and open skin lesions with human material specimens.

3. Disposable gloves are recommended when handling human materials, as well as surface materials and objects exposed to them. This is particularly important for persons with cuts or abrasions on their hands. All students/staff should wear disposable gloves for direct contact with mucous membranes or nonintact skin of others. Students/staff who have exudative lesions or weeping dermatitis should refrain from all direct subject contact and from handling subject-involved equipment until the condition resolves.
4. Gowns should be worn when there is a high likelihood that clothing may be soiled with human materials. Contaminated gowns should be placed in bags and appropriately disinfected.
5. Hands should be washed with soap or disinfectant after removing gowns and before leaving the laboratory. Hands should also be washed thoroughly and immediately if they become contaminated with human materials.
6. If the outside of the specimen container is visibly contaminated, it should be cleaned with an approved disinfectant (such as 1:10 dilution of 5.25% sodium hypochlorite [household bleach] with water). All specimens should be placed in a second container, such as an impervious bag, for transport. The container or bag should be examined carefully for leaks or cracks.
7. Specimen spills should be cleaned up promptly with an approved disinfectant solution, such as sodium hypochlorite (see above).

8. Needles should not be bent after use, but should be promptly placed in a puncture-resistant container used solely for such disposal. Needles should not be reinserted into their original sheaths before disposal (see paragraphs 12 and 13 below), since this is a common cause of needle injury.
9. Disposable syringes and needles are required. Leur-Lok type syringes are recommended.
10. Mechanical or filtered pipetting devices are required for the manipulation of all liquids in the laboratory. Direct mouth pipetting shall not be allowed.
11. All procedures for manipulations of potentially infectious materials should be performed carefully to minimize the creation of droplet and aerosol contamination. Where possible, operations should be carried out within a hood.
12. All potentially contaminated laboratory equipment used in laboratory tests should be decontaminated, preferably by autoclaving, before disposal or preprocessing.
13. Wrap all potentially contaminated materials (biohazards) in an approved biohazards container prior to autoclave treatment. After treatment, label the bag as "sterile" and place it in a disposal container. A catalog of appropriate safety equipment and supplies is available from the University Office of Environmental Health and Safety.

PROCEDURES IN CASE OF EXPOSURE:

1. If a student/staff person has a parenteral (e.g., needle stick or cut) or mucous membrane exposure (e.g., splash to the eye or mouth) to human materials, the student or the instructor should contact the on-call physician at the University Student Health Center directly (x2721 weekdays or x2724 after-hours or weekends). If the Health Center is not open, the person should contact the Benton County Health Department (757-6835).

NOTE: Immediate medical consultation is necessary because some infections transmitted via human substances can be successfully prevented/modified by prompt medical treatment. A medical test immediately following exposure is particularly important since it may serve as baseline evidence that the person was free of infection at the time of exposure.

Vice President for
Academic Affairs
and Provost

Oregon
State
University

Corvallis, Oregon 97331-2128

(503) 754-2111

November 18, 1986

MEMORANDUM

TO: Robert McMahon, President, Faculty Senate

FROM: Graham B. Spanier *Graham Spanier*
Vice President for Academic Affairs and Provost

RE: Honorary Doctorates

I would like to seek Faculty Senate concurrence with my proposal that we once again award honorary degrees. This program would recognize very distinguished individuals in government, civil rights, the professions, and in universities, as well as humanitarians and leaders of our society in their respective areas of endeavor. It would, of course, give some of our students and faculty a chance to interact with these individuals when they visited our campus and would allow recipients to become more familiar with Oregon State.

My inclination is for us to award three or four such honorary doctorates in any given year, normally in conjunction with our graduation ceremonies. A screening committee would be appointed and recommendations would be forwarded by the committee to me for final consideration by the President. If we moved on this quickly, we might be able to launch such a program this year. Please let me have your thoughts on this soon.

GBS/nrh

c: President Byrne
Vice Presidents
Academic Council

P.S. You will recall that Senate approval for this currently exists, but I am really seeking a reaffirmation of the idea.

Vice President for
Academic Affairs
and Provost

Oregon
State
University

Corvallis, Oregon 97331-2128

(503) 754-2111

November 17, 1986

To: Bob McMahon, Faculty Senate President

From: Graham B. Spanier *Graham Spanier*
Vice President for Academic Affairs and Provost

Subject: Promotion and Tenure

I am writing to formally ask that the Senate's Promotion and Tenure Committee review our current promotion and tenure guidelines. The committee would take a fresh look at all of our current practices, with recommendations to me by March 15. I would like to ask Pete Fullerton to represent my office in the Committee's discussions.

As you know, the General Instructions for Annual Review of Faculty and Preparation of Recommendations for Promotion and/or Tenure were prepared in the 1970's. Since then, a number of supplemental guidelines have been added. Pete Fullerton has incorporated the supplements into the General Instructions and is now working on a further revision for the Promotion and Tenure Committee's review. He will have it to you by the first of the year.

My goal would be for the executive office to issue new General Instructions by May 15, 1987, well in advance of the cycle beginning Fall, 1987.

Among the topics I would like to see addressed are the following:

1. A reaffirmation of the goals of promotion and tenure at Oregon State.
2. General standards and criteria that should prevail for promotions to each rank or for tenure.
3. The issue of uniformity versus diversity in how the process works from one unit to the next.
4. The issue of uniformity versus diversity in standards from one unit to the next.
5. Standards and procedures for tenure and promotion for Unassociated Faculty and for faculty who do not have traditional assignments including classroom teaching, scientific research or creative scholarship, and service (e.g., extension agents, librarians, and administrators outside of the academic sector).

November 17, 1986
Page -2-

6. Should there be a university-wide Promotion and Tenure Committee which would make recommendations on each dossier? It could possibly replace the role of the administrative Promotion and Tenure Committee.
7. How should promotion and tenure cases be handled once they reach Academic Affairs?
8. What should be the role of the Faculty Senate Promotion and Tenure Committee?
9. The confidentiality or non-confidentiality of letters of evaluation.
10. Specific suggestions about the overall process that would help alleviate anxiety among faculty, make sure that faculty are adequately informed about expectations as well as the Promotion and Tenure process, and make the review as objective and fair as possible.
11. Suggestions that would streamline the process.

I would be pleased to meet with the committee as you begin these discussions. Please feel free to contact my secretary to find a suitable time.

GBS/daj

cc: President Byrne
Vice Presidents
Academic Council
Sally Malueg
D. S. Fullerton

Office of the
Faculty Senate

Oregon
State
University

Corvallis, Oregon 97331

(503) 754 4344

November 19, 1986

M E M O R A N D U M

To: Richard Towey, Chairman
Promotion & Tenure Committee

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

Subject: Promotion & Tenure Guidelines

Bob

Enclosed is a Memo from Vice President Graham Spanier, who is asking that the P&T Committee assist in review of the current Guidelines being used. The Executive Committee discussed this issue briefly yesterday, and indicated that they would like the P&T Committee to consider assisting in this review.

A number of recommendations have been made by previous P&T Committees regarding uniformity of the process, etc., that may need to be considered in revising the Guidelines. We have copies of all the reports in our office and would be happy to assist by providing any additional information you may not already have in your files on this subject.

As you can tell, Dr. Spanier is hoping for a response to the request for review by early Spring term, or late Winter term. If this poses a problem for the committee, please let us know. We do realize that the 1986-87 P&T review process will be going full force by Winter term. However, it is crucial that those individuals with the most knowledge in this area be part of the revisions. Your groups have had the opportunity to see the pitfalls and the areas which are lacking - even the administrators have not seen all of them.

It would be our hope that the P&T Committee could make a presentation to the Faculty Senate containing recommendations that are going to be made to the Vice President prior to forwarding them to the Executive Office - that would make the timing even more of a concern. Please discuss this issue and let me know as soon as possible if you think the Committee can handle this assignment.

s1

Encl.

JAN 07 1987

**Group F - APPOINTED BY THE FACULTY SENATE'S
EXECUTIVE COMMITTEE**

ACADEMIC ADVISING COMMITTEE 91

Jerry O'Connor '88 Chrm	Liberal Arts
Ken Williamson '87 (vice Weber)	Civil Engr
John Snelling '88 (vice Malueg)	Military Sci
Joyce Greiner '89	EOP

Joseph Barrett (Sr, Sci)
Ron W. Fuller (So, Engr)
Loann Marie Nguyen (Fr, Phrm)
Sarady Tan (Jr, Engr)

ACADEMIC DEFICIENCIES COMMITTEE 92

Allen Wong '88 Chrm	Art
Morris LeMay '87	Counseling Ctr
Walter Loveland '87	Chemistry
Gerald Simonsen '88	Soil Sci
Jeanne Dost '89	Women Studies
Ex-Officio: Assistant Registrar (R. Reilly)	

Chris Aguilera (Jr, Sci)
Jason Rembert (So, Bus)

ACADEMIC REGULATIONS COMMITTEE 93

David Willis '88 Chrm	General Sci
James C. Rawers '87	Mech Engr
Paul Nelson '88	English
Sally Francis '89	CTRA
Leslie Dunnington '89	Counseling Ctr
Ex-Officio: Registrar (W. E. Gibbs)	

Steve Granata (Fr, Bus)
Kevin Vail (Fr, Sci)
Sam Wiseman (Fr, Engr)
Student TBA

ACADEMIC REQUIREMENTS COMMITTEE 94

Lawrence Curtis '88 Chrm	Fish & Wild
Jane Siebler '87	Bus Admin
Robert Stalley '87	Mathematics
Nancy Vanderpool '88	Stu Serv
Michael Martin '88 (vice Liedtke)	Agr Econ
Betty Campbell '89 (vice Ebensen)	English
David Langley '89	H & PE
Ex-Officio: Assistant Registrar (R. Reilly)	

Chris Dragich (So, Sci)
Todd Pitts (So, Sci)
Dan Wong (Sr, Engr)
Student TBA

ADMINISTRATIVE APPOINTMENTS COMMITTEE 95

John Yoke '88 Chrm	Chemistry
Gwyneth Britton '87	Educ Reading
Zoe Ann Holmes '87 (vice Hovland)	Home Ec
A. Gene Nelson '87	Agr & Res Econ
Tom McClintock '88	History
Robert Houston '88	Health
Charles Drake '89	Physics
Peter Copek '89	English
Mary Kelsey '89	Foods & Nutr

ADVANCEMENT OF TEACHING COMMITTEE 96

Harold Engel '88 Chrm	Vet Med
Frank Cross '87	Education
Russell Maddox '87 (vice Klemke)	Poli Sci
Bob Schwartz '89	English
Gary Musser '89	Mathematics

Joe Sikich (PB, Ed)
Dawn Heller (So, Ed)
Kim Kahler (Sr, Sci)
Ed Redmond (Jr, Engr)

BUDGETS & FISCAL PLANNING COMMITTEE 97

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Rod Frakes '87	Crop Sci
Douglas Brodie '88	For Mgmt
R. Bruce Rettig '88	Agr & Res Econ
Margy Woodburn '89	H&Ec
Gary Tiedeman '89	Sociology

Daniel Allworth (So, Bus)
Randall Collis (Jr, Bus)
David Montero (Fr, Sci)

BYLAWS COMMITTEE 98

Nancy Leman '87 Chrm	English
Stan Miller '87 (vice Lavender)	Agr & Res Econ
Fred Shelton '87	Bus Admin
George Burt '88	Psychology
Bruce Coblentz '88	Fish & Wild
Lloyd Crisp '89	Speech Commun

COMMITTEE ON COMMITTEES 99

Van Volk '88 Chrm	Soil Sci
(TBA vice Jacobson '87)	
Dale Weber '87	Animal Sci
Bob Layton '88	Engineering
Mariol Peck Wogaman '89	Library
Ron Cameron '89	Bot/Plant Path

Molly Boyce (Jr, Sci)
Diem Phan (So, Phrm)

CURRICULUM COUNCIL 100

Jonathan King '87 Chrm	Bus Admin
Tom Grigsby '87 (vice Craven)	Education
John W. Lee '87	Mathematics
Bruce Shepard '88 (vice Randhawa)	Poli Sci
Freya Hermann '88	Pharmacy
Philip Humphrey '88	Forest Products
Kathleen Heath '89	H & PE
Vreneli Farber '89	FLL

Kimberly Schmith (So, Ed/Sci)
Greg Walker (Jr, CLA)

FACULTY ECONOMIC WELFARE COMMITTEE 101

Frederick Hisaw '87 Chrm	Zoology
Curtis Mumford '87 (Emer)	Agr & Res Econ
Linda Blythe '87 (vice MacLean)	Vet Med
Martha Fraundorf '87	Economics
Charles Starnes '87	Sociology
George Arscott '88	Poultry Sci
Allan Mathany '88	Office of Budgets
Wilbur Widicus '88	Business Admin
William Wick '89	Sea Grant
Jerry Hallan '89	Health Care Admin
Ken Naffziger '89	Counseling Ctr
Ex-Officio: Staff Benefits Officer (Susan Hron)	

FACULTY RECOGNITION & AWARDS COMMITTEE 102

Charles Wicks '88 Chrm	Chem Engr
Warren Kronstad '87	Agriculture
Michael Schuyler '89	Chemistry

FACULTY REVIEWS & APPEALS COMMITTEE 103

Pat Brandt '87 (v. Matsumoto) Chrm	Library
Forrest Gathercoal '87	Education
Joel Davis '88	Mathematics
Pat Wells '89	Business
Ted Wiprud '89	Art

FACULTY STATUS COMMITTEE 104

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Richard Bell '87 (vice Manning)	Civil Engr
Dale Simmons '87	Psychology
Julie Brauner '87	Vet Med
Laurel Maughan '88	Library
John Leonard '88	Ocean Engr
Hollis Wickman '88	Chemistry
Dianne Hart '89	FLL
Phillip Sollins '89	Forest Sci
David King '89	Agr Commun

GRADUATE ADMISSIONS COMMITTEE 105

Charles Neyhart '87 Chrm	Bus Admin
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Anton Polensek '87 (vice Anderman)	Forest Prod
David Froman '87	Poultry Sci
Wojciech Kolodziej '88	Elec & Comp Engr
Jeff Gonor '89	Oceanography
Tim Schowalter '89	Entomology
Pat Breen '89	Horticulture
Ex-Officio: Registrar (Wallace Gibbs)	

GRADUATE COUNCIL 106

Warren Suzuki '88 Chrm	Voc-Tech Ed
Susan Hall '87 (vice Flath)	H & PE
James Funck '87	Forestry
John Morris '87 (vice Kocher)	Zoology
Vijai Tripathi '87	Engineering
Richard Tubb '88	Fish & Wild
David Brauner '88	Anthropology
James Ayres '88 (vice Fullerton)	Pharmacy
Brad Smith '89	Vet Med
William Browne '89	Business
Robert A. Duncan '89	Oceanography
Clara Pratt '89 (vice Holmes)	HEC

INSTRUCTIONAL MEDIA COMMITTEE 107

Robert Kiekel '89 Chrm	FLL
Pat McKinney '88 (vice Streit)	English
Jim Larison '87	Sea Grant Commun
David de Calesta '87	Fish & Wild
Warren Baker '88	Ext Energy Spec
Kenneth Beals '88	Anthropology
Marjorie Knittel '89	Library
Ex-Officio: Director of CTV (Jon Root)	

Greg Lyons (Sr, Bus)
Barry Nilsen (So, Engr)

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Knud Larsen '88	Psychology
Harold Kerr '88	Extension
Laura Rice-Sayre '89	English
Tom Cusack '89	Int'l Agr
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Foreign Student Advisor (Marvin Durham)	

Bisi Amoo (Sr, HEc)
Alan Rea (Sr, Ag Sci)
Kelly Guernsey (PB, HEc)
Valencia Alvarado (So, CLA)

LIBRARY COMMITTEE 109

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(TBA vice Headrick '87)	
John Gottko '87 (vice Shirley)	Business
Larry Mahrt '88	Atmos Sci
Allen Agnew '88	Geology
John Bennett '88	Art
Robert Wess '89	English
Andrzej Olas '89	Mech Engr
Donald B. Zobel '89	Botany
Ex-Officio: Director of Libraries (Melvin George)	

Arie Dyk (Sr, Agr)
Tracy Bennett (Jr, Sci)
Keith Fischer (Jr, UESP)

NOMINATIONS COMMITTEE 117

Ron Cameron, Chrm	Bot/Plant Path
Jim Krueger	Chemistry
Mariol Peck Wogaman	Library
Bruce Shepard	Poli Sci

PROMOTION AND TENURE COMMITTEE 110

Richard Towey '87 Chrm	Economics
Neil Christensen '87	Soil Sci
Robert Krahmer '88	Forest Products
Dale McFarlane '88	Bus Admin
Robert Becker '89 (vice Patterson)	Bio/Bio
Adriana "Jane" Huyer '89	Oceanography

RESEARCH COUNCIL 111

John Fryer '87 Chrm	Microbiology
Pamela Wagner '87	Vet Med
James B. Wilson '87	Forestry
Gary Hicks '88	Civil Engr
Steven Gould '88	Chemistry
Tom Murray '88	Pharmacy
Joe Zaerr '89	Forestry
Pat Wheeler '89	Oceanography
William Smotherman '89	Psychology

RETIREMENT COMMITTEE 112

Les Strickler '89 Chrm(vice Peterson)Retired
 (TBA vice Floyd) '87
 Duane Johnson '87 Extension
 Norma Nielson '88 Business
 Gilbert Knapp '89 Music
 Austin Pritchard '89 Zoology
 Ex-Officio: Staff Benefits Officer (Susan Hron)

SPECIAL SERVICES COMMITTEE 113

Elisabeth Hallgren '87 Chrm Computer Ctr
 Les Fuchigami '87 (vice Karpen) Horticulture
 Anne Deeney '88 Vet Med
 Cheryl Graham '88 Stu Health Ctr
 William Uzgalis '89 Philosophy
 Joe Wooten '89 Disabled Stu Servs
 Ex-Officio: Acting Director of EOP (John Lenssen)
 Director of Upward Bound (Mario Cordova)

Student TBA
 Student TBA
 Student TBA

STUDENT RECOGNITION AND AWARDS COMMITTEE 114

Donald Sanderson '87 Chrm Stu Activities
 Edith Madden '87 English Lang Inst
 Jean Jordan '87 Upward Bound
 Roger Fendall '88 Agr Ext Ed
 Dow Poling '88 (vice McMullen) H & PE
 Kevin McCann '89 Alumni Office
 Dave Kragthorpe '89 Athletics
 Kathleen Moore '89 Philosophy

Denise Chowning (Fr, Educ)
 Kim Edlund (So, Bus)
 Matt Hinds (Fr, CLA)
 Megan Ryan (Jr, UESP)
 Jeffrey Stastny (Fr, Engr)
 Diane Welsh (Sr, CLA)
 Heather Nichols (Jr, CLA)
 Shane Wall (Sr, Engr)

UNDERGRADUATE ADMISSIONS COMMITTEE 115

Martin Hellickson '88 Chrm Agr Engr
 Phillip Schary '87 (vice Ruben) Bus Admin
 Fred Obermiller '87 (v. Wallace) Ag Res & Econ
 William Smart '88 Int'l Ed
 Barbara Read '88 Bot/Plant Path
 Solon Stone '89 Engineering
 Bruce Shepard '89 Poli Sci
 Fred Rickson '89 Botany
 Ex-Officio: Dir of Admissions (Assoc Dir Kay Conrad)

Jennifer Jacobson (So, Bus)

UNIVERSITY HONORS PROGRAM COMMITTEE 116

Gary Ferngren '88 Chrm History
 William Jenne '87 (vice Barte) Sociology
 Larry Boersma '87 Soil Sci
 Carlton Carroll '88 (vice Gray) FLL
 David Eiseman '89 Music
 Ex-Officio: Acting Honors Program Director
 (Kerry Ahearn)

Student TBA
 Student TBA

DEC 17 1986

Vice President for
Academic Affairs
and Provost

Oregon
State
University

Corvallis, Oregon 97331-2128

(503) 754-2111

December 16, 1986

MEMORANDUM

TO: All Academic Administrators

FROM: Graham B. Spanier *Graham Spanier*
Vice President for Academic Affairs and Provost

RE: Performance Review of Academic Administrators

I am pleased to share with you a new policy titled "Performance Review of Academic Administrators." This policy, effective immediately, applies to all academic administrators with titles of chair, head, director, associate dean, dean, assistant vice president, associate vice president, and other faculty positions that carry significant administrative responsibility. Each dean will determine which positions qualify for such review in his or her unit.

It is the responsibility of the Vice President for Academic Affairs to set up a schedule for review for those individuals reporting to the vice president, and it is the responsibility of each dean to set up a schedule for review for those individuals reporting to the dean. The policy is designed to have considerable flexibility and matters of interpretation or implementation should be discussed with one's immediate supervisor.

This policy has been prepared cooperatively with the deans and has their approval. We will continue to discuss this approach to performance reviews and will welcome suggestions about the process.

GBS/nrh

Attachment

c: President Byrne
Associate Vice President Fullerton

PERFORMANCE REVIEW OF ACADEMIC ADMINISTRATORS

It is the policy of Oregon State University that those responsible for supervising academic administrators shall provide continuous personal counsel on each administrator's effectiveness, making specific suggestions when improvement is needed. Evaluation should also be one element of the supervisor's annual program/budget review and planning session with the unit administrator. In addition, the supervisor shall conduct a formal Periodic Performance Evaluation of each administrator at intervals not to exceed five years.

No standard procedure for Periodic Performance Evaluations will fit all cases because administrative positions vary so greatly in scope and complexity. However, each Periodic Evaluation will be conducted personally by the administrator's supervisor and will provide opportunities, as appropriate, for substantive input from (1) faculty, staff, and students within the unit; (2) groups inside and outside the university who are significantly affected by the administrator's performance; and (3) others in a position to observe and evaluate the incumbent's performance effectively.

Continuation of the incumbent's administrative appointment following the Periodic Performance Evaluation requires a letter from the supervisor certifying satisfactory or better performance and formalizing the action to continue the appointment.

38 To: Bob McMahon
Fac. Senate Pres.

- For Your Info.

DEC 17 1986

College of
Home Economics

Oregon
State
University

Corvallis, Oregon 97331

(503) 754-3551

12/16/86

TO: Bob Newton
Business Affairs

FROM: Jim Leklem *Jim Leklem*
Chairman, Ad Hoc Committee on Evaluation of Centralized Travel

This brief report is to provide you with the latest data I have received on evaluation of the present centralized travel service. For your information I have also enclosed a previous report (5/15/86) submitted to the Faculty Senate.

To date our committee has received 150 evaluation forms. Of these 99 indicated they were satisfied with the present travel service. An additional 12 indicated that they were satisfied but expressed a concern over a centralized travel service. There were 39 persons (26%) that said they were not satisfied with the service. The complaints were varied. Foreign travel was a particular concern. There also was concern over cheaper fares by other agencies, tight connections, and lack of follow-through.

As previously stated, we have no way of knowing how representative our survey is of the total travel of the university. However, the 39 dissatisfied persons are significant given the diversity of complaints received.

The files are available to you should you find them of use.

JL:AH

REPORTS TO THE FACULTY SENATE
February 5, 1987

Agenda for the Senate Meeting: Thursday, February 5, 1987, 3:00 p.m.,
Stewart Center

The Agenda for the February 5 Senate meeting will include the reports and other items of business listed below. To be approved are the Minutes of the January 15 Senate meeting, as published and distributed as the Staff Newsletter Appendix.

A. ACTION ITEMS

1. UNDERGRADUATE ADMISSIONS COMMITTEE; MISSION STATEMENT (pp. 5-8)

Attached are the Mission and Membership Statement and the Policies Statement for operation of the Undergraduate Admissions Committee. These have been prepared by the Committee to assist in expediting issues that come before it. The Committee asks that these statements be approved by the Senate. At the June Senate meeting, a report of the Committee on Committees making changes in the wording of the Standing Rule for the Committee (i.e., Mission & Membership Statement) was approved by the Senate. It has come to our attention that two sections of that document were incorrectly reported in the Minutes of the June 26 meeting. The Minutes have been corrected and the correct statement is presented here as background information for the Senate in preparing for action on approval of the Policies Statement.

2. PRESIDENT'S LONG-RANGE PLANNING COMMISSION

OSU's Long Range Plan is nearing completion. Members of the PLRPC (Kinsey Green and Bud Weiser, Co-Chrm., Steve Lawton, Pete Fullerton, and Warren Hovland) will be present at the Senate meeting to discuss the Plan and to explain how Senators might have input during the revision process.

3. CURRICULUM COUNCIL; Category I document

Under separate cover, you will receive an additional Category I document for Senate consideration. This document was omitted from the documents presented for Senate approval at the December 4 meeting.

B. INFORMATION ITEMS

1. FACULTY SENATE MEMBERSHIP CHART (pp. 9, 10)

Attached is a Revised copy of the 1987 Faculty Senate Membership Chart. Several editorial changes have been made. This Chart can be transferred to the Faculty Senate Handbook for ongoing reference, if desired.

2. INSTITUTIONAL REPRESENTATIVE TO THE NCAA

The Executive Committee has received a request from Dr. Byrne to provide names of Faculty nominees for the position of Institutional Representative to the NCAA to fill the vacancy created by resignation of Jack Davis, who has served in that capacity for the last ten years. The Executive Committee is responding to the request.

3. SUMMER TERM/CONTINUING EDUCATION DIRECTOR SEARCH COMMITTEE

Pursuant to a request from Vice President Spanier, the Executive Committee is working with the Administrative Appointments Committee to provide names of individuals from the Committee, as well as names of members of the Faculty who might be appointed to a Search Committee to find a Director of Summer Term and Continuing Education.

4. FACULTY ECONOMIC WELFARE COMMITTEE CHARTS (pp. 11-25)

Attached are twelve charts prepared by Curtis Mumford for the FEWC's Faculty Salary Book (which has received fairly widespread distribution on the campus). The FEWC, however, wishes to share the information with the Senate. Attached, also, is a suggested distribution "log" indicating the areas the FEWC would like to have receive these Charts. These Charts are presented primarily for the information of the Senate. Questions may be addressed to Chrm. Hisaw or Prof. Mumford.

5. OSBHE NOTICE re MODIFICATION OF SABBATICAL LEAVE POLICY HEARING (pp. 26, 27)

The Senate Office has received notice of a Public Hearing to modify the current Sabbatical Leave Rule in the Administrative Rules. The documents attached here have been referred to the Faculty Status Committee in the event the FSC may want to provide input on the proposed change or to the Hearing.

6. EVALUATION OF ADVISING TO BE STUDIED

Dr. Spanier has asked the Executive Committee to forward to him names of Faculty members that could be considered for appointment to a new Task Force to look at the Evaluation of Advising at OSU. The Executive Committee is responding to that request for names.

7. GENERAL EDUCATION REQUIREMENTS REVIEW

The Executive Committee has been asked to forward to Vice President Spanier names of Faculty members who might be appointed to a committee to review the General Education Requirements. The Executive Committee is complying with that request.

8. CHANGES IN COMMITTEE/COUNCIL MEMBERSHIPS

Due to several recent changes, the Executive Committee has made revisions to the Committee/Council Memberships. These changes should be noted on the appropriate lists in the Senate Handbook. Names of those who have accepted the appointments are not available at this time, however, we will attempt to have an updated Roster available at the meeting.

- a. Academic Requirements Comm: A three year appt., vice Campbell, ending 6/30/89.
- b. Curriculum Council: An appointment to serve "vice King" until 6/30/87. The Chairmanship through 6/30/87 has been accepted by John Lee, Math.
- c. University Club Board of Directors (Interim): Bob McMahon (Immed. Past Senate President) has been asked by the EC to serve on the Board until such time as a permanent Board is elected by the membership. The EC would like to appoint at least two more teaching Faculty to the Board immediately. Volunteers are still being sought.
- d. Library: Appointment to serve "Vice Headrick" through 6/30/87.
- e. Retirement Comm: appointment to serve "Vice Floyd" through 6/30/87.
- f. Committee on Committees: Appointment to serve "Vice Jacobson" through 6/30/87.

10. SEARCH FOR A DEAN OF THE COLLEGE OF AGRICULTURAL SCIENCES

The Senate will continue to hear an update on the status of the search, providing there is material upon which to report.

11. NEW SENATOR ORIENTATION

The ninth annual New Senator Orientation was conducted on January 14 as an afternoon workshop. This orientation/workshop is planned to acquaint newly-elected Senators with some of the procedures of the Senate and to familiarize them with Parliamentary procedures which apply to Senate meetings.

12. SENATE MOTION CARRIED OUT

Senators will note that action taken at the January meeting directing the Executive Committee to ask Faculty for a vote of support for the Senate action recommending a change in the policy regarding final exams for graduating students was carried out through distribution, on January 26 and 27, of a document asking Faculty to vote. This document was sent to all Faculty with the rank of Instructor or above (or, Faculty eligible to vote in the Faculty Senate elections).

13. EXECUTIVE COMMITTEE/OFFICER/OFFICE MEMBERSHIP ROSTER (p. 4)

On the reverse side of this page is a new 1987 Roster indicating names, departments, and phone numbers for the Executive Committee, Officers and Senate staff for easy reference.

C. REPORTS FROM THE EXECUTIVE OFFICE

D. REPORTS FROM THE SENATE PRESIDENT

E. NEW BUSINESS

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331

Membership Roster
EXECUTIVE COMMITTEE OF THE FACULTY SENATE

1987

<u>Phone #'s</u>	<u>Name</u>	<u>Department</u>
2146, 4344	Sara E. (Sally) Malueg Senate President	Foreign Languages & Literatures
2461, 4344	Thurston E. Doler Senate President-Elect	Speech Communication
4143	W. Curtis Johnson '87	Biochemistry & Biophysics
3421, 2511	Thomas McClintock '87	History Department & CLA Dean's Office
2118	Nancy Powell '87	Kerr Library
2081	Carroll DeKock '88	Chemistry
4151	Paul Farber '88	General Science
4601, 4034	Jonathan King '88	Business Administration
2111	Graham Spanier (Ex-Officio)	Vice President for Academic Affairs
198-0	Robert McMahon Immediate Past Senate President	Forestry

* * * * *

Office Staff:

4344	Shirley Lindsey Administrative Assistant	Faculty Senate Office
4344	Hildy Schroeder Office Asst.	Faculty Senate Office

JAN 12 1987

Department of
Agricultural Engineering

Oregon
State
University

Corvallis, Oregon 97331-3906

(503) 754-2041

January 9, 1987

MEMO TO: Sally Malueg, President
Faculty Senate Oregon State University

FROM: Martin L. Hellickson, Chairman *Martin L. Hellickson*
Undergraduate Admissions Committee

RE: Mission Statement and Policies of the Undergraduate
Admissions Committee

Enclosed are the mission, membership, policies and procedures statements that have been developed and unanimously accepted by the Undergraduate Admissions Committee. The statement in bold type following Procedure number seven has been recommended by Dr. Spanier and has his approval.

The mission statement, as presented here, has been modified from what was printed in the minutes of the June 26, 1986 meeting of the Faculty Senate. We are recommending that the wording in the minutes be changed as follows: the underlined portions be deleted and the wording in bold type immediately following be inserted. **

The first change is necessary because, as presently in the minutes, non-resident transfer students are not accounted for. The second change is to reflect what we thought was accomplished orally at the June 26th meeting. Four 12-month appointment members plus the Admissions Office representative constitutes a quorum which allows maximum flexibility in membership and insures that sufficient members will be present at meetings over the summer.

Once these changes have been accepted by the Faculty Senate, I would like to see the entire document circulated to the university. Perhaps this could be done as a Faculty Forum paper or the Senate Office could mail copies to all Deans, Directors and Department Heads for circulation to their faculty.

Thank you for your help in getting this finalized. I feel it clearly identifies our policies and procedures and provides valuable information not previously available to our faculty.

/jw
cc: Kay Conrad

**Faculty Senate records show this wording was approved at the June 26, 1986 meeting; therefore, no change is needed, as this is the currently approved wording (all material dashed through --- is deleted), bold face is now correct wording.

FACULTY SENATE STANDING RULES
FOR THE
UNDERGRADUATE ADMISSIONS COMMITTEE

MISSION AND MEMBERSHIP:

The Undergraduate Admissions Committee passes on any ~~Oregon resident freshman or transfer applicant, or any non-resident-freshman~~ potential undergraduate applicant not meeting the stated admission requirements as 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 exceptions should be approved. The Committee consists of nine members: five from the ranks of the teaching faculty, one college head advisor, one representative from International Education (at least five, four of these seven members should hold twelve month appointments), one student, and one person selected at-large. In addition, a representative from the Admissions Office should be granted discussion and voting rights for deliberation on student appeals. (Adopted 6-26-1986)

POLICIES:

The overall governing policy of the Undergraduate Admissions Committee is to provide an equal opportunity for students to appeal for admission to Oregon State University when they have not met regular admission requirements. The categories of appeal for admission to Oregon State University by exception open to applicants are: 5% Special Admit, Other Special Admit, Transfer, and Undergraduate Special Student (Non-Degree). The appeal request must be made in writing.

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. However, the committee will consider "sixth semester" appeals for Athletic Department early recruiting. The acceptance of an early appeal may be conditional. For example, a student may be made aware of deficiencies which are of concern to the committee, and be asked to demonstrate some effort to address the deficiencies prior to matriculation at O.S.U. In some cases, the retaking of a standardized test may be required.

The student appeal process will be limited to one consideration of the completed file unless the committee votes to defer for additional information. If the student's written appeal is rejected, the candidate may schedule a personal appearance before the committee to provide new or expanded information.

The annually negotiated E.O.P. quota shall be the only quota assigned to the 5% Special Admit category.

PROCEDURES:

1. Freshman and Transfer Appeals (Non-Athlete & Non-Foreign)

... Student appeal information will be read by at least three committee members. Majority vote rules. Vote may be to accept, reject or defer for additional information. One of the three original readers may appeal the vote and ask for additional readers in cases where a clear decision has not been agreed upon.

2. E.O.P. Sponsored and Diagnosed Learning Disability Freshmen and Transfers

... Student appeal information will be read by Chairman and Admissions Office representative. If accepted by both, no further action is necessary. If one or both rejects the student, appeal will be read by at least one more committee member. Majority vote rules. Vote may be to accept, reject or defer for additional information.

3. Athletic Department Sponsored and/or E.O.P. Sponsored Athletes ... Freshmen and Transfers

... All committee members present (a quorum of five or more members is needed) will read the appeal information. Majority vote rules. Vote may be to accept, reject or defer for additional information.

4. Un-sponsored Athletes ... Freshman and Transfer Walk-ons

... All committee members present (a quorum of five or more members is needed) will read the appeal information. Majority vote rules. Vote may be to accept, reject or defer for additional information.

5. Foreign Student Freshmen and Transfer Appeals

... Student appeal information will be pre-screened by the International Education Office representative and the Admissions Office representative. Cases rejected by them will not go forward to the committee. Students accepted during pre-screening will be read by a third member of the committee. Majority vote rules. Vote may be to accept, reject or defer for additional information.

6. Undergraduate Special Student (Non-Degree) Appeals

... Shall be administered by the Admissions Office unless the person does not meet any of the specified criteria. Cases passed to the committee will be read by at least three members.

7. Early Admit Students

... If GPA or units completed drop below basic requirements after the student has been notified of admittance by Admissions Office, the Chairman of committee and Admissions Office representative will administer on a case by case basis.

Rejected students may schedule one appeal to the committee, in person or in writing, to provide new or expanded information. The decision of the committee following this appeal is normally considered final. Appeals beyond the committee may be considered by the Provost in unusual circumstances. Such appeals are to be presented in writing to the Provost and would be considered only upon evidence of seriously biased or discriminatory treatment by the full committee.

SUPPORTING AGENCIES OR PROGRAMS:

Educational Opportunities Program.....	John Lenssen
-- EOP --	Acting Director
University Exploratory Studies Program.....	Morris L. LeMay
-- UESP --	Director
Intercollegiate Athletics.....	Michael Beachley
	Director
Upward Bound.....	Mario R. Cordova
	Director

FACULTY SENATE MEMBERSHIP

Oregon State University

January 2, 1987 (Rev.
1/20/87)

(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 1987. Names marked by an Asterisk (*) are serving for a second consecutive term. Year in parentheses, i.e., (86), after a name indicates year present continuous membership began, in January unless otherwise indicated. Term expires on December 31 of the year indicted at the head of each column.

1987

1988

1989

AGRICULTURE

Peter Bottomley, Micro (85)
Michael Martin, Agr & Res Econ (85)
Terry Miller, Agr Chem (85)
David Philbrick, Extension (85)
Thomas Savage, Poultry Sci (85)
Bart Eleveld, Agr & Res Econ (87)
John R. Stewart, Horticulture (86)

Bruce E. Coblentz, Fish/Wild (86)
David A. King, Agr Communic (86)
Gerald Kling, Soil Sci (86)
Sheldon Ladd, Crop Sci (86)
Mina McDaniel, Food Sci & Tech (86)
Mary Powelson, Bot & Pl Path (86)
Richard Scanlan, Food Sci & Tech (86)
Tim Schowalter, Entomology (87)

Douglas Barofsky, Agr Chem (87)
Floyd Bolton, Crop Sci (87)
*Neil Christensen, Soil Sci (84)
Andrew Hashimoto, Agr Engr (87)
Douglas Johnson, Rangeland Res (87)
Gerald Krantz, Entomology (87)
*Roger Petersen, Statistics (84)
Tim Righetti, Horticulture (87)

BUSINESS

Norma Nielsen (87)
Jane Siebler (85)

George Martin (86)
Jonathan King (86)

Jack Bailes (87)
Al Mukatis (87)

EDUCATION

Gene Craven, Sci Educ (86)

Wayne Courtney, Educ (86)

Wayne Havorsen (87)

ENGINEERING

R. D. Layton, Chem Engr (87)
R. J. Schultz, Civil Engr (87)

Robert Mrazek, Chem Engr (86)
Len Weber, Elec & Comp Engr (86)

D. L. Amort, ECE (87)
L. R. Davis, Mech Engr (87)
*R. E. Wilson, Mech Engr (84)

FORESTRY

Deborah J. Allen, Res Recr (85)
Robert L. Krahmer, For Prods (85)

David E. Hibbs, For Sci Ctr (86)
Steven R. Radosevich, For Sci Ctr (86)

Douglas Brodie, For Mgmt (87)
John Sessions, For Engr (87)

HEALTH & PHYSICAL EDUCATION

Margaret Smith, Health (85)

Sandra Suttie (87)
Terry Wood (87)

HOME ECONOMICS

Greg Look, Food Sys Mgmt (85)

David W. Andrews, Human Develop (86)

Sally Francis, CTRA (87)

LIBERAL ARTS

David Eiseman, Music (85)
Dianne Hart, For Lang & Lits (85)
Thomas McClintock, Hist (85)
Henry Sayre, Art (85)

Jacqueline Bobo, Speech (86)
Barbara Loeb, Art (86)
Michael Oriard, Engl (86)
Dale Simmons, Psych (86)
Courtland Smith, Anthro (86)
*R. Charles Vars, Econ (85)

Kerry Ahearn, Engl (87)
Paul Kopperman, Hist (87)
Ze'ev Orzech, Econ (87)
Robert Schwartz, Engl (87)
Bruce Shepard, Poli Sci (87)

1987

1988

1989

OCEANOGRAPHY

Adrianna (Jane) Huyer (85)
David Enfield (85)

David Carlson (86)
Priscilla Newberger (86)

PHARMACY

Gary DeLander (85)

Gregory B. Fink (87)

SCIENCE

*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 (85)
Richard Schori, Math (86)
T. Darrah Thomas, Chem (86)

Robert Becker, Bio/Bio (87)
W. Lawrence Gates, Atmos Sci (87)
W. Curtis Johnson, Bio/Bio (87)
Charles Rosenfeld, Geog (87)
Mike Shaughnessy, Math (87)
*Hollis Wickman, Chem (84)

VETERINARY MEDICINE

Nephi Patton (87)

Loren H. Appell (86)

Alvin W. Smith (87)

LIBRARY

Michael P. Kinch (86)

Bonnie Avery (87)

ROTC

Michael Rainbolt, Mil Sci (87)

TBA Aero Sp

UNASSOCIATED FTE

Jon Root, CMC (85)
Lawrence Griggs, EOP (85)
Diana K. Conrad, Admissions (86)
Leslie Dunnington, Counseling Ctr (86)

William J. Brennan, Stu Affairs (86)
Marshall Jennings, Fin Aid (86)
Cliff Michel, Counseling Ctr (86)
Nancy Vanderpool, Stu Affairs (86)

Russell Dix, Registrar's Off (87)
Allan Mathany, Budgets (87)
*Mimi Orzech, Acad Affairs (87)
Bill Smart, International Educ (87)
Keith Mobley, President's Office (87)

Ex-Officio Members:

John V. Byrne, University President
Graham Spanier, Vice President of
Academic Affairs & Provost

Senate Officers:

Sara E. (Sally) Malueg, Senate President
Thurston E. Doler, Senate President-Elect

Total Faculty Senators: 109

Department of Zoology

Oregon
State
University

Corvallis, Oregon 97331-2914

(503) 754-3705

22 January 1987

M E M O R A N D U M

To: Executive Committee of the Faculty Senate
Sara Malueg, Senate President

From: Fred Hisaw, Chairman *FH*
Faculty Economic Welfare Committee

Subject: Distribution of FEWC Salary, Red Book, Pages

The FEWC requests that the executive committee distribute those pages in the salary Red Book, as identified on the enclosed table, to the different units as indicated.

FEWC Recommended Disposition of Pages in Red Salary Book

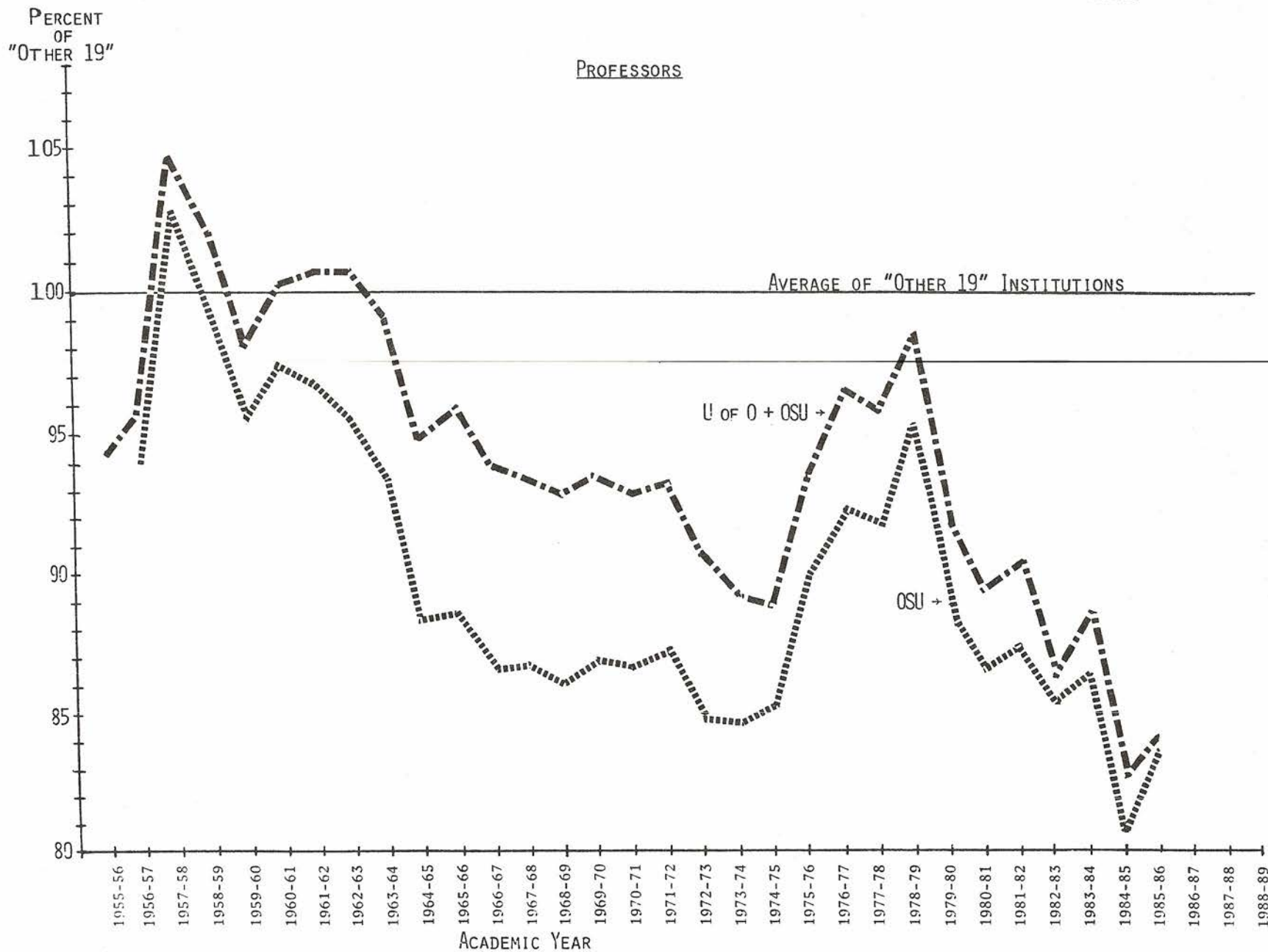
Page No.	No further distribution	OSU Senators	OSU Deans & Directors	Chancellor's Office	AOF	Other
6		✓	✓	✓	✓	✓
7	✓					
8	✓					
9		✓	✓		✓	
10	✓		✓	✓	✓	
11	✓					
12						
13		✓				
14		✓			✓	
15	✓					
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17		✓	✓	✓		✓
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25	✓					
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28		✓	✓	✓	✓	
29		✓	✓	✓	✓	
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49	✓					
50	✓					

FEWC Recommended Disposition of Pages in Red Salary Book (cont'd.)

Page No.	No further distribution	OSU Senators	OSU Deans & Directors	Chancellor's Office	AOF	Other
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69*						

*Update on page 10.

AVERAGE ANNUAL SALARIES OF OREGON PROFESSORS (OSU + UO); AND
 OREGON STATE PROFESSORS; COMPARED WITH PROFESSORS AT "OTHER 19" INSTITUTIONS
 SOURCE OF DATA: OREGON STATE SYSTEM OF HIGHER EDUCATION (TEACHING STAFF, 9 MONTH APPOINTMENTS)



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 currently employed on 9-month teaching appointments.

OSU Faculty Economic Welfare Committee, 4/15/86.

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

Year	Professor			Associate Professor			Assistant Professor			Instructor			All Ranks		
	19 ¹	U of O	OSU	19 ¹	U of O	OSU	19 ¹	U of O	OSU	19 ¹	U of O	OSU	19 ¹	U of O	OSU
1969-70	2/ 164% 18,271	168% 18,200	147% 15,852	121% 13,494	123% 13,318	117% 12,552	100% 11,149	100% 10,847	100% 10,756	78% 8,737	80% 8,708	79% 8,458	13,715	13,709	12,603
	3/ +5.4% +6.0%	+5.4% +6.0%	+6.3% +4.5%	+5.2% +4.8%	+4.8% +6.1%	+6.1% +5.4%	+5.4% +7.0%	+7.0% +4.2%	+4.2% +5.4%	+5.4% +9.3%	+9.3% +4.9%	+4.9% +5.0%	+5.7%	+5.8%	+5.6%
1970-71	2/ 164% 19,150	165% 18,834	144% 16,562	121% 14,115	122% 13,923	117% 13,410	100% 11,692	100% 11,381	100% 11,471	78% 9,161	80% 9,143	76% 8,733	14,455	14,522	13,415
	3/ +4.8% +3.5%	+4.8% +3.5%	+4.5% +4.5%	+4.6% +4.5%	+4.5% +6.8%	+6.8% +4.9%	+4.9% +4.9%	+4.9% +6.6%	+6.6% +4.9%	+4.9% +5.0%	+5.0% +3.3%	+3.3% +5.4%	+5.4%	+5.9%	+6.4%
1971-72	2/ 163% 19,551	164% 19,116	144% 17,040	120% 14,437	123% 14,316	116% 13,765	100% 11,986	100% 11,634	100% 11,827	80% 9,577	86% 9,992	78% 9,205	14,963	15,035	13,850
	3/ +2.1% +1.5%	+1.5% +2.9%	+2.9% +2.3%	+2.3% +2.8%	+2.8% +2.6%	+2.6% +2.5%	+2.5% +2.2%	+2.2% +3.1%	+3.1% +4.5%	+4.5% +9.3%	+9.3% +5.4%	+5.4% +3.5%	+3.5%	+3.5%	+3.2%
1972-73	2/ 164% 20,311	163% 19,273	142% 17,207	121% 14,974	124% 14,613	115% 13,917	100% 12,418	100% 11,831	100% 12,105	79% 9,849	85% 10,005	78% 9,464	15,659	15,556	14,109
	3/ +3.9% +0.8%	+0.8% +1.0%	+1.0% +3.7%	+3.7% +2.1%	+2.1% +1.1%	+1.1% +3.6%	+3.6% +1.7%	+1.7% +2.4%	+2.4% +2.8%	+2.8% +0.1%	+0.1% +2.8%	+2.8% +4.7%	+4.7%	+3.5%	+1.9%
1973-74	2/ 164% 21,359	154% 19,701	142% 18,087	121% 15,685	118% 15,186	114% 14,581	100% 13,009	100% 12,816	100% 12,774	79% 10,253	84% 10,718	77% 9,831	16,668	16,181	14,792
	3/ +5.2% +2.2%	+2.2% +5.1%	+5.1% +4.7%	+4.7% +3.9%	+3.9% +4.8%	+4.8% +8.3%	+8.3% +4.3%	+4.3% +5.5%	+5.5% +4.1%	+4.1% +7.1%	+7.1% +3.9%	+3.9% +6.4%	+6.4%	+4.0%	+4.8%
1974-75	2/ 164% 22,349	158% 20,389	144% 19,036	120% 16,402	122% 15,730	116% 15,369	100% 13,664	100% 12,893	100% 13,210	80% 10,932	87% 11,258	81% 10,705	17,576	16,721	15,456
	3/ +4.6% +3.5%	+3.5% +5.2%	+5.2% +4.6%	+4.6% +3.6%	+3.6% +5.4%	+5.4% +5.0%	+5.0% +0.6%	+0.6% +3.4%	+3.4% +6.6%	+6.6% +5.0%	+5.0% +8.9%	+8.9% +5.4%	+5.4%	+3.3%	+4.4%
1975-76	2/ 164% 24,106	160% 23,071	147% 21,706	121% 17,762	121% 17,505	115% 17,293	100% 14,698	100% 14,451	100% 14,764	82% 12,037	84% 12,202	76% 11,263	18,986	18,636	17,446
	3/ +7.9% +15.2%	+15.2% +14.0%	+14.0% +8.3%	+8.3% +11.3%	+11.3% +12.5%	+12.5% +7.6%	+7.6% +12.1%	+12.1% +11.8%	+11.8% +10.1%	+10.1% +8.4%	+8.4% +5.2%	+5.2% +8.0%	+8.0%	+11.5%	+13.0%
1976-77	2/ 165% 25,419	163% 25,213	149% 23,437	122% 18,748	122% 18,977	120% 18,811	100% 15,404	100% 15,493	100% 15,722	81% 12,482	86% 13,271	78% 12,198	20,162	20,417	18,935
	3/ +5.4% +9.3%	+9.3% +8.0%	+8.0% +5.6%	+5.6% +8.4%	+8.4% +8.8%	+8.8% +4.8%	+4.8% +7.2%	+7.2% +6.5%	+6.5% +3.7%	+3.7% +8.8%	+8.8% +8.3%	+8.3% +6.2%	+6.2%	+9.6%	+8.5%
1977-78	2/ 166% 26,860	164% 26,483	151% 24,623	122% 19,716	124% 19,977	120% 19,484	100% 16,188	100% 16,122	100% 16,269	80% 13,015	85% 13,668	78% 12,679	21,353	21,208	19,743
	3/ +5.7% +5.0%	+5.0% +5.1%	+5.1% +5.2%	+5.2% +5.3%	+5.3% +3.6%	+3.6% +5.1%	+5.1% +4.1%	+4.1% +3.5%	+3.5% +4.3%	+4.3% +3.0%	+3.0% +3.9%	+3.9% +5.9%	+5.9%	+3.9%	+4.3%
1978-79	2/ 166% 28,256	164% 28,360	156% 26,858	122% 20,703	123% 21,250	124% 21,321	100% 16,994	100% 17,292	100% 17,212	81% 13,837	86% 14,933	79% 13,559	22,670	22,754	21,477
	3/ +5.2% +7.1%	+7.1% +9.1%	+9.1% +5.0%	+5.0% +6.4%	+6.4% +9.4%	+9.4% +5.0%	+5.0% +7.3%	+7.3% +5.8%	+5.8% +6.3%	+6.3% +9.3%	+9.3% +6.9%	+6.9% +6.2%	+6.2%	+7.3%	+8.3%
1979-80	2/ 166% 30,292	165% 28,440	156% 26,916	122% 22,177	123% 21,131	123% 21,251	100% 18,200	100% 17,193	100% 17,231	82% 14,903	86% 14,740	77% 13,265	24,434	22,869	21,279
	3/ +7.2% +0.3%	+0.3% +0.2%	+0.2% +7.1%	+7.1% -1.0%	-1.0% -0.3%	-0.3% +7.1%	+7.1% -0.6%	-0.6% +0.1%	+0.1% +2.7%	+2.7% -1.3%	-1.3% -2.2%	-2.2% +7.8%	+7.8%	+0.5%	-0.9%
1980-81	2/ 166% 32,974	162% 30,102	154% 28,525	121% 24,049	123% 22,977	122% 22,627	100% 19,849	100% 18,631	100% 18,565	81% 16,159	86% 16,054	78% 14,480	26,762	24,487	22,802
	3/ +8.8% +5.84%	+5.84% +5.98%	+5.98% +5.44%	+5.44% +8.74%	+8.74% +6.47%	+6.47% +9.06%	+9.06% +8.36%	+8.36% +7.74%	+7.74% +8.43%	+8.43% +8.91%	+8.91% +9.16%	+9.16% +9.53%	+9.53%	+7.08%	+7.16%
1981-82	2/ 165% 35,705	166% 32,983	154% 31,172	120% 26,099	124% 24,749	122% 24,705	100% 21,678	100% 19,884	100% 20,289	83% 17,918	82% 16,395	76% 15,405	29,085	26,297	25,037
	3/ +8.3% +9.6%	+9.6% +9.3%	+9.3% +8.5%	+8.5% +7.7%	+7.7% +9.2%	+9.2% +6.7%	+6.7% +9.2%	+9.2% +6.7%	+6.7% +9.3%	+9.3% +10.9%	+10.9% +2.1%	+2.1% +6.4%	+6.4%	+7.4%	+9.8%
1982-83	2/ 163% 37,965	159% 33,015	153% 32,346	120% 27,857	120% 24,909	122% 25,794	100% 23,282	100% 20,801	100% 21,097	84% 19,575	81% 16,947	77% 16,261	31,225	26,847	26,032
	3/ +6.3% +0.1%	+0.1% +3.8%	+3.8% +6.7%	+6.7% +0.6%	+0.6% +4.4%	+4.4% +7.4%	+7.4% +4.6%	+4.6% +4.0%	+4.0% +9.2%	+9.2% +3.4%	+3.4% +5.6%	+5.6% +7.4%	+7.4%	+2.1%	+4.0%
1983-84	2/ 161% 39,717	158% 35,781	150% 34,285	118% 29,096	117% 26,479	119% 27,296	100% 24,729	100% 22,671	100% 22,873	81% 20,150	82% 18,691	84% 16,947	32,670	29,243	27,511
	3/ +4.6% +8.4%	+8.4% +6.0%	+6.0% +4.4%	+4.4% +6.3%	+6.3% +5.8%	+5.8% +6.2%	+6.2% +9.0%	+9.0% +8.4%	+8.4% +2.9%	+2.9% +10.3%	+10.3% +4.2%	+4.2% +4.6%	+4.6%	+8.9%	+5.7%
1984-85	2/ 160% 42,484	154% 35,642	150% 34,313	119% 31,004	120% 27,452	120% 27,610	100% 26,609	100% 23,083	100% 22,942	80% 21,182	81% 18,805	74% 16,897	34,951	29,399	27,378
	3/ +7.0% -0.4%	-0.4% +0.1%	+0.1% +6.6%	+6.6% +3.7%	+3.7% +1.2%	+1.2% +7.6%	+7.6% +1.8%	+1.8% +0.3%	+0.3% +5.1%	+5.1% +0.6%	+0.6% -0.3%	-0.3% +7.0%	+7.0%	+0.5%	-0.5%
1985-86	2/ 158% 45,263	147% 38,232	147% 37,853	121% 32,976	118% 30,081	118% 30,335	100% 28,650	100% 24,958	100% 25,673	76% 21,724	79% 19,637	74% 18,951	37,282	31,439	30,413
	3/ +6.5% +7.3%	+7.3% +10.3%	+10.3% +6.4%	+6.4% +9.6%	+9.6% +9.9%	+9.9% +7.7%	+7.7% +8.1%	+8.1% +11.9%	+11.9% +2.6%	+2.6% +4.4%	+4.4% +12.2%	+12.2% +6.7%	+6.7%	+6.9%	+11.1%
1986-87	3/ 164% 47,211	164% 44,211	147% 41,211	121% 37,211	121% 34,211	121% 31,211	100% 28,211	100% 25,211	100% 22,211	78% 19,211	80% 16,211	79% 13,211	39,211	32,211	29,211

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

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

3/ Percentage increase from previous year.

Average Annual Salaries of Full-Professors
at Oregon State University, 1967-1986 in Terms of 1967 Dollars

(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)	
Year	Annual Salary	Consumers Price Index for Portland ^{2/}	Purchasing Power in Terms of 1967 Dollars	
	Actual Salary ^{1/} \$		(a) Amount ^{3/} \$	(b) Index ^{4/}
1967	\$13,355	100.0	\$13,355	100.0
1968	14,268	103.5	13,786	103.2
1969	14,913	108.6	13,732	102.8
1970	15,852	113.2	14,004	104.9
1971	16,562	116.1	14,265	106.8
1972	17,040	119.5	14,259	106.8
1973	17,207	127.3	13,517	101.2
1974	18,087	142.8	12,666	94.8
1975	19,036	156.5	12,164	91.1
1976	21,706	167.0	12,998	97.3
1977	23,437	180.2	13,006	97.4
1978	24,623	198.4	12,411	92.9
1979	26,858	225.4	11,916	89.2
1980	26,916	255.4	10,539	78.9
1981	28,525	278.2	10,253	76.8
1982	31,172	287.0	10,861	81.3
1983	32,346	290.1	11,150	83.5
1984	34,285	301.0	11,390	85.3
1985	34,313	312.4 ^{5/}	10,984	82.2 ^{6/}
1985-1986	37,853	315.0 ^{5/}	12,017	90.0 ^{6/}

^{1/} Salaries are for full-time teaching faculty on 9-month appointments, Office of Budgets, Oregon State University.

^{2/} Bureau of Labor Statistics, U.S. Department of Labor, All Urban Consumers, All Items.

^{3/} Column 2 $\div$ Column 3 x 100. Shows trend in purchasing power in constant dollars.

^{4/} Column 4a $\div$ 13,355 x 100.

^{5/} For March, 1986.

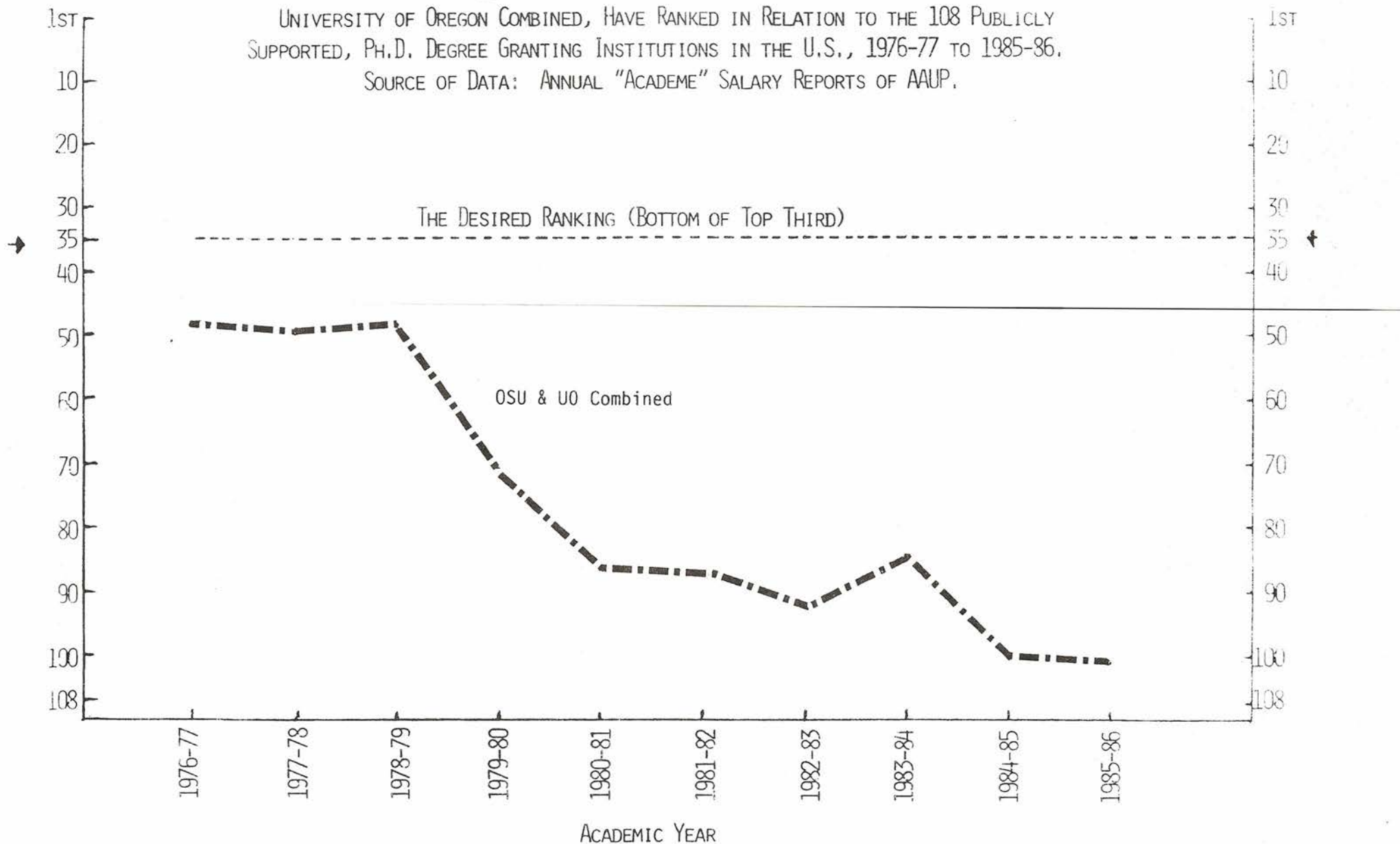
^{6/} A Similar analysis for the salaries of other academic ranks at OSU resulted in the following: For Associate Professors, 90.3%; Assistant Professors, 90.1%; and Instructors, 87.5%.

OSU Faculty Economic Welfare Committee, 4/10/86.
Revised, 4/28/86.

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AN HISTORICAL PICTURE OF HOW THE AVERAGE ANNUAL
SALARIES OF FULL PROFESSORS AT OREGON STATE UNIVERSITY AND
UNIVERSITY OF OREGON COMBINED, HAVE RANKED IN RELATION TO THE 108 PUBLICLY
SUPPORTED, PH.D. DEGREE GRANTING INSTITUTIONS IN THE U.S., 1976-77 TO 1985-86.
SOURCE OF DATA: ANNUAL "ACADEME" SALARY REPORTS OF AAUP.

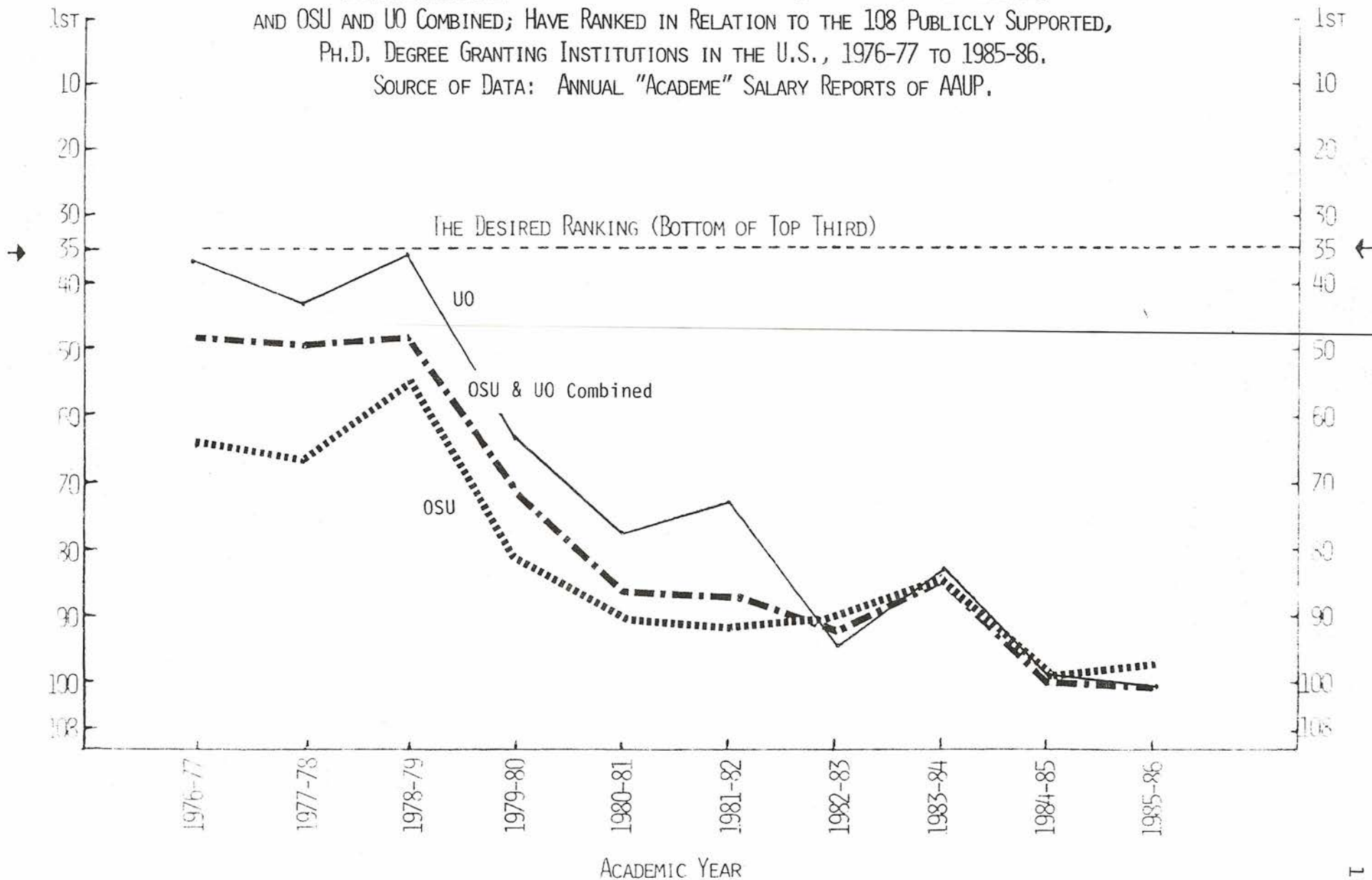


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AN HISTORICAL PICTURE OF HOW THE AVERAGE ANNUAL SALARIES
OF FULL PROFESSORS AT OREGON STATE UNIVERSITY; UNIVERSITY OF OREGON;
AND OSU AND UO COMBINED; HAVE RANKED IN RELATION TO THE 108 PUBLICLY SUPPORTED,
PH.D. DEGREE GRANTING INSTITUTIONS IN THE U.S., 1976-77 TO 1985-86.

SOURCE OF DATA: ANNUAL "ACADEME" SALARY REPORTS OF AAUP.

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Notes Regarding Comparative Salaries 1984-85

(Full-time instructional faculty on 9-month appointments)

1. In our traditional comparator group there are 19 universities.
2. If we add OSU and UO to this group we have 21 universities.
3. In 1984-85 the salary rankings of OSU, and UO were as follows:^{1/}

University	Professor	Associate Professor	Assistant Professor	Instructor	All Ranks
Oregon State University	20th	19th	19th	20th	21st
University of Oregon	18th	20th	20th	16th	18th

^{1/} Source of data: State System of Higher Education.

Note: In 1984-85, for the first time ever, academic salaries at OSU were lower than at the University of Idaho in every academic rank!

DCM 1/20/86.

1985-86 Academic Statistics: Full-time Faculty, Average Annual Salary
by Academic Rank, 9-month Basis.

Source: AAUP Bulletin, "Academe," March-April, 1986, pp. 20-62.

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

	Professor				Associate Professor				Assistant Professor				All Ranks
	Dollars	% of Average "21"	"10"	"19"	Dollars	% of Average "21"	"10"	"19"	Dollars	% of Average "21"	"10"	"19"	Dollars
"10" Other Land Grant Universities													
California (Berkeley)	1) \$ 59,200	132.1		130.2	2) \$ 38,200	115.9		114.9	1) \$ 33,100	116.4		115.2	1) \$50,100
Idaho	20) 37,900	84.6		83.3	20) 29,600	89.8		89.1	18) 26,300	92.5		91.5	17) 32,400
Illinois	4) 51,000	113.8		112.1	5) 35,600	108.0		107.1	4) 31,500	110.8		109.6	3) 42,500
Purdue	7) 48,000	107.1		105.5	7) 34,000	103.1		102.3	10) 28,200	99.2		98.1	9) 37,400
Iowa State	15) 41,500	92.6		91.2	16) 31,200	94.7		93.9	17) 26,300	92.5		91.5	18) 32,300
Michigan State	14) 42,800	95.5		94.1	13) 32,300	98.0		97.2	14) 27,600	97.1		96.0	13) 36,400
Minnesota	8) 47,200	105.3		103.8	6) 34,500	104.7		103.8	6) 29,600	104.1		103.0	6) 39,900
Ohio State	3) 51,000	113.8		112.1	3) 37,400	113.5		112.5	3) 31,700	111.5		110.3	5) 40,400
Washington State	17) 39,700	88.6		87.3	18) 30,100	91.3		90.6	16) 26,800	94.3		99.5	16) 32,700
Wisconsin	10) 44,600	99.5		98.1	10) 32,800	99.5		98.7	8) 29,300	103.1		102.0	7) 39,000
TOTAL	462,900	---	---	---	335,700	---	---	---	290,400	---	---	---	383,100
Average of "10"	\$46,290	103.3	100.0	101.8	\$33,570	101.8	100.0	101.0	\$29,040	102.1	100.0	101.1	\$38,310
"9" Other Non-Land Grant Universities													
Colorado	16) \$41,400	92.4		91.0	11) \$32,800	99.5		98.7	9) \$29,100	102.4		101.3	14) \$36,400
Indiana	9) 44,800	99.9		98.5	12) 32,300	98.0		97.2	15) 27,100	95.3		94.3	11) 36,700
Iowa	12) 43,900	97.9		96.5	9) 33,200	100.7		99.0	11) 28,200	99.2		98.1	10) 36,800
Michigan	2) 51,800	115.6		113.9	1) 38,300	116.2		115.2	2) 32,200	113.3		112.1	2) 42,600
Montana	21) 32,900	73.4		72.3	21) 26,500	80.4		79.7	21) 23,500	82.7		81.8	21) 29,000
North Carolina (Chapel Hill)	5) 50,700	113.1		111.5	4) 36,800	111.6		110.7	5) 30,400	106.9		105.8	4) 40,500
Texas	6) 48,300	107.8		106.2	8) 33,200	100.7		99.9	7) 29,300	103.1		102.0	8) 38,200
Utah	11) 44,200	98.6		97.2	14) 31,300	95.0		94.2	13) 27,700	97.4		96.4	12) 36,500
Washington	13) 43,200	96.4		95.0	15) 31,300	95.0		94.2	12) 28,100	98.8		97.8	15) 36,000
TOTAL	401,200	---	---	---	295,700	---	---	---	255,600	---	---	---	332,700
Average of "9"	\$44,578	99.5	96.3	98.0	\$32,856	99.7	97.9	98.9	\$28,400	99.9	97.8	98.8	\$36,967
Average of "19 Others"	\$45,479	101.5	98.2	100.0	\$33,232	100.8	99.0	100.0	\$28,737	101.1	99.0	100.0	\$37,674
University of Oregon	19) \$38,300	85.4	82.7	84.2	19) \$30,000	91.0	89.4	90.3	20) \$25,000	87.9	86.1	87.0	20) \$31,300
Oregon State University	18) 38,900	86.8	84.0	85.5	17) 30,800	93.4	91.7	92.7	19) 26,000	91.5	89.5	90.5	19) 31,400
AVERAGE OF ENTIRE "21"	\$44,824	100.0	96.8	98.6	\$32,962	100.0	98.2	99.2	\$28,429	100.0	97.9	98.9	\$37,071

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			Dollars	% of Average			Dollars	% of Average		
		"21"	"10"	"19"		"21"	"10"	"19"		"21"	"10"	"19"
"10" Other Land Grant Universities												
California (Berkeley)	1) \$12,800	136.7		137.7	1) \$9,500	126.6		127.7	1) \$8,700	132.4		133.4
Idaho	18) 7,300	78.0		78.5	18) 6,000	79.9		80.7	17) 5,400	82.2		82.8
Illinois	21) 5,400	57.7		58.1	21) 4,100	54.6		55.1	21) 3,700	56.3		56.7
Purdue	5) 11,200	119.6		120.5	8) 8,300	110.6		111.6	14) 6,300	95.9		96.6
Iowa State	13) 9,100	97.2		97.9	13) 7,300	97.3		98.2	15) 6,200	94.4		95.1
Michigan State	11) 9,600	102.5		103.3	10) 8,100	107.9		108.9	7) 7,300	111.1		111.9
Minnesota	4) 11,200	119.6		120.5	3) 9,100	121.3		122.4	3) 8,000	121.7		122.7
Ohio State	10) 9,600	102.5		103.3	12) 7,500	99.1		100.8	10) 6,700	102.0		102.7
Washington State	17) 8,400	89.7		90.4	16) 6,600	87.9		88.7	16) 5,600	85.2		85.9
Wisconsin	7) 10,500	112.2		113.0	6) 8,500	113.1		114.3	6) 7,800	118.7		119.6
TOTAL	95,100	---	---	---	75,000	---	---	---	65,700	---	---	---
Average of "10"	\$ 9,510	101.6	100.0	102.3	\$7,500	99.9	100.0	100.8	\$6,570	100.0	100.0	100.8
"9" Other Non-Land Grant Universities												
Colorado	20) \$ 6,100	65.2		65.6	20) \$5,000	66.6		67.2	20) \$4,500	68.5		69.0
Indiana	3) 11,600	123.9		124.8	4) 9,000	119.9		121.0	5) 7,900	120.2		121.1
Iowa	12) 9,200	98.3		99.0	7) 8,400	111.9		112.9	12) 6,600	100.4		101.2
Michigan	6) 10,500	112.2		113.0	2) 9,100	121.3		122.4	4) 7,900	120.2		121.1
Montana	19) 6,300	67.3		67.8	19) 5,400	72.0		72.6	19) 4,900	74.6		75.1
North Carolina (Chapel Hill)	15) 8,500	90.8		91.4	17) 6,300	83.9		84.7	18) 4,900	74.6		75.1
Texas	14) 9,000	96.1		96.8	14) 7,200	95.9		96.8	11) 6,600	100.4		101.2
Utah	2) 11,800	126.0		127.0	5) 8,900	118.6		119.7	2) 8,300	126.3		127.3
Washington	16) 8,500	90.8		91.4	15) 7,000	93.3		94.1	13) 6,600	100.4		101.2
TOTAL	81,500	---	---	---	66,300	---	---	---	58,200	---	---	---
Average of "9"	\$ 9,056	96.7	95.2	97.4	\$7,367	98.2	98.2	99.1	\$6,467	98.4	100.0	99.2
Average of "19 Others"	\$ 9,295	99.3	97.7	100.0	\$7,437	99.1	99.2	100.0	\$6,521	99.2	99.3	100.0
University of Oregon	9) \$ 9,900	105.7	104.1	106.5	11) \$8,000	106.6	106.7	107.6	9) \$6,900	105.0	105.0	105.8
Oregon State University	8) 10,100	107.9	106.2	108.7	9) 8,300	110.6	110.7	111.6	8) 7,200	109.6	109.6	110.4
AVERAGE OF ENTIRE "21"	\$ 9,362	100.0	98.4	100.7	\$7,505	100.0	100.1	100.9	\$6,571	100.0	100.0	100.8

1985-86 Academic Statistics: Full-time Faculty, Average Annual Total Compensation (Salary, plus Countable 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			Dollars	% of Average			Dollars	% of Average		
		"21"	"10"	"19"		"21"	"10"	"19"		"21"	"10"	"19"
"10" Other Land Grant Universities												
California (Berkeley)	1) \$72,000	132.9		131.4	1) \$47,700	117.9		117.3	1) \$41,800	119.4		118.6
Idaho	20) 45,200	83.4		82.5	20) 35,600	88.0		87.5	20) 31,700	90.6		89.9
Illinois	8) 56,400	104.1		103.0	13) 39,700	98.1		97.6	9) 35,200	100.6		99.8
Purdue	5) 59,200	109.3		108.1	6) 42,300	104.5		104.0	14) 34,500	98.6		97.8
Iowa State	15) 50,600	93.4		92.4	15) 38,500	95.1		94.7	17) 32,500	92.9		92.2
Michigan State	13) 52,400	96.7		95.7	11) 40,400	99.8		99.3	11) 34,900	99.7		99.0
Minnesota	6) 58,400	107.8		106.6	4) 43,600	107.7		107.2	4) 37,600	107.4		106.6
Ohio State	3) 60,600	111.8		110.6	3) 44,900	111.0		110.4	3) 38,400	109.7		108.9
Washington State	18) 48,100	88.8		87.8	19) 36,700	90.7		90.2	18) 32,400	92.6		91.9
Wisconsin	11) 55,100	101.7		100.6	8) 41,300	102.1		101.6	5) 37,100	106.0		105.2
TOTAL	558,000	---	---	---	410,700	---	---	---	356,100	---	---	---
Average of "10"	\$55,800	103.0	100.0	101.9	\$41,070	101.5	100.0	101.0	\$35,610	101.7	100.0	101.0
"9" Other Non-Land Grant Universities												
Colorado	19) \$47,500	87.7		86.7	18) \$37,800	93.4		92.9	15) \$33,600	96.0		95.3
Indiana	9) 56,400	104.1		103.0	9) 41,300	102.1		101.6	10) 35,000	100.0		99.3
Iowa	12) 53,100	98.0		96.9	7) 41,600	102.8		102.3	12) 34,800	99.4		98.7
Michigan	2) 62,300	115.0		113.7	2) 47,400	117.1		116.6	2) 40,100	114.6		113.7
Montana	21) 39,200	72.3		71.6	21) 31,900	78.8		78.4	21) 28,400	81.1		80.5
North Carolina (Chapel Hill)	4) 59,200	109.3		108.1	5) 43,100	106.5		106.0	8) 35,300	100.9		100.1
Texas	7) 57,300	105.7		104.6	10) 40,400	99.8		99.3	7) 35,900	102.6		101.8
Utah	10) 56,000	103.3		102.2	12) 40,200	99.3		98.8	6) 36,000	102.9		102.1
Washington	14) 51,700	95.4		94.4	16) 38,300	94.6		94.2	13) 34,700	99.1		98.4
TOTAL	482,700	---	---	---	362,000	---	---	---	313,800	---	---	---
Average of "9"	\$53,633	99.0	96.1	97.9	\$40,222	99.4	97.9	98.9	\$34,867	99.6	97.9	98.9
Average of "19 Others"	\$54,774	101.1	98.2	100.0	\$40,668	100.5	99.0	100.0	\$35,258	100.7	99.0	100.0
University of Oregon	17) \$48,200	89.0	86.4	88.0	17) \$38,000	93.9	92.5	93.4	19) \$31,900	91.1	89.6	90.5
Oregon State University	16) 49,000	90.4	87.8	89.5	14) 39,100	96.6	95.2	96.1	16) 33,200	94.9	93.2	94.2
AVERAGE OF ENTIRE "21"	\$54,186	100.0	97.1	98.9	\$40,467	100.0	98.5	99.5	\$35,000	100.0	98.3	99.3

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.

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		1985-86		Difference	
	FTE no.	Average Salary \$	FTE no.	Average Salary \$	FTE no.	Salary %
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	1.25	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.....	801.94	24,484	801.42	26,617	- 0.54	+ 8.7%
12-month.....	1500.35	28,144	1499.49	30,755	- 0.86	+ 9.3%
9-month Basis...	2632.35	23,378	2630.79	25,638	- 1.56	+ 9.67%

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.

NOTICE OF PROPOSED RULEMAKING HEARING

AGENCY: Department of Higher Education

The above named agency gives notice of hearing.

RECEIVED JAN 21 1987

HEARING(S) TO BE HELD:

Date:

Time:

Location:

Feb. 17, 1987

10:00 a.m.

Room 358, Susan Campbell Hall, University of Oregon, Eugene,
OregonHearings Officer(s): Virginia Boushey

Pursuant to the statutory authority of ORS 351.070 which authorizes the Board to adopt rules
for governance of the institutions under its control
the following action is proposed:

ADOPT: _____

AMEND: _____

OAR 580-21-205, Eligibility for Sabbatical Leave

REPEAL: _____

SUMMARY: The proposed amendment is needed to extend eligibility for sabbatical leaves to part-time employees who are appointed at .50 FTE or more. The amendment will incorporate this provision in the rule. No documents were relied upon and no fiscal impact is anticipated.

Following the public hearing on February 17, the Board will consider the proposed amendment and any testimony received at the hearing at the Board's next regular meeting.

Interested persons may comment on the proposed rules orally or in writing at the hearing. Written comments received by February 15, 1987, will also be considered. Written comments should be sent to and copies of the proposed rulemaking may be obtained from:

AGENCY: Department of Higher EducationADDRESS: Board's OfficePO Box 3175Eugene, OR 97403ATTN: Miss Wilma Foster, Board Secretary

PHONE: _____

Eugene 686-5796

Signature

Wilma L. Foster

Date

1/17/87

Eligibility for Sabbatical Leave

580-21-205 (1) An academic staff member may be considered for sabbatical leave only after having been continuously employed in the Department of Higher Education [full-time] at half-time or more [in the continuous service of the Department] for six academic or fiscal years [with] at the rank of instructor or above. A series of annual appointments shall be considered continuous whether or not interrupted by one or more authorized leaves of absence. An authorized leave of absence does not count as a year of service for purposes of sabbatical eligibility, nor does it prejudice the staff member's right to consideration for sabbatical leave. [Academic staff members employed on successive academic year appointments are considered as serving continuously.] Academic staff members employed [full-time] on twelve-month appointments may be considered for a second or subsequent sabbatical leave[,] (limited to four months)[,] after four-and-one-half years of [full-time] continuous service following return from the last sabbatical leave[,] or, in the alternative, may be considered for any one of the three types of sabbatical leave listed in rule 580-21-230 after six years of [full-time] continuous service following return from the last sabbatical leave[,] they may be considered for any one of the three types of sabbatical leaves listed in rule 580-21-230]. Cases involving mixed terms of service, or other irregular conditions, may be adjusted by administrative officers in accordance with the principles set forth in this [chapter] division.

(2) Sabbatical leave privileges may be granted to staff members in special positions of responsibility and trust, even though [such positions are without definite] those staff members do not hold academic [classification as to] rank. Recommendations for sabbatical leave for persons not otherwise qualified may be made in exceptional cases at the discretion of individual presidents.

(3) For purposes of determining eligibility for sabbatical leave, time spent by a staff member on an authorized military leave from a Department institution shall be considered as institutional service, with the understanding that during the military leave the staff member is considered to have the same academic rank held at the commencement of the leave.

(4) Salary received by an academic staff member during sabbatical leave will be a percentage (determined by OAR 580-21-225 or 230) of the staff member's current annual rate multiplied by the average FTE at which the staff member was appointed over the six years immediately preceding the sabbatical leave.

REPORTS TO THE FACULTY SENATE
March 5, 1987

Agenda for the Senate Meeting: Thursday, March 5, 1987, 3:00 p.m.,
Stewart Center

The Agenda for the March 5 Senate meeting will include the reports and other items of business listed below. To be approved are the Minutes of the February 5 Senate meeting, as published and distributed as the Staff Newsletter Appendix.

A. ACTION/DISCUSSION ITEMS

None received to date of publication

B. INFORMATION ITEMS

1. APPROVAL OF JANUARY ACTIONS OF THE FACULTY SENATE (pp. 3, 4)

Attached is a response from Vice President Spanier to actions taken by the Senate at the January meeting.

2. OSBHE MEETING (pp. 5-15)

The most recent OSBHE meeting was held in Ashland at SOSC. One item of interest to Faculty will be the draft proposal of a new Grievance Procedure. The Executive Committee has referred this document to the Faculty Status & Faculty Reviews & Appeals Committee for input. As you will see by the attached letter from Vice Chancellor Lemman, the Senate has been invited to respond to the draft, also attached. Senators are asked to provide comments and/or concerns to the Executive Committee by no later than March 5 to be included in the response to the Chancellor's Office. This item may be on the March 20 State Board Agenda for adoption.

3. "DUAL-CAREERS" APPOINTMENTS ISSUE

A first draft of the Faculty Status Committee's report on "Dual Careers" has been reviewed by the Executive Committee. The Executive Committee has asked the Status Committee to share the draft report with individuals who will be in a position of implementing it. Therefore, the draft is being distributed to academic Deans, Directors, and Department Heads for their comments prior to coming to the Senate for approval.

4. PROPOSED AMENDMENTS TO OAR 580-21-205, ELIGIBILITY FOR SABBATICAL LEAVE (pp. 16-19)

The comments of the Faculty Status Committee were forwarded directly to the Chancellor's Office in order to meet the time frame allowed before the final Hearing on this issue. The Committee made a number of suggestions (see attached document with cover letter from VP Spanier to the Chancellor's Office).

5. ACADEMIC APPOINTMENTS POLICY AT OSU (pp. 20-38)

Attached is a new Academic Appointments Policy for OSU. This report is the result of work of the Task Force on Faculty Appointments, and has been considered by a wide range of Faculty committees and individuals. The document is presented here for information. Vice President Spanier and Associate Vice President Fullerton have expressed a willingness to respond to questions on the document at the Faculty Senate meeting. They have also indicated that a Faculty Forum may be scheduled soon for open discussion on the new policy.

C. REPORTS FROM FACULTY

1. INTERINSTITUTIONAL FACULTY SENATE

The IFS meeting was held in Portland on February 20 and 21. An OSU IFS Representative will report on items of interest from that meeting.

2. AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS (AAUP)

- Kathy Heath

Each year, the AAUP is asked to update the Senate on the status of activities for the current year. No specific Senate action is requested.

D. REPORTS FROM THE EXECUTIVE OFFICE

E. REPORTS FROM THE SENATE PRESIDENT

F. NEW BUSINESS

Vice President for
Academic Affairs
and Provost



RECEIVED FEB 09 1987

Corvallis, Oregon 97331-2128

(503) 754-2111

February 5, 1987

To: Sally Malueg, President
Faculty Senate

From: Graham B. Spanier *Graham Spanier*
Vice President for Academic Affairs and Provost

Subject: Approval of Recommendations from December, 1986, Senate Meeting

1. Promotion and Tenure

I approve the Senate's recommendations concerning improvement of the promotion and tenure process at Oregon State University. We will proceed to implement those recommendations pertaining to the Office of Academic Affairs.

2. Early Awarding of Diplomas (434-8)

The recommendation concerning the awarding of diplomas is approved. We will implement the new policy effective fall quarter, 1987.

3. Curriculum Category I Proposals

All of the five Category I proposals passed by the Senate have been approved and forwarded to the State System office for review. They include:

- 434-12 Health and Physical Education M.S. in Special Movement Studies
- 434-13 New department name: Apparel, Interiors and Merchandising
- 434-14 M.S. in Home Economics to replace Masters in Home Economics
- 434-15 M.S. and Ph.D. degrees in Plant Physiology
- 434-16 Doctorate in Comparative Medicine

February 5, 1987

Page -2-

Approval of the proposed programs does not infer a promise of additional funding from central resources.

GBS/daj

c: President Byrne
Vice President Trow (see #2)
D. S. Fullerton, Curriculum Coordinator
Wallace Gibbs, Registrar (see #2)
Mike Maksud, Health and Physical Education (see #3)
Kinsey Green, Home Economics (see #3)
Loren Koller, Veterinary Medicine (see #3)
Fred Horne, Science (see #3)
Mike Burke, Agricultural Sciences (see #3)

Oregon

STATE SYSTEM OF HIGHER EDUCATION

OFFICE OF ADMINISTRATION
P.O. BOX 3175
EUGENE, OREGON 97403

February 12, 1987

RECEIVED FEB 13 1987

Ms. Sally Malueg
President, Faculty Senate
Oregon State University
Corvallis, OR

RE: Grievance and Arbitration Procedures

Dear Ms. Malueg:

I am sending you, as President of the Oregon State University Faculty Senate, a copy of the long awaited drafts of the proposed Grievance Procedures and Minimum Components.

It will be presented to the Finance Committee of the Board at their meeting next week for information and initial reaction, but not for adoption. The documents are also being sent to Institution Presidents, chief academic officers, the AAUP Federation and other interested parties.

Although we will be prepared to adopt the procedures as early as the March meeting of the Board, we will not do so until there has been appropriate opportunity for comments from interested parties. We invite those of your organization.

Sincerely,



W.T. Lemman
Executive Vice Chancellor

WTL:rf
Enc.

Meeting #545

February 20, 1987

Model
Grievance &
Arbitration
Procedures

Staff Report to the Board

At the July 19, 1985, meeting of the Board, the Chancellor reported that Senate Bill 542 had not been signed by the Governor. The bill mandated that all State System institutions have a uniform grievance procedure for all faculty. The Chancellor indicated that uniform procedures are not practical, and that the Board's Office would be developing the Model Grievance Procedure and a Statement of the Minimum Components of a Grievance and Arbitration Procedure, either of which could be used by institutions in addressing the matter.

The staff is today presenting a draft for the Committee's review and initial reaction. Concurrently, the drafts are being circulated to institution presidents and faculty organizations for comment with the expectation that the drafts, with any necessary revisions, will be presented to the Board for adoption as early as the March meeting.

COMMITTEE DISCUSSION:

OREGON STATE SYSTEM OF HIGHER EDUCATION

MODEL

GRIEVANCE AND ARBITRATION PROCEDURES

A. GRIEVANCE PROCEDURE1. Purpose of Grievance Procedure

The Board and the University (College) encourages open communication between administrators and unclassified academic employes to resolve grievances promptly and informally. The purpose of this procedure is to promote a fair, prompt and effective means for the investigation and resolution of grievances. Except for those covered by collective bargaining agreements, these procedures shall be the only ones used to resolve employe grievances.

2. Resort to other Procedures

If at any time an employe uses any other administrative or judicial forum to resolve the grievance, the institution (or Board, when appropriate) may chose to end its investigation and further consideration of the grievance.

3. Definition of Grievance

"Grievance" means a dispute concerning the application or interpretation of (1) a specific term or provision of the Board's or the institution's Administrative Rules, or (2) institutional (including departmental) policies and procedures related to terms and conditions of employment.

4. Limitations of Grievance Activity

These grievance and arbitration procedures do not include:

- A. Questions requiring interpretation of statutes. (Employes may address questions regarding statutes to the President's Office.)
- B. Disciplinary action imposed on strikers.
- C. Complaints involving proposed changes or additions to the Board's or the institution's Administrative Rules.
- D. Management rights as designated in Oregon statutes.
- E. Complaints relating to matters of "academic judgment".

5. Representation at Grievances

Grievants may be represented by themselves or by others, including legal counsel.

6. Resolution of Grievances

Resolution of grievances shall be consistent with the terms of this procedure and the Administrative Rules of the Board and the institution.

7. Initiation of Grievances

Employees are encouraged to seek informal resolution of complaints with their immediate supervisor. If the grievance is not resolved informally, the employee may file a formal grievance with the President within 30 days following the act or omission giving rise to the grievance, or from the date when the employee knew or should have known of such act or omission if that date is later. The formal grievance must be written and contain:

Grievance Form

- A. Grievant's name
- B. Grievant's address
- C. Date(s) of act or omission giving rise to the grievance
- D. Name(s) of administrator(s) involved or responsible
- E. Specific rules, policies or procedures which are alleged to have been violated or misapplied
- F. Statement of grievance
- G. Witnesses, if any
- H. Relevant documents (identify and attach)
- I. Remedy requested.

Dated this _____ day of _____, 19____.

Signature of Grievant _____.

Any grievance not timely filed in accordance with this procedure need not be considered by the institution or the Board.

8. Access to Records

Grievants may have reasonable access to documents and data pertinent to their grievance, unless such access is restricted by statute or rule. The grievant is encouraged to disclose all the pertinent facts relied upon in documenting the grievance.

9. Time Limits

All time limits contained in these procedures may be modified (extended or shortened) by mutual agreement of the parties in writing. Upon failure of the Board, the institution or its representatives to render a decision at any step within the time limits provided, the grievant may appeal to the next step. If not appealed within the time limits provided, the grievance shall be deemed to have been resolved by the decision at the prior step. All reference to "days" shall mean "working days".

10. Grievance Steps

Step 1

The Dean or designee (which may be a faculty committee) shall meet with the grievant no later than 20 days following receipt of the grievance. After considering evidence provided by the grievant, testimony of witnesses and other relevant information, the Dean or designee shall respond in writing within 20 days following the meeting. The response shall contain the decision, the basis for it and the deadline for appeal to Step 2. The response shall be sent to the grievant and the President. The response may be delivered in person or by U.S. or campus mail.

Step 2

If the decision rendered at Step 1 is not accepted, the grievant may file a request for review by the President or designee. The written request must be received by the President within 25 days of the date of the decision at Step 1. The President or designee shall meet with the grievant within 20 days following receipt of the request for review. The President or designee shall issue a written decision to the grievant within 20 days following the meeting.

Step 3

If the decision rendered by the President is not accepted, the grievant may either request a review by the Chancellor or designee or may choose binding arbitration. The written request for review by the Chancellor or for arbitration must be received by the Chancellor within 25 days of the date of the decision at Step 2. If a review is requested of the Chancellor, the right to arbitrate the grievance is waived. The Chancellor or designee shall meet with the grievant on the grievant's campus within 20 days of receipt of request for review. The Chancellor or designee must send a written decision to the grievant within 20 days of such meeting.

The grievant who chooses binding arbitration must follow the procedure described below under B. ARBITRATION PROCEDURE. Only those issues considered at Step 1 may be considered in the arbitration hearing.

The grievance may be withdrawn at any time by the grievant.

Time limits at any step may be extended by mutual written agreement of the grievant and the president.

11. Special Grievance Procedures

The parties may modify this procedure if both the grievant and the president agree in writing to do so.

If a grievance arises from the act or omission of an authority higher than a Step 1 supervisor, the grievance may be initiated to the next appropriate step of the procedure.

12. Grievance Resolution Decisions

Any settlement agreed to by the grievant and the institution representative or the Chancellor is final and binding, subject to the limitations in Section 6 above. Settlements made during this procedure are not applicable to other cases, and do not establish a past practice or a precedent.

13. Retaliation

No party will retaliate against any grievant, any witness, or any other participant in the grievance procedure.

14. Processing

The institution, the Chancellor or the Board need not delay any action because a grievance has been filed. If a grievance relates to the grievant's termination of employment, by non-renewal of a contract or otherwise, the institution shall make reasonable efforts to resolve the grievance before the grievant's employment ends. A grievant's employment need not be continued because a grievance is pending.

15. Records

The grievance file shall be separate from the grievant's personal file.

B. ARBITRATION PROCEDURE

1. Notice of Intent to Arbitrate

If a grievance is not resolved at Step 2 of the grievance procedure the grievant may submit the matter to arbitration as provided in Section A. - 10 above. A grievance may be arbitrated only if the grievant submits a Notice of Intent to Arbitrate to the Chancellor within 25 days of the date of the decision at Step 2. The Notice shall be in the following format:

Notice of Intent to Arbitrate

- A. Name of grievant
- B. Address of grievant
- C. Proposed statement of issue for arbitration
- D. Waiver

I understand and agree that by filing this Notice of Intent to Arbitrate, I waive any rights to review by the Chancellor, the Board or judicial review as a contested case under the Administrative Procedures Act of the decisions rendered at prior steps of the grievance procedure.

E. Grievant's Signature _____.

F. Date _____.

2. Selection of an Arbitrator

Within 20 days of receipt of Notice of Intent to Arbitrate, the grievant and Chancellor's designee shall meet and attempt to agree upon an arbitrator. If the parties are unable to agree upon an arbitrator within five (5) days of the meeting, the grievant shall request the American Arbitrator Association (AAA) to submit a list of five arbitrators, none of whom shall be an employee of the OSSHE. The parties will then select an arbitrator from the list. If they cannot agree on the arbitrator, each party shall alternately strike two names from the list; the grievant shall strike the first name. The remaining person will be the arbitrator.

If the arbitrator cannot meet the required deadlines and both parties do not agree to an extension of time, a new list of five new names shall be requested from the AAA and the selection procedure repeated.

Within twenty (20) days of the Chancellor's receipt of notice of intent to arbitrate, the parties shall meet to draft a submission agreement. The agreement shall include a precise statement of the issue to be arbitrated, a stipulation of facts, joint exhibits and any other relevant material.

If the parties cannot agree, each party shall submit its own issue, stipulation, facts and material to the arbitrator who shall then frame the issue before determining arbitrability.

3. Arbitrability

The arbitrator will first decide and announce whether the issue is within the arbitrator's authority. If the arbitrator concludes that the issue is outside the arbitrator's authority, no consideration or recommendation will be made on the merits of the grievance. If the issue is arbitrable, the arbitrator shall normally proceed with the hearing at that time. If either party seeks judicial review of arbitrability, that party may require postponement of the hearing on the merits pending review.

4. Authority of the Arbitrator

The arbitrator shall neither add to, subtract from, modify or alter the terms or provisions of this Grievance and Arbitration procedure or any institutional or Board policy, procedure or rule or state law. The arbitrator shall issue no statement, opinion or conclusions not essential to determination of the issue submitted.

The arbitrator shall have no authority to hear or decide issues or grievances which allege discrimination on a basis prohibited by state or federal law, regulation or rule.

Except as otherwise provided in this section, the arbitrator shall have no authority to hear or decide any issue or grievance contesting an "academic judgment". In cases involving "academic judgment" or other administrative judgment involving the exercise of discretion, the arbitrator shall not substitute personal judgment for that of the faculty or the administrator. An arbitrator may only review discretionary decisions or those involving academic judgment to determine if they were prejudiced by failure to follow prescribed procedure. If the arbitrator determines that such a decision was prejudiced because procedural steps have not been followed, the arbitrator shall remand the matter to the appropriate official to be reconsidered in accordance with relevant procedural steps. In the remand, the arbitrator may not direct that a member be reappointed, promoted or awarded indefinite tenure. The arbitrator, however, may direct that the status quo ante be maintained until the institution has followed appropriate procedural steps. If an arbitrator's award extends a grievant's employment beyond the effective date of timely notice of non-renewal of an appointment, no further notice shall be required. If as a result of an arbitrator's decision, an institution cannot give notice as required by OAR 580-21-120 (7th annual appointment) or ORS 580-21-125 (Appointment _____), the grievant's use of this procedure constitutes an agreement under OAR 580-21-130 to extend those notice requirements until the grievance is resolved.

The arbitrator may not award monetary damages or penalties.

The arbitrator may make no decision limiting or interfering in any way with the powers, duties and responsibilities of the Board unless expressly limited by this procedure.

Unless decided otherwise by the arbitrator for good cause, the burden of proof in all matters shall be upon the grievant by a preponderance of the evidence.

5. Conduct of Hearing and Decision

The arbitrator shall hold the hearing in the city where the grievant is employed unless otherwise agreed by the parties.

The hearing should occur as soon as possible, within 20 days of the arbitrator's acceptance if practicable. Arbitration proceedings shall be conducted in accordance with the rules and procedures of the American Arbitration Association.

The arbitrator shall issue a decision within 30 days after the hearing or the submission of briefs, whichever is later, unless the parties agree otherwise. The decision shall be in writing and shall set forth findings of fact, reasoning and conclusions on the issues submitted.

6. Effect of Decision

The decision or award of the arbitrator shall be final and binding upon the institution, the Chancellor and the grievant.

7. Fees and Expenses

The party not prevailing in the arbitration will pay all fees and expenses of the arbitrator. Each party shall bear the cost of preparing and presenting its own case. The cost of any transcripts required by the arbitrator shall be shared equally.

8. Notification

All arbitration notices and decisions shall be transmitted in person or by certified or registered mail. The date of receipt shall be the official date regarding timeliness of notice or decision.

9. Retroactivity

If equity demands, an award may be retroactive up to thirty (30) days before the written grievance was filed or the date on which the act or omission giving rise to the grievance occurred, whichever is later.

WTL:rkp
2/10/87

OREGON STATE SYSTEM OF HIGHER EDUCATION

STATEMENT OF MINIMUM COMPONENTS OF A GRIEVANCE AND ARBITRATION PROCEDURE

A. GRIEVANCE PROCEDURE COMPONENTS

1. Statement that the purpose of the grievance procedure is to promote a fair and effective means to resolve complaints.
2. Statement concerning the institution's option not to proceed with the grievance procedure when the grievant also seeks resolution in another forum.
3. Definition of a grievance. Include matters which may not be grievable (e.g., matters related to academic judgment, interpretation of statutes, etc.)
4. Opportunity to resolve grievances informally. Early inquiry regarding grievant's proposed solution.
5. Elements of the formal complaint procedure.
6. Reasonable time limits for each step in the procedure. Requirements of timely notice to grievant of results of each step and deadline for appeal.
7. Definition of terms used in the grievance procedure document.
8. A minimum of two steps of formal review of the grievance by progressively higher levels of administration, including final institutional action by the president.
9. Provisions which ensure that both parties understand the effects of a settlement (e.g., that terms are binding on both parties, do not set precedents or establish "past practice").
10. Retaliation prohibited.
11. Statement that grievances do not limit the Board's ability to develop or modify policy or administrative actions, and that resolution of grievances at an institution is not binding in other personnel actions.
12. Statement whether grievance records are to become a part of the employee's personal records file.
13. Provision that the procedures will be widely and frequently disseminated.

B. ARBITRATION PROCEDURE COMPONENTS:

1. Notice of intent to arbitrate.
2. Selection of an arbitrator.
3. Guidelines for arbitrability.
4. Authority of the arbitrator.
5. Procedure for the hearing process.
6. Guidelines for awards.
7. Arbitration expense.

RECEIVED FEB 18 1987

Vice President for
Academic Affairs
and Provost



Corvallis, Oregon 97331-2128

(503) 754-2111

February 13, 1987

Bill Lemman
Executive Vice Chancellor
Oregon State System of Higher Education
P.O. Box 3175
Eugene, OR 97403

Dear Bill:

Enclosed are some additional comments on the sabbatical leave policy forwarded to me by the chair of our Faculty Status Committee. I believe that their concerns are actually addressed in your most recent version, but I wanted you to have their comments in the event that it would be possible to alleviate any confusion that may exist.

Sincerely,

A handwritten signature in cursive script, appearing to read "Graham B. Spanier".

Graham B. Spanier
Vice President for Academic
Affairs and Provost

GBS/nrh

Enclosure

c: Terry Miller
Sally Malueg ✓
Larry Pierce



Department of
Agricultural Chemistry
College of
Agricultural Sciences



Corvallis, Oregon 97331-6502

(503) 754-3791

RECEIVED FEB 13 1987

February 12, 1987

MEMORANDUM

TO: Faculty Senate Executive Committee
Sally Malueg, Senate President

FROM: Faculty Status Committee
Terry L. Miller, Chair *TLM*

SUBJECT: Proposed Amendments to OAR 580-21-205. Eligibility for Sabbatical Leave

Enclosed is the response of the Faculty Status Committee to the proposed amendments to the sabbatical leave policy of the Department of Higher Education. As you can see, the Faculty Status Committee has sent (at the suggestion of Associate Vice President Fullerton) our suggestions to Vice President Spanier for referral to the proper individual(s).

Department of
Agricultural Chemistry
College of
Agricultural Sciences



Corvallis, Oregon 97331-6502

(503) 754-3791

February 12, 1987

MEMORANDUM

TO: Dr. Graham B. Spanier
Vice President for Academic Affairs and Provost

FROM: Faculty Status Committee
Terry L. Miller, Chair *TLM*

SUBJECT: Proposed Amendments to "OAR 580-21-205, Eligibility for Sabbatical Leave"

The Faculty Status Committee has studied the proposed amendment to OAR 580-21-205, Eligibility for Sabbatical Leave. While the Committee had no objection to the proposed amendments, some were considered to be ambiguous as written. The ambiguity is discussed below.

Line 6 - "A series of annual appointments"

The meaning of the phrase "series of annual appointments" is not clear. What kinds of appointments (tenure track, indefinite tenure, annual tenure, fixed term, other?) does it refer to? Can the series of annual appointments be of mixed type (e.g., two years of fixed-term and four years on tenure-track)? Or is it the intent to grant sabbatical leave privilege only to those on indefinite tenure? Perhaps the sentence could be written more clearly as "An appointment shall be considered continuous", and also provide clarification as to the kind(s) of appointments referred to.

Section (4) - "over the six years immediately preceding the sabbatical..."

The meaning of the phrase "over the six years immediately preceding the sabbatical" is not clear. What if one of those years was an authorized leave of absence at 0.0 FTE. As written the phrase implies that the academic staff member would be compensated at the rate of 5/6 of that permitted had he/she been appointed at full FTE for the six years immediately preceding sabbatical. The Faculty Status Committee strongly feels that compensation should be based on average FTE over the same period as used in establishing eligibility for sabbatical leave. Thus, it is proposed that the above phrase be changed to read: "over the six years of continuous employment in the Department of Higher Education immediately preceding the sabbatical". The term 'continuous employment' would be defined as in Line 6 of the proposed amendments.

Would you please express these concerns of the Faculty Status Committee to the appropriate individual(s) for their consideration?

Draft

Jan 21, 1987

19.

27.

RECEIVED JAN 27 1987

Eligibility for Sabbatical Leave

580-21-205 (1) An academic staff member may be considered for sabbatical leave only after having been continuously employed in the Department of Higher Education [full-time] at half-time or more [in the continuous service of the Department] for six academic or fiscal years ~~[with]~~ ^{at} the rank of instructor or above. ~~A series of annual appointments shall be considered continuous whether or not interrupted by one or more authorized leaves of absence. An authorized leave of absence does not count as a year of service for purposes of sabbatical eligibility, nor does it prejudice the staff member's right to consideration for sabbatical leave. [Academic staff members employed on successive academic year appointments are considered as serving continuously.]~~ Academic staff members employed ~~[full-time]~~ on twelve-month appointments may be considered for a second or subsequent sabbatical leave ~~[] (limited to four months) []~~ after four-and-one-half years of ~~[full-time]~~ continuous service following return from the last sabbatical leave ~~[]~~; or, in the alternative, may be considered for any one of the three types of sabbatical leave listed in rule 580-21-230 after six years of ~~[full-time]~~ continuous service following return from the last sabbatical leave ~~[]~~, they may be considered for any one of the three types of sabbatical leaves listed in rule 580-21-230. Cases involving mixed terms of service, or other irregular conditions, may be adjusted by administrative officers in accordance with the principles set forth in this ~~[chapter]~~ division.

(2) Sabbatical leave privileges may be granted to staff members in special positions of responsibility and trust, even though ~~[such positions are without definite]~~ those staff members do not hold academic ~~[classification as]~~ rank. Recommendations for sabbatical leave for persons not otherwise qualified may be made in exceptional cases at the discretion of individual presidents.

(3) For purposes of determining eligibility for sabbatical leave, time spent by a staff member on an authorized military leave from a Department institution shall be considered as institutional service, with the understanding that during the military leave the staff member is considered to have the same academic rank held at the commencement of the leave.

(4) Salary received by an academic staff member during sabbatical leave will be a percentage (determined by OAR 580-21-225 or 230) of the staff member's current annual rate multiplied by the average FTE at which the staff member was appointed over the six years immediately preceding the sabbatical leave.

*of continuous employment
in the Department of Higher
Education*

RECEIVED FEB 19 1987

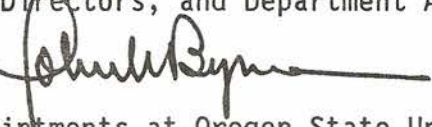
Office of the President

Oregon
State
University

Corvallis, Oregon 97331-2128

503/754-4133

February 16, 1987

To: Vice Presidents, Deans, Directors, and Department Administrators
From: John V. Byrne, President 
Subject: Policy on "Academic Appointments at Oregon State University"

I am pleased to share with you a new policy on academic appointments that has been developed and carefully reviewed over the last three months. In October, 1986, the Faculty Senate passed a series of recommendations on fixed-term appointments and Unassociated Faculty positions. It was also apparent that there was an inconsistency in the ways that faculty ranks and tenure-track positions were being used across the campus. The new guidelines integrate all these areas into a single document.

I urge you to examine the policy carefully, since it reflects some significant changes. Please share this policy with members of your units. You will also find attached "Some Questions and Answers about Faculty Appointments at Oregon State University." This presents some questions that are most likely to be asked and answers to these questions.

Please direct questions about the implementation of the policy to the Office of Academic Affairs.

JVB/daj

Attachments

GUIDELINES FOR ACADEMIC APPOINTMENTS
OREGON STATE UNIVERSITY

February 16, 1987

2/16/87

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Appendix: Some Questions and Answers about Faculty Appointments

I. Legislative and Administrative Rules

Academic appointments in the State System of Higher Education are governed by four sets of regulations that define the conditions by which faculty ("unclassified academic employees") may be appointed. Highlights especially pertinent to Oregon State University are summarized below.

A. Board Rules

The Board of Higher Education Administrative Rules (OAR 580-20-005) separate academic ranks into two categories: graduate rank (Graduate Research Assistant, Graduate Teaching Assistant) and faculty rank (Instructor, Senior Instructor, Research Assistant, Research Associate, Lecturer, Assistant Professor, Associate Professor and Professor). The Board Rules further note that "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," without a requirement for assigning rank to all staff members.

B. Oregon State Board of Higher Education Financial Administration Standard Operating Manual (FASOM)

The Board's Financial Administration Standard Operating Manual ("FASOM"), Section 10.01 2-82, allows for faculty to be appointed with "No Rank." In addition, the Chancellor's office has implemented a new class code, 2971 "Unranked," to assist in processing faculty appointments. These facilitate the appointment of faculty in academic support, student support, and administrative support positions with professional titles, with or without faculty rank. A series of professional titles reflecting responsibilities (Section V) will provide opportunities for greater clarity as well as appropriate recognition and promotion for many professionals in these units.

C. Oregon Revised Statutes

The Oregon Revised Statutes (ORS 240.207) designate specific State System of Higher Education positions as unclassified (i.e., faculty): "the President and one private secretary, Vice President, Comptroller, Chief Budget Officer, Business Manager, Director of Admissions, Registrar, Dean, Associate Dean, Assistant Dean, Professor, Associate Professor, Assistant Professor, Instructor, Lecturer, Research Assistant, Research Associate, Director of Athletics, Coach, Trainer." The Revised Statutes include "all...members in the State System of Higher Education...whether the type of service is teaching, research, extension or counseling" as being unclassified. The Revised Statutes thereby provide a primary guide for determining if a State System of Higher Education position should be designated faculty (unclassified) or classified.

D. Personnel Division Rules

Under authority granted to the Personnel Division by ORS 240.207, the following positions have also been designated as unclassified: Librarian; Director of Alumni; Director of University Development; General Managers, Directors, Producers, and Announcers of the State Radio and Television Service; Interpreters for Hearing-Impaired Students; Director of Information Services; and Director of Publications.

II. Use of Professorial Ranks

- A. As mandated by OAR 580-20-005(4), Deans, Vice Presidents, and the President shall have the academic rank of Professor.
- B. For faculty hired after July 1, 1987, the professorial ranks (Assistant Professor, Associate Professor, and Professor) will be limited at Oregon State University to:
 1. teaching-related positions with an expectation for scholarly accomplishment;

2. extension specialists, extension agents, and other extension faculty whose assignments carry an expectation for scholarly accomplishment;
3. librarians whose positions carry an expectation for scholarly accomplishment;
4. professional staff whose assignments carry an expectation for scholarly accomplishment (Section V);
5. faculty on Senior Research appointments;
6. faculty meriting professorial-level appointments whose principal responsibilities are related to scholarly research.

Professorial ranks may continue to be used for courtesy appointments, as appropriate.

C. Faculty in positions that do not have an associated expectation for scholarly accomplishment will be appointed with one of the four following designations:

1. with professional title but without rank as described in Section V;
2. at the rank of Instructor or Senior Instructor (Sections III and IV);
3. at professorial rank as mandated by state statute for those in administrative positions (Section IIA);
4. at the rank of Research Assistant, Senior Research Assistant, and Research Associate for faculty in research support or research training positions (Section III).

D. Definitions

1. The designation "teaching-related" includes instruction at the undergraduate and graduate levels; supervision and training of graduate or postdoctoral students and visiting scholars; instruction in campus or off campus; instruction with credit or non-credit courses and programs; instruction associated with domestic or international service; instruction programs for adult or youth learners; continuing education

programs for students and professionals working toward degrees, advanced certification, or relicensing.

2. The term "scholarly accomplishment" is used because the term "research" does not always best describe the full range of scholarship typically expected for faculty in the professorial ranks. Faculty in the fine arts, for example, normally engage in creative work in theatre, music, performance, or art that constitutes scholarly accomplishment. Developing a new approach to teaching, artistic creativity, academic support services, or research would ordinarily not be considered "scholarly accomplishment" unless it was shared in peer-evaluated forums such as in journals or in juried exhibits.

- E. In addition to administrative title, professorial rank may be extended to individuals selected for administrative positions (including in the academic support, student support, and administrative support areas). A decision to extend professorial rank will be based on the individual's record of or current expectations for instructional service and scholarly accomplishment. Such a decision requires the recommendation of the Vice President for Academic Affairs and Provost and approval of the President.

III. Use of Other Faculty Ranks

- A. Other faculty ranks (Instructor, Senior Instructor, Research Associate, Research Assistant, Senior Research Assistant, Lecturer) will be used as appropriate when the position assignment or the faculty member's credentials are not appropriate for a professorial rank. The rank of Instructor or Senior Instructor will typically be used for faculty in positions with assignments primarily related to teaching or other instructional assignments but without a significant expectation for scholarly accomplishment.

- B. Appointment or promotion to the rank of Senior Instructor may be made with or without indefinite tenure as delineated in ORS 580-20-005(2c):

"Senior Instructor: This rank may be used for the appointment or promotion of staff members who have special skills or experience needed in the instructional program of the institution, but who would not normally be appointed or promoted to professorial ranks. Promotion to the rank of senior instructor will not be made effective before the end of the third year of service. Appointment or promotion to the rank of senior instructor may be made with or without indefinite tenure. Appointment to this rank does not preclude subsequent advancement in rank under appropriate conditions."

- C. Professorial ranks will continue to be available for faculty on Senior Research appointments. Such appointments are for fixed-term faculty primarily engaged in research at a level normally appropriate for a professorial rank. Ranks for these appointments are Professor, Associate Professor, and Assistant Professor; the appointment status is "Other"; and the title is "Research Associate-Senior Research." At Oregon State University, these faculty are commonly identified as Assistant Professor-Senior Research, Associate Professor-Senior Research, and Professor-Senior Research.

Conversion of a Research Associate to Assistant Professor-Senior Research is based on the nature of the position, its intended duration and responsibilities, and the incumbent's record of scholarly accomplishment and responsibilities. The conversion must be approved by the Dean and the Vice President for Academic Affairs and Provost. Promotion to Associate Professor-Senior Research and Professor-Senior Research requires the customary university promotion review.

- D. Professionals in positions not primarily involved with teaching, research, extension, or counseling as required by ORS 240.207 will continue to be appointed to classified or management service positions.

IV. Fixed-Term and Tenure-Track Appointments

A. Use of Tenure-Track Appointments

After July 1, 1987, faculty appointed to positions that a) carry professorial rank as described in Section II and b) are 0.5 FTE or more on instructional service accounts (30-050-0001 to 5499) will normally hold tenure-track appointments unless their positions are clearly temporary. Tenure-track positions will also be used for faculty in extension and the library at professorial ranks, and for administrative faculty as described in Section II. Fixed-term positions will be used for all other faculty as described in Section C below.

B. Less than 1.0 FTE Tenure Commitment

Some tenure-related positions may carry less than a 1.0 FTE tenure commitment following the granting of indefinite tenure. Included are:

1. part-time, tenure-related positions less than 1.0 FTE;
2. those part-time tenure-related positions that are supplemented with grant or contract support to increase the salary basis to 1.0 FTE as long as the outside salary support continues.

C. Use of Fixed-Term Appointments

1. By July 1, 1987, the use of fixed-term appointments for continuing faculty who are 0.5 FTE or more on instructional service accounts and who hold professorial rank shall be reduced as much as possible, consistent with stable funding. The goal is eventual elimination of fixed-term appointments for continuing full-time instructional positions at professorial ranks.

2. Fixed-term positions should be used for:
 - a. faculty not in professorial ranks;
 - b. faculty in professorial ranks who are less than 0.5 FTE;
 - c. professional staff in academic support, student support, and administrative support units unless the position has an expectation for scholarly accomplishment at a level typically expected of faculty in professorial ranks in academic departments;
 - d. appointments that are temporary, regardless of rank. Positions established with non-recurring funds are defined as temporary, unless there is reasonable assurance of long-term continued support. Appointments associated with temporary assignments such as a visiting professor or a sabbatical leave replacement also are considered temporary.
3. The rank of Senior Instructor may be used for either fixed-term or tenure-related positions when it would be in the best interests of the university as described in OAR 580-20-005(c) (Section III-B).

D. Conditions for Fixed-Term Appointments

1. Initial appointments shall be for an appropriate fixed-term period, but typically one or two years. Initial appointments of three years may be granted at the discretion of the appropriate vice president. Subsequent renewals of up to three years shall be contingent on program needs, funding, and fully satisfactory performance.
2. To provide for a greater degree of job security than standard fixed-term appointments, renewable fixed-term appointments may be recommended, consistent with stable funding. After six years of fully satisfactory service at 0.5 FTE or more, the faculty member may be considered for a renewable fixed-term appointment following a formal

review to insure that the individual is worthy of the more secure commitment being offered by the University.

Renewable fixed-term appointments have terms of up to three years and with administrative approval may be extended for one year at the start of each year. This type of appointment thereby leaves the faculty member at the beginning of each year with an appointment having the same length as the prior appointment.

3. After six years of cumulative full-time service, individuals in academic support, administrative support, and student support units on multi-year, fixed-term appointments shall be eligible to be considered for administrative leave for professional development. Such leave is at the discretion of the appropriate vice president. Conditions of the leave, including salary, length of leave, and other support are determined by the appropriate vice president and approved by the Provost, consistent with State System guidelines. Sabbatical leaves for faculty will continue to be governed by State System policy.

V. Use of Professional Titles With or Without Rank

- A. Descriptive professional titles may be assigned to faculty at Oregon State University in academic support, administrative support, and student support units.
 1. These titles offer an alternative to appointment at faculty rank for fixed-term positions where, in the view of the unit administrator and appropriate vice president, a professional position title most adequately describes the responsibilities of the position and qualifications of the individuals holding those positions.
 2. These titles also provide alternative opportunities for promotion.
 3. Each vice president will develop appropriate titles in his or her area of responsibility.

- B. Faculty in academic support, administrative support, or student support units holding positions at a professorial rank prior to July 1, 1987, will continue to hold their designated rank and will be eligible for subsequent promotion in academic rank according to the General Instructions for Promotion and Tenure in the professorial ranks.
- C. In summary, faculty positions in academic support, student support, and administrative support units will be of two types:
 - 1. those with professional title
 - 2. those with academic rank in addition to professional title. For individuals with a record of or expectation for scholarly accomplishment at the level typically expected of faculty in academic units, professorial rank may be assigned. The Vice President for Academic Affairs and Provost must approve the assignment of academic rank. Individuals who have teaching or related instructional assignments but who do not engage in scholarly activity may be appointed at the rank of Instructor or Senior Instructor.

VI. Promotion

- A. Procedures for promotion and tenure of all Oregon State University faculty will follow the General Instructions for Promotion and Tenure issued from time to time by the Office of Academic Affairs.
- B. Faculty with academic rank will be evaluated for promotion according to guidelines and standards associated with such ranks. Promotions will be considered without regard to fixed-term or tenure-track status.
- C. Promotion in professional title is at the discretion of the appropriate vice president according to guidelines he or she has developed and the Provost has approved.

VII. Conversion of Fixed-Term Positions to Renewable or
Tenure-Track Positions

- A. Fixed-term, full-time (0.5 to 1.0 FTE) faculty on instructional service at the rank of Associate Professor or Professor, including those faculty advanced to those ranks before September 16, 1987, may be converted either to tenure-track or indefinite tenure upon the recommendation of their deans and approval of the Vice President for Academic Affairs and Provost, consistent with stable funding and provided that the position is not temporary. (Instructional service appointments are those defined in the "Attachment - Notice of Appointment" as being from accounts 30-050-0001 to 5499.)
1. Tenure may be granted without further intensive review, when the consensus of the department, dean, and Vice President for Academic Affairs is that the incumbent has achieved a record worthy of a positive tenure decision; or
 2. The faculty member may be placed on a tenure-track appointment followed by a subsequent formal tenure review at the appropriate time. This option would be applicable when, in the judgment of the department and dean, the incumbent's record of accomplishment is worthy of a tenure-related appointment but when the individual's workload or employment history has prevented him or her from yet achieving a record worthy of tenure.
- B. All full-time (0.5 FTE or greater on instructional service) fixed-term Assistant Professor positions should be converted to tenure-track consistent with stable funding, unless the position is temporary. When each decision is made to convert a fixed-term position at the Assistant Professor level 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. Decisions to convert should be made by July 1, 1987. However, under extraordinary conditions, the provision for a national search may be waived by the Vice President for Academic Affairs and Provost upon documentation that the incumbent faculty member's credentials are of exceptional merit.

- C. The dean or director may recommend to the Vice President for Academic Affairs and Provost the amount of prior service to be credited as part of the six year probationary period for tenure for each faculty member whose position has been converted to a tenure-track position.
- D. Fixed-term, part-time faculty positions (less than 0.5 FTE on instructional service) with professorial rank may be continued on fixed-term appointments as described in Section IV-C, consistent with stable funding.

VIII. Exceptions

Exceptions to the guidelines above will be considered on an individual basis by the Vice President for Academic Affairs and Provost upon recommendation of the faculty member's dean or vice president.

IX. Affirmative Action

The Affirmative Action office will be consulted on all appointments before a final determination is made by the Vice President for Academic Affairs and Provost.

2/16/87

APPENDIX**SOME QUESTIONS AND ANSWERS ABOUT FACULTY APPOINTMENTS
AT OREGON STATE UNIVERSITY****1. Why were the new guidelines developed?**

In October, 1986, the Faculty Senate passed a series of recommendations on fixed-term appointments and Unassociated Faculty positions. It was also apparent that there was an inconsistency in the ways that faculty ranks and tenure-track positions were being used across the campus. The new guidelines integrate all these areas into a single document.

2. What will be the impact on fixed-term professorial positions in academic units?

They will mostly be phased out, consistent with stable funding. Fixed-term positions in all units should be used for appointments that are temporary, regardless of rank. New professorial appointments will normally be on tenure-track (Section IV-A). Associate Professors and Professors holding fixed-term positions as of September 16, 1987 (thus including those currently being evaluated for promotion) will be granted tenure or placed on tenure-track (Section VII). The choice will be based on the incumbent's record of teaching and research or other scholarly accomplishment.

3. How will professorial ranks be used?

A comprehensive research and teaching university is distinguished from other institutions of higher education by its role in scholarship, in creating new knowledge and artistic work. Thus, as described in Section II, professorial ranks will be used for positions with a significant expectation for scholarly accomplishment. The expectation for scholarly accomplishment should be included in the faculty member's position description. (Professional titles, as described in Section V, will provide a wide range of options for faculty with responsibilities which do not include scholarly accomplishment.) Faculty on Senior Research or other similar appointments will continue to carry professorial rank. Section II includes a broad definition of "teaching" which includes the full range of the University's audiences both on and off campus.

Professorial rank will also be available to certain individuals in academic support, administrative support, and student support units in addition to their professional titles (Section V).

4. Does the emphasis on research and scholarly accomplishment imply a reduced commitment to teaching?

No. Quality of teaching will continue to be an important criterion for promotion (for those faculty with responsibilities in instruction). For faculty with primary responsibilities in service, their accomplishment in that area is also important. In addition, promotion in the professorial ranks requires significant accomplishment in research and scholarship. Advising for the first time is now included in the dossier instructions

Questions and Answers...

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and will be a part of the promotion and tenure evaluation, where appropriate. Last but not least, university and community service are expected of all faculty, particularly for promotion to the rank of Professor. In short, there will be quantitative differences in teaching, service, extension, advising, and scholarly accomplishment expected among faculty depending upon the 'mix' of their particular responsibilities.

5. What are "professional titles" and how will they be used?

Professional titles (Section V) provide opportunities for greater recognition of the responsibilities of individuals in academic support, administrative support, and student support units. They also provide promotion opportunities for the many administrative staff members in positions where research and scholarship are not primary expectations.

The intent is to provide a means by which we may recruit, reward, and retain professionals of greatest value to the University. These appointments offer individuals opportunities to grow professionally and continue to be rewarded. Rewards may be more equitably achieved if professionals in such positions are judged by standards relevant to their positions, rather than by standards intended for individuals with different roles.

Promotion in professional title (Section VI) will follow guidelines developed by the appropriate vice president and approved by the Provost. Examples of titles are Counselor, Senior Counselor, Financial Aid Advisor, Senior Financial Aid Advisor, Career Development Specialist, Senior Career Development Specialist, Media Specialist, Senior Media Specialist.

6. Will anyone be asked to give up a currently-held rank?

Faculty now holding positions at a professorial rank will continue to hold their designated rank and will be eligible for subsequent promotion according to the General Instructions for Promotion and Tenure (Section V-B).

7. Do the new guidelines provide for renewable multi-year fixed-term appointments?

Yes. See Section IV-C. This form of "rolling appointment" provides for some degree of job security for positions not appropriate for a tenure-related appointment.

8. Will Instructors normally be put on tenure-track?

Board rules permit tenure to be given at the rank of Senior Instructor but not Instructor. Nevertheless, it has been the practice in some units to put some Instructors on the tenure-track while they complete an advanced degree. These faculty thereafter have become eligible for consideration for promotion and tenure at the rank of Assistant Professor or Senior Instructor. They have, in effect, been evaluated for scholarly potential

Questions and Answers...
Page -3-

and accomplishment against Assistant Professors with two to four more years of post-baccalaureate or post-doctoral training.

A more equitable approach will be to appoint these Instructors to initial fixed-term appointments. If their positions meet the criteria for professorial rank (Section II), and they are later promoted to tenure-track Assistant Professor, an agreement will be made regarding the amount of prior service to be credited as part of the six year probationary period for tenure.

9. What about professorial ranks for faculty whose assignments are largely related to research?

Professorial rank will primarily be used for teaching-related positions which have an expectation for research and scholarly accomplishment. However, a broad definition of "teaching-related" in Section II includes training of graduate, postdoctoral students and visiting scholars. Senior Research faculty, extension faculty, and librarians engaged in some scholarly work are also specifically included in Section II. Thus, we believe the guidelines include most faculty research positions for which professorial rank is currently assigned.

10. How will "administrative leave" work?

The purpose of administrative leave is to allow professionals in the academic support, administrative support, and student support areas an opportunity for professional development. Such leave is a privilege, not a right, and is granted at the discretion of the appropriate vice president. Procedures will need to be developed by each vice president and coordinated by the Provost to insure that there is some degree of equity across areas. Such leave would be available to currently tenured staff as well as those on multi-year fixed-term appointments. The needs of the department and the availability of funds to support a given leave will be important considerations in granting such leaves.

11. Will the use of academic rank for individuals in academic support, administrative support, and student support units be tied to individuals or positions?

Generally such rank is tied to an individual, since persons in professional staff positions in the typical case are hired first and foremost for the staff position. When such an individual, in addition, also performs duties that qualify for academic rank, an academic title can be assigned. If, however, a professional staff position requires a concomitant academic responsibility, as defined by the guidelines, then the position can be advertised and titles and rank assigned accordingly. Academic rank can be added at any time if a person's job responsibilities change.

12. Does this document have any effect on the way we currently handle appointments of graduate research assistants and graduate teaching assistants?

Questions and Answers...

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No. These appointments of graduate rank are not affected by this policy.

13. Is it possible a) to move from a fixed-term appointment to a tenure-track appointment, or b) to move from a tenure-track appointment to a fixed-term appointment?

Yes. a) For various reasons, individuals may occasionally be appointed on a fixed-term basis with the expectation that they will be moved to a tenure-track appointment at a later time. Such arrangements are normally made in advance (e.g., fixed-term until Ph.D. degree is awarded) and should be handled consistent with Affirmative Action guidelines.

b) Individuals on tenure-track appointments normally must receive tenure at the appropriate time or be given timely notice. Under the provisions of Section VIII (Exceptions), it may occasionally be permissible for someone on tenure-track to be shifted to fixed-term. This might occur when, given the best interests of the university, the individual will take on responsibilities more suitably related to a fixed-term appointment, as defined by the Guidelines for Academic Appointments.

14. What ranks are eligible for tenure?

Four ranks are eligible for tenure: Senior Instructor, Assistant Professor, Associate Professor, and Professor.

15. What about exceptions?

With a university as diverse as Oregon State University, exceptions to the appointment guidelines will always need to be considered on an individual basis (Section VIII). The intent, however, is that exceptions will be rare.

FACULTY SENATE

Thursday, June 4, 1987; 3:00 p.m.
LaSells Stewart Center

AGENDA

The Agenda for the June 4 Senate meeting will include the reports and other items of business listed below. To be approved are the Minutes of the May 7 Senate meeting, as published and distributed as the Appendix to the Staff Newsletter, OSU This Week.

A. ACTION ITEMS

1. **CANDIDATES FOR DEGREES REPORT** (p. 6) - W. E. Gibbs

Attached is the Registrar's Memorandum dated May 8, 1987, 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 7, 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 4, prior to the Senate meeting.

2. **ANNUAL REPORTS** (with recommendations)

- a. **ADVANCEMENT OF TEACHING COMMITTEE** (pp 7-12) - Harold Engel

Attached is the report of the Advancement of Teaching Committee presenting its recommendations for a new teaching evaluation Instrument and accompanying guidelines. The report is presented for Senate action.

- b. **COMMITTEE ON COMMITTEES** (pp. 13-17) - Van Volk

Attached is the report of the Committee on Committee presenting several recommended changes to Standing Rules of several Senate Committees. The Senate is asked to defer action on the proposed modification of Standing Rules for the Faculty Status Committee (contained in the report) until Fall Term. Therefore, that portion of the report has been noted as being held for later action. The balance of the recommendations are presented for Senate discussion and action. The report is attached.

c. ACADEMIC ADVISING COMMITTEE (pp. 18, 19) - Jerry O'Connor

Attached is the Academic Advising Committee's report containing a recommendation for a survey of Faculty to be performed during Fall Term 1987. The report is presented for Senate action.

3. ACADEMIC REGULATIONS COMMITTEE (pp. 20, 21) - David Willis

Attached is the Academic Regulations Committee's report on AR 20. The Committee was asked to review this AR again. They have done so, and believe that the AR should not be changed. A recommendation is included.

4. CONFIRMATION OF ADMINISTRATIVE APPOINTMENTS COMMITTEE APPOINTEES

The Executive Committee will appoint three individuals to three-year terms on the Administrative Appointments Committee. The Bylaws require that the Senate confirm the appointment of these individuals prior to their beginning service. Names will be recommended at the Senate meeting along with the request for confirmation.

5. CONFIRMATION OF FACULTY REVIEWS & APPEALS COMM. APPOINTEES

The Executive Committee will recommend two individuals to regular three year terms ending June 30, 1990, on the FRAC. The Bylaws require that the Senate confirm the appointment of the individuals prior to beginning service. Names will be recommended at the Senate meeting along with the request for confirmation.

6. RETIREMENT COMMITTEE (pp. 22, 23) - Les Strickler

Attached is the Committee's report, with recommendations for Senate action, on the issue of "Relinquishment of Tenure." This report was received in response to a referral from the Executive Committee.

B. REPORTS FROM FACULTY

1. BYLAWS COMMITTEE (pp. 24, 25) - Nancy Leman

The Bylaws Committee has been working on revisions to the Bylaws during this past year. The report (to be distributed at the June 4 meeting), contains their recommendations for several substantive revisions as well as some proposed "house-keeping" changes. The Senate will only review and discuss the changes at the June meeting, since all revisions to Bylaws must be presented a minimum of thirty days prior to taking official action for approval. These will be presented for adoption at a subsequent meeting.

2. REGISTRATION & SCHEDULING COMMITTEE (pp. 26-30) - James Hall

Attached is a report from the Registration and Scheduling Committee, Although this is not a Senate Committee, it has traditionally reported to the Senate on a yearly basis.

3. UNIVERSITY HONORS PROGRAM TASK FORCE - Mimi Orzech

A special Task Force has worked this year on the question of the type of Honors Program OSU should have. Asst. Vice President Orzech will give an oral report on the status of the study.

4. INTERINSTITUTIONAL FACULTY SENATE - Gary Tiedeman

The IFS meetings quarterly to discuss issues of common interest to the institutions of the OSSHE. Professor Gary Tiedeman (Sociology) is one of three OSU IFS representatives, and will report on the most recent meeting.

5. CURRICULUM REVIEW COMMISSION - Commission Rep.

The Curriculum Review Commission has been asked to provide the Senate with an update and progress report before the Summer begins. The Commission will also be report at a Fall meeting to keep the Senate apprised of activities.

6. CALENDAR CONVERSION COUNCIL - Robert Schwartz

The Calendar Conversion Council has been asked to provide the Senate with a progress report before Summer begins. The Council will also report at a Fall meeting to continue to keep the Senate up-to-date on its activities.

7. CURRICULUM COUNCIL (p. 31) - John Lee

Attached is the Council's report indicating that there will be no Category I documents for approval at the June meeting.

8. ASSOCIATION OF OREGON FACULTIES (AOF) - Thurston Doler

Thurston Doler, who is currently serving as State President of AOF, will report on the activities the organization has undertaken during this Legislative year.

9. SEARCH COMMITTEE UPDATES

- a. Division of Continuing Education & Summer Term
- b. Asst. Vice President for Finance & Administration

C. INFORMATION ITEMS

1. ANNUAL REPORTS

All Senate committees and councils are expected to report annually to the Senate and to describe their work for the year. Below is a list of reports that are attached. In most instances, the reports are for the information of the Senate, and committee chairs 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. Questions regarding a report

should be directed to the Chair (prior to the meeting, through the departmental affiliation), or to the Senate President, if appropriate. For committees/councils that operate until June 30, reports will be presented as part of the October "Reports to the Faculty Senate."

- a. Academic Deficiencies Comm., Allen Wong, Chair (pp. 32, 33)
- b. Academic Regulations Comm., David Willis, Chair (p. 34)
- c. Academic Requirements Comm., Lawrence Curtis, Chair (pp. 35, 36)
- d. Administrative Appointments Comm., John Yoke, Chair (p. 37)
- e. Budgets & Fiscal Planning Comm., Victor Brookes, Chair (p. 38)
- f. Bylaws Committee, Nancy Leman, Chair (p. 39)
- g. Curriculum Council, John Lee, Chair (p. 40)
- h. Faculty Economic Welfare Comm., Fred Hisaw, Chair (p. 41)
- i. Faculty Reviews & Appeals Comm., Pat Brandt, Chair (p. 42)
- j. Graduate Admissions Comm., Charles Neyhart, Chair (pp. 43, 44)
- k. Graduate Council, Warren Suzuki, Chair (p. 45)
- l. Instructional Media Comm., Robert Kiekel, Chair (p. 46)
- m. International Education Comm., Sam Stern, Chair (p. 47)
- n. Library Comm., Lita Verts, Chair (pp. 48-52)
- o. Promotion & Tenure Comm., Interim Report; Richard Towey, Chair (p. 53)
- p. Research Council, John Fryer, Chair (p. 54)
- q. Retirement Comm., Les Strickler, Chair (pp. 55, 56)
- r. Special Services Comm., Elisabeth Hallgren, Chair (p. 57)
- s. Undergraduate Admissions Comm., Martin Hellickson, Chair (pp. 58, 59)
- t. University Honors Program Comm., Gary Ferngren, Chair (p. 60)

2. FACULTY ECONOMIC WELFARE COMMITTEE

- Fred Hisaw

Attached are three FEWC reports. Although no specific action is requested by the Committee on any of the reports, the Senate may elect to take action on any item it wishes.

- a. REPORT ON TIAA/CREF: The Executive Committee asked the FEWC for an analysis of the implication of changes suggested to the Chancellor's Office by Vice President Spanier. A copy of his Memo and the Committee's analysis is attached. Fred Hisaw, FEWC Chair, will be present to discuss their report. Also attached is the Executive Committee's Memo of referral to the FEWC and the Retirement Committee on this issue. (pp. 61, 62)
- b. FACULTY SALARY DATA: Attached are two sets of tables of Faculty salary data. (pp. 63-81)

3. RETIREMENT COMMITTEE (pp. 82, 83)

- Les Strickler

The Executive Committee asked the Retirement Committee for an analysis of the implications of changes suggested to the Chancellor's Office regarding TIAA/CREF vs. PERS by Vice President Spanier. The Committee's report is attached.

4. TRAFFIC AND BICYCLE RULES DOCUMENTS (pp. 84-105)

The attached documents have been supplied by the University Legal Assistant, Caroline Kerl. The Legal Assistant and the Traffic Committee Chair, Bob Barnes, have been invited to be present and to respond to any questions the Senate might have.

5. CHANGES IN EXECUTIVE COMMITTEE MEMBERSHIP

Curtis Johnson and Nancy Powell will leave the Executive Committee to go on sabbatical leaves beginning August 1, and September 1, respectively. As provided in the Senate Bylaws, they will be replaced by the runners-up in the most recent Executive Committee election: Mary Powelson, Botany & Plant Pathology, and William Brennan, Assistant Dean of Students. Their terms will expire on December 31, 1987.

6. COMPOSITION OF THE ADVISORY COUNCIL FOR INTERNATIONAL PROGRAMS

(p. 106)

Attached is a letter from Vice President Keller to the Chairman of the International Education Committee, Sam Stern, indicating that the individual serving as Chairman of that Senate committee has been added as an Ex-Officio member of the Council.

7. UNDERGRADUATE ADMISSIONS COMMITTEE (p. 107)

Attached is the UAC's report to the Executive Committee regarding application deadlines for students seeking admission by exception. The report is provided for the Senate's information.

8. OSSHE COMPARATIVE FACULTY SALARIES REPORT

The Senate Office has received a copy of a document entitled "1986-87 Average Faculty Salaries by rank: Oregon state Institutions and their Comparison Groups." If any Senator would like to review this document, it is available in the Faculty Senate Office.

D. REPORTS FROM THE SENATE PRESIDENT

- Sally Malueg

1. Introduction of the new ASOSU President, Bob Mumford
2. Legislative Issues
3. OSBHE, Proposed Administrative Rule

E. REPORTS FROM THE EXECUTIVE OFFICE

F. NEW BUSINESS

Office of the Registrar



Corvallis, Oregon 97331-2130

(503) 754-4331

May 8, 1987

TO: Dr. Sally Malueg, 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 4, 1987 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: Vice President and Provost Graham B. Spanier
Dean Lyle D. Calvin
Ralph H. Reiley, Jr.

College of
Veterinary Medicine



Corvallis, Oregon 97331-4802

RECEIVED MAY 07 1987

(503) 754-2141

May 5, 1987

MEMORANDUM

TO: Faculty Senate

FROM: H. N. Engel *H. N. Engel*
Advancement of Teaching Committee

SUBJECT: ANNUAL REPORTS OF FACULTY SENATE COMMITTEES/COUNCILS

The Advancement of Teaching Committee had two major charges to complete this academic year. The first item was to select the recipients of the L. L. Stewart Faculty Development Awards. There were 43 applicants for \$28,500 in funds. The maximum amount of the award set in the guidelines is \$1800. The Committee identified 19 of the top candidates and was able to provide an average award of \$1,500 to these individuals. The following is a list of those awarded funds and their amounts:

Carleton W. Carroll (Assoc Prof, French)	\$ 798.43
Robert D. Kiekel (Assoc Prof, Spanish)	798.43
Richard G. Mitchell, Jr. (Asst Prof, Sociol)	1,703.05
Robert Collins (Assoc Prof, Bus Admin)	1,461.00
Charles Dane (Prof, Bus Admin)	300.00
Norma L. Nielson (Assoc Prof, Bus Admin)	1,800.00
Barry Shane (Assoc Prof, Bus Admin)	1,105.00
Nichole E. Duffee (Asst Prof, Vet Med)	1,788.00
Mary Kay Gleicher (Inst, Chem)	1,800.00
Edward H. Piepmeier (Prof, Chem)	1,800.00
Michael W. Schuyler (Assoc Prof, Chem)	1,800.00
Lizabeth Ann Gray (Asst Prof, Coun & Guid Ed)	1,800.00
Sam Stern (Assoc Prof, Ind Ed)	1,650.00
Alfred R. Menino, Jr. (Asst Prof, Ani Sci)	1,684.00
Donald B. Zobel (Prof, Bot)	1,689.00
Edward C. Jensen (Coord, Forestry Media Cntr)	1,740.00
Helen Polensek (Inst, English Lang Instit)	1,800.00
William B. Husband (Asst Prof, Hist)	1,800.00
Robert W. Rose, Jr. (Asst Prof, Forest Sci)	<u>1,183.09</u>

Total \$28,500.00

The Committee made some discretionary changes in the proposed budgets. We felt that the monies from this award should not be used to provide salaries for release time during travel. Furthermore, this award should not be used by individuals as an alternate source for travel funds to conventions and meetings nor should this award be used as a means to purchase personal computers. The funds for these activities should be provided by departmental budgets. The primary purpose of Stewart award is to provide support to projects which can directly improve classroom teaching.

Page 2
 Faculty Senate Report
 from Advancement of Teaching Committee

The other primary item on the agenda for the Advancement of Teaching Committee for this academic year was to present to the Faculty Senate for approval a new Student Assessment of Teaching Evaluation Form. Our Committee, the Faculty Status Committee and the Promotion and Tenure Committee reviewed this past fall the document entitled, "Final Report ad hoc Committee on Evaluation of Teaching", completed in May, 1986. Each committee independently reviewed the document and made suggested changes in the proposed student assessment of teaching form.

The Advancement of Teaching Committee was then given the responsibility of preparing an assessment form to be field tested during fall quarter of 1986, changes made and more extensive testing initiated during winter quarter of 1987. Our Committee received the individual committee reports too late into the quarter to properly initiate field testing at the end of fall term. We did meet and produced a document which contained some of the proposed changes suggested by the committees. This form was used in my course evaluation during fall quarter.

In winter quarter of 1987 our Committee developed a form which was field tested by a sample of the tenured faculty in the various academic Schools/Colleges. This form radically varied from the initial ad hoc Committee on Evaluation of Teaching Report, but better represented the individual committee reports.

A phone survey was conducted during the initial part of spring quarter to provide some feedback information to our Committee. We have now produced a document which we feel can meet the needs of the teaching faculty and administrators. Enclosed are the proposed new Student Assessment of Teaching form, an instructional page, and a summary sheet comparing the previous University evaluation form with the proposed form. We have not proposed any further guidelines, such as, who should be evaluated and how often. This was not the charge of our Committee.

All of the committees involved with the development of this form have strongly suggested that the results of student evaluations should not be misused by administrators. The primary purpose of this evaluation is to IMPROVE INSTRUCTION.

RECOMMENDATION:

The Advancement of Teaching Committee would like to recommend that the enclosed Student Assessment of Teaching Form with the General Instructions be approved by the Faculty Senate for use at Oregon State University beginning fall quarter, 1987.

Advancement of Teaching Committee Members

Faculty:

Harold N. Engel, Chair (Vet Med)
 Frank Cross (Ed)
 Russell Maddox (Pol Sci)
 Robert Schwartz (Eng)
 Gary Musser (Math)

Student Representatives:

Joe Sikich
 Dawn Heller
 Kim Kahler
 Ed Redmond

Enclosures: General Instructions
 Student Assessment of Teaching form
 Comparison sheet

**GENERAL INSTRUCTIONS
FOR ADMINISTERING THE
STUDENT ASSESSMENT OF TEACHING FORM**

The following procedures should be followed in administering the Student Assessment of Teaching forms:

1. The evaluation process should be done during the **TWO WEEK PERIOD PRIOR TO THE LAST WEEK OF CLASSES.**

2. Please allow 15 minutes at the **BEGINNING** of a class period for the students to complete the evaluation forms.

3. The following instructions should be read to the students at the time the evaluation forms are passed out:

"Our Department/College would appreciate your assistance in improving our courses and teaching. The information that you provide should be anonymous. All of your comments will be made available to your instructor **AFTER** final course grades have been processed. Please use a **NUMBER 2 PENCIL** and only select the one most appropriate response per item. Your written comments should be in the form of constructive criticisms. Positive aspects of the course and instructor should also be identified."

4. After completion of the evaluation, a staff member or a class representative should collect the completed forms in an envelope, seal the envelope and take the package to the departmental office. A designated staff member of the department will then take the forms to the computer center for tabulation. After the course grades have been completed, the tabulated results of the computer read sheets will be given to the instructor and to the appropriate administrator. The completed forms with the written comments will be returned to the instructor. **ONLY THE INSTRUCTOR SHOULD SEE THE WRITTEN COMMENTS.**

(PLEASE NOTE: The final copy of the Student Assessment of Teaching Form will have spaces provided for the student to pencil in their choices. The cost of formatting and producing a final copy of the form which can be computer scanned is approximately \$500.00. The Advancement of Teaching Committee is making the recommendation that the basic format of the evaluation form be approved prior to any further expenses.)

OREGON STATE UNIVERSITY STUDENT ASSESSMENT OF TEACHING

Instructor's Name	Department	Course Number/Title	Section	Date

This questionnaire gives you an opportunity to express your views of this course and the way it has been taught.

SECTION I: Demographics (Items 1-7)

Please circle one response for each of the following items which best identifies your situation.

- | | |
|--|--|
| <p>1. I am enrolled in this course because:</p> <ul style="list-style-type: none"> a. It is required. b. It is one of a required group. c. It is required, but I would have taken it anyway. d. It is an elective. <p>2. Grade you expect to receive in this course:</p> <ul style="list-style-type: none"> a. A b. B c. C d. D e. F f. SU or Pass/No Pass g. Audit h. Other <p>3. Please check your School, College, or other:</p> <ul style="list-style-type: none"> a. Education b. Business c. Liberal Arts d. Science e. Agricultural Science f. Pharmacy g. Engineering h. Health and Physical Education i. Home Economics j. Forestry k. Oceanography l. Veterinary Medicine m. Interdisciplinary graduate program | <p>4. Class Status:</p> <ul style="list-style-type: none"> a. Freshman b. Sophomore c. Junior d. Senior e. Graduate Student f. Other <p>5. Is this course in your Major? a. Yes b. No</p> <p>6. Percent of this class you attended:</p> <ul style="list-style-type: none"> a. 20-39% b. 40-59% c. 60-79% d. 80-100% <p>7. Overall Grade Point Average:</p> <ul style="list-style-type: none"> a. 0-1.4 b. 1.5-1.9 c. 2.0-2.4 d. 2.5-2.9 e. 3.0-3.4 f. 3.5-4.0 g. 1st quarter Freshman |
|--|--|

Section II: Information for Evaluating Teaching and for Improving Instruction. (Items 8-22)

(Please circle the appropriate response.)

	Not Applicable	Disagree			Agree
8. Course objectives and requirements were clearly presented in initial sessions	0	1	2	3	4 5
9. The instructor was well prepared and organized	0	1	2	3	4 5
10. The instructor seemed to know when students didn't understand the material	0	1	2	3	4 5
11. The instructor explained the material clearly	0	1	2	3	4 5
12. The instructor stimulated enthusiasm for the subject matter of the course	0	1	2	3	4 5
13. The instructor was readily available for consultation with me	0	1	2	3	4 5
14. The instructor was fair and impartial in dealing with me	0	1	2	3	4 5
15. The instructor encouraged me to think for myself	0	1	2	3	4 5
16. The examinations were relevant to the reading assignments and to the material presented in class	0	1	2	3	4 5
17. The instructor used good communication skills	0	1	2	3	4 5
18. In this course, I have learned a significant number of new ideas and/or skills	0	1	2	3	4 5
19. This course was a worthwhile addition to my University experience	0	1	2	3	4 5
20. All things considered, I was favorably impressed by this instructor	0	1	2	3	4 5

(Please refer to the opposite side for written comments.)

Page Two
Student Assessment of Teaching Questionnaire

Instructor's Name	Department	Course Number/Title	Section	Date
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Section III: Written Comments (Items 21 and 22)

21. If any item was scored below average (1 or 2), please explain your reason for making this decision. Your explanation may help the instructor improve the quality of the course.

22. Please comment on any aspects concerning this course or the instructor (such as the strong points, weaknesses, or recommendations concerning how this course or instruction might be improved).

If you would like to make written comments that may be used in the instructor's file, please write a signed letter to the appropriate departmental chair.

COMPARISONS OF THE NEW FORM WITH THE "ORANGE CARD" FORM

The proposed new form has a demographics section (items 1-7). The information obtained from this section may be analyzed to determine if any significant correlations exist between the items here and the responses in Section II, which relate to the course and/or instructor.

In Section II of the new form there are 13 questions (items 8-20). The "orange card" system had only eight questions. The following is a comparison of the "orange card" questions and the proposed changes:

1. Mastery of subject matter ... Omitted in the new form.
2. Organization of course ... replaced by;
 9. The instructor was well prepared and organized.
3. Clarity of presentation ... replaced by;
 11. The instructor explained the material clearly and,
 17. The instructor had good communication skills.
4. Stimulation of interest ... replaced by;
 12. The instructor stimulated enthusiasm for the subject matter of the course.
5. Availability for assistance ... replaced by;
 13. The instructor was readily available for consultation with me.
6. Impartiality on grades and examinations ... replaced by;
 14. The instructor was fair and impartial in dealing with me.
7. Concern for student ... replaced by;
 10. The instructor seemed to know when students didn't understand the material.
8. Overall effectiveness ... replaced by;
 20. All things considered, I was favorably impressed by this instructor.

Additional questions on the proposed new form in Section II are:

8. Course objectives and requirements were clearly presented in initial sessions.
15. The instructor encouraged me to think for myself.
16. The examinations were relevant to the reading assignments and to the material presented in class.
18. In this course, I have learned a significant number of new ideas and/or skills.
19. This course was a worthwhile addition to my University experience.

The new form has two questions on the second page, Section III, which are open-ended. These will only be seen by the instructor being evaluated. Question 21 was added to make the student accountable for any items which were scored below average in Section II. Question 22 allows the student to make any comments about the course and/or instructor. Information from both of these questions may help the instructor improve the quality of instruction. If the student would like to make written comments for the instructor's file, then they may write a signed letter to the appropriate departmental chair stating their views.

RECEIVED MAY 13 1987

Agricultural
Experiment Station
Office of the Director

Oregon
State
University

Corvallis, Oregon 97331-2201

(503) 754 4251

May 12, 1987

MEMORANDUM

TO: FACULTY SENATE EXECUTIVE COMMITTEE

FROM: V. V. VOLK, COMMITTEE CHAIR

Van Volk

SUBJECT: ANNUAL REPORT

The Committee on Committees Annual Report has been revised to include information on appointment duration in the Standing Rules for each Committee review.

VVV:dkt
Attachment
A010B00
COCRPCVR.doc

May 12, 1987

MEMORANDUM

TO: FACULTY SENATE EXECUTIVE COMMITTEE

FROM: COMMITTEE ON COMMITTEES, V. V. VOLK, CHAIRMAN

SUBJECT: ANNUAL REPORT FOR 1986-87

The Committee on Committees reviewed the Standing Rules and activities of the Faculty Status, Faculty Economic Welfare, Retirement, and International Education Committee.

Underlined words have been added to the Standing Rules, and sections of the old Standing Rules which are recommended for deletion are lined out.

Faculty Economic Welfare Committee

The Committee on Committees recommends that the Standing Rules be revised:

The Faculty Economic Welfare Committee formulates statements of policy and advises on matters of salaries, retirement, and insurance programs, and other economic benefits for academic staff. Recommendations are made to the Faculty Senate and to the Executive Office. The Committee initiates, as well as evaluates, various programs of potential economic benefit to the Faculty and, when appropriate, makes its findings known to the Faculty Senate. The Committee consists of ten Faculty members, one of whom shall be a retired faculty member. Faculty will be appointed annually for three year terms. and two. The Staff Benefits officer shall serve as an ex officio member. The Committee meets on call of the Chairman. One member of the committee, designated by the Faculty Senate Executive Committee, shall participate in an ex officio capacity for a one year term on the Retirement Committee.

Comment:

The FEWC operates effectively with their Standing Rules. The FEWC does maintain close liaison with the Retirement Committee and the Committee on Committees recommends formalization of the relationship. The recommended Standing Rules have been approved by the FEWC.

Retirement Committee

The Committee on Committees recommends that the Standing Rules be revised:

This committee shall study the matter of retirement in all its aspects and ramifications to include, but not to be limited to, the following: retirement options, advantages and disadvantages of early, regular, and late retirement; beneficiary options and their comparative merits; comparisons and contracts with other retirement systems; retirement problems of retired faculty and the solutions to these problems; and the adaptation of the retirement system to the economic realities of the times and needed adjustment to those times, ~~Further, the Committee shall formulate recommendations to the Legislature for amendments to the retirement system.~~ and the formulation of legislation regarding retirement. It is encouraged to maintain liaison with other Faculty Committees, such as the ~~Faculty Economics Welfare Committee~~, Faculty Status Committee and Budgets & Fiscal Planning Committee. The Retirement Committee shall report regularly to the Executive Committee of the Faculty Senate.

Membership shall consist of six faculty appointed so that two member's terms expire each year, ~~Membership shall include up to one-third retired Faculty members.~~ plus one ex officio member appointed for a one year term from the Faculty Economic Welfare Committee by the Executive Committee of the Faculty Senate. The Director of Staff Benefits shall be an ex officio member. Faculty will be appointed for three year terms.

Comment:

The Retirement Committee is effectively serving the Faculty Senate and faculty and staff of Oregon State University. Changes in the Standing Rules formalize the liaison with the Faculty Economic Welfare Committee. The Faculty Senate Executive Committee should have flexibility with respect to committee appointments. The proposed changes in the Standing Rules are supported by the Retirement Committee.

Faculty Status Committee HOLD FOR FALL TERM

The Committee on Committees recommends that the Standing Rules be revised:

The Faculty Status Committee develops and reviews policies regarding academic freedom and tenure, appointment and termination, sabbatical leaves, procedures for review and appeals, and promotion; and makes recommendations to the Faculty Senate. ~~Executive Office, Council of Deans, and Deans and Department Heads.~~ It maintains liaison with other

faculty affairs committees and advisory groups. ~~The full Committee meets monthly; subcommittees may meet more frequently.~~ The Committee is composed of nine faculty members representing all segments of the University, three being appointed annually for three year terms and serves on call of the Chair.

Comment:

The Faculty Status Committee has actively contributed to issues of educational leaves, faculty termination under financial exigency, fixed term appointments, sick leave, and dual career appointments. The proposed changes have been reviewed and approved by the Faculty Status Committee and Pete Fullerton, Academic Affairs.

International Education Committee

The Committee on Committees recommends that the Committee be renamed the International Programs Committee and the Standing Rules be revised

The International Programs Committee serves as an advocate for the interests of OSU faculty and students in issues related to international activities including: education, exchange programs, research and development. ~~The Committee on International Education assists the University in the identification of needs and the development of programs with contribute to a broader and better understanding among peoples of all nations. The Committee periodically reviews programs in international education and international research and development and recommends policies relating to participants from Oregon State University in cooperative programs abroad, and to foreign participants on this campus. The Committee coordinates its activities with other University committees on such matters related to international programs and students. as admission, academic requirement, financial aid, housing, and counseling. The Committee provides representation on the Executive Board of each foreign study program and consults and advises these Boards and the Director of International Education and his staff concerning the effectiveness of the programs which they administer.~~

The membership shall Committee consists of six faculty and members, three student (one U.S. and two foreign) members. and The Director of International Education, and Foreign Study Advisor, Ex-Officio members. the Director of the Office of International Research and Development, a Foreign Student Advisor, and the V.P. of Research, Graduate Studies, and International Programs serve as ex officio members. Faculty and student members will be appointed for three and one year terms, respectively.

Justification

The current Faculty Senate International Education Committee and interested parties have reviewed the current standing rules and found that they do not reflect the needs of international programs at OSU or the recent activities of the committee. The current standing rules relate primarily to matters of international educational exchange. During the past fifteen years, faculty and students at OSU have increasingly become involved in international research and development. International research and development issues discussed by the committee have included: survey of faculty involvement and interest, communication with regard to potential participation, and professional development.

The current standing rules indicate the committee will provide representation on the Executive Board of each foreign study program. Due to the large number of foreign study programs, this is no longer practical and has not been done for many years. To better reflect the nature of OSU's international involvement, ex officio membership in the committee should be expanded to include the Vice President for Graduate, Research and International Programs and the Director of the Office of International Research and Development.

The proposed revisions to the standing rules reflect the increasing and expanding international interests of the OSU faculty. We also propose that the committee be renamed the International Programs Committee.

The Vice President for Graduate, Research, and International Programs has formed an Advisory Committee on International Programs to advise his office. To avoid unnecessary duplication and overlap, it is important that there is coordination and communication between the two groups. The membership of the current Faculty Senate International Education Committee and the Committee on Committees recommend that the Chair of the International Education Committee serve as an ex officio member of the Advisory Committee for International Programs.

The Vice President for Research, Graduate Studies, and International Education has recently appointed the Chair of the International Education Committee to the Advisory Council for International Programs.

A010B00

RECEIVED MAY 12 1987

College of
Liberal ArtsOregon
State
University

Corvallis, Oregon 97331-6202

503/754-2511

May 11, 1987

MEMORANDUM

TO: Faculty Senate

FROM: Jerry O'Connor, Chair, Academic Advising Committee *JO*

RE: Annual Report

The Academic Advising Committee, not wishing to duplicate the efforts of the Ad Hoc Committee to develop advising evaluation procedures, set as its goal the development of an instrument to assess how students perceive the effectiveness of academic advising (see attached). To further insure that duplication was avoided, the aforementioned Ad Hoc Committee invited the chair of this committee to serve as an ex-officio member.

The decision to focus on the students' perception was the result of input provided by the student members. The instrument was devised by Dr. Ken Williamson of the College of Engineering and approved by the Committee at its last formal meeting held April 23. The Committee had hoped to select and mail the instrument to 1000 students selected at random and the results of the survey sent to the Associate Vice President for Academic Affairs. Time factors mitigated against this attempt.

To further insure that no duplication of previous efforts would transpire, the chair contacted the Teaching Research Institute in Monmouth. That unit was not aware of any similar effort ever being conducted on the Oregon State University campus. Therefore, the Committee recommends that such a survey be conducted using the instrument as devised by Dr. Williamson at a time selected by the committee during the 1987-88 academic year.

JJO/tm
attachment

ADVISING QUESTIONNAIRE

PERSONAL INFORMATION

Age: _____
 Major: _____
 Year in School: _____
 Sex: _____
 GPA: _____
 How long with your present advisor? _____

ADVISING CONTACT

How often do you meet with your advisor?

_____ more than once a term _____ once a term _____ less than once a term

Is the number of your advising contacts:

too many? _____ adequate? _____ too few? _____

How long is a typical advising contact?

less than 30 minutes _____ about 30 minutes _____ more than 30 minutes _____

Is this length:

too long? _____ adequate? _____ too short? _____

Are the scheduling of your advising appointments:

difficult? _____ adequate? _____ quite easily done? _____

Does your advising schedule typically occur:

on schedule? _____ late, but near time scheduled? _____ requires reappointment or cancellation? _____

QUALITY OF THE ADVISING EXPERIENCE: Please rate the following as to the degree your advisor is:

Never Sometimes Usually Always

caring/concerned
 friendly
 helpful
 good listener
 engaging
 interested
 encouraging
 committed
 responsible

OVERALL EVALUATION OF ADVISING EXPERIENCE AT OSU

Choose to advise myself: _____
 Useless: _____
 Okay, but not worth the time: _____
 Okay, but could have improvements: _____
 Satisfactory: _____
 Good, helpful to me as a student: _____
 Excellent, very helpful to me as a student: _____

ACADEMIC ADVISING: Please rate your judgment of your advisor in the following areas.

Knowledge of your academic history:

_____ Poor _____ Less than Adequate _____ Good _____ Excellent

Adequate

Knowledge of curriculum requirements:

_____ Poor _____ Less than Adequate _____ Good _____ Excellent

Adequate

Knowledge of department, college, and university policies:

_____ Poor _____ Less than Adequate _____ Good _____ Excellent

Adequate

Use of records and files:

_____ Poor _____ Less than Adequate _____ Good _____ Excellent

Adequate

Knowledge of departmental course offerings and availability:

_____ Poor _____ Less than Adequate _____ Good _____ Excellent

Adequate

Knowledge of student's professional and academic goals:

_____ Poor _____ Less than Adequate _____ Good _____ Excellent

Adequate

Knowledge of student's college experience and academic progress:

_____ Poor _____ Less than Adequate _____ Good _____ Excellent

Adequate

Knowledge of student's problems and difficulties:

_____ Poor _____ Less than Adequate _____ Good _____ Excellent

Adequate

Desire to assist with the student's personal concerns:

_____ Poor _____ Less than Adequate _____ Good _____ Excellent

Adequate

Knowledge of sources of help for personal problems:

_____ Poor _____ Less than Adequate _____ Good _____ Excellent

Adequate

COMMENTS

What are the most helpful aspects of your advising experience?

What are the aspects that should be improved about your OSU?

(reduced to 8 1/2 x 11 for this Agenda)

Department of
General Science



Corvallis, Oregon 97331

RECEIVED M 0 1 1987

(503) 754-4151

April 28, 1987

TO: Sally Malueg, President
Faculty Senate

FROM: David L. Willis, Chairman *D L W*
Academic Regulations Committee

RE: Committee Action on Proposal to Change AR #20

Thank you for your memo of March 6 requesting that the Academic Regulations Committee consider the ASOSU resolution regarding the grade consequences of retaking classes (AR #20). This was initially discussed at a meeting on March 11 and feelings were mixed. Action was postponed in order for the members to seek further information and input.

At our next meeting on April 17, the matter was discussed again. Now the committee was unanimous in its opposition to the resolution. All of the points in favor of the proposed change appear to have counterpoints of equal validity. The present policy has been operative for less than two years. We feel it should not be tampered with at this point. However, we do recommend that a formal review of this matter be held in 1989 -- after it has been operative for four years, i.e., one student generation.

cc: Chris Voigt, ASOSU
Terri Lewis, ASOSU
Kent Boden, ASOSU

Office of the
Faculty Senate



Corvallis, Oregon 97331 (503) 754 4344

March 6, 1987

M E M O R A N D U M

To: Academic Regulations Committee
David Willis, Chairman

From: Executive Committee of the Faculty Senate
Sally Malueg, Senate President

Subject: ASOSU RESOLUTION REGARDING RETAKING CLASSES
AR 20, Repeated Courses

The issue of Repeated Courses has come to the surface again - as it does every few years. ASOSU has recently passed Resolution #46-R-13, which calls for a change in AR 20. Enclosed with the Resolution is a copy of the Memo from Chris Voigt, Vice President for Senate.

The Executive Committee would like the Academic Regulations Committee to consider the Resolution offered by ASOSU, along with their reasons for asking for the change, and indicate your recommendation to the Executive Committee. The ASOSU Memo asks that this item be placed on the next Senate agenda. That is not possible and we are not asking for action that soon, although we would like to take action at the May Senate meeting, if possible.

This is a topic which you may want to look at, in depth, before making a recommendation. Therefore, my Administrative Assistant has prepared the enclosed packet of information to provide you with background. ASOSU student representatives perused these documents in our office when preparing the Resolution.

Please note that the present AR 20 is not as inclusive as the wording voted on by the Faculty Senate in 1982. Please explore why the current wording is being used instead of the entire wording.

The Executive Committee would like a response from the ARC by April 15, 1987. That should provide an opportunity for us to place this item on the Senate's agenda prior to the end of this academic year.

If you have questions or concerns, please don't hesitate to call me.

sl
pc: Chris Voigt, ASOSU

College of Business

Oregon
State
University

Corvallis, Oregon 97331

April 27, 1987

Memo to: Executive Committee
OSU Faculty Senate
Sally Malueg, President

From: OSU Retirement Committee 
Les Strickler, Chairman

Subject: Tenure Relinquishment Agreements

During this past Fall term, the Retirement Committee received informal communications suggesting that the Academic Affairs office was not satisfied with the current OSU policies regarding pre-retirement tenure relinquishment agreements. As an initial response, Vice-President Graham Spanier was invited to present his views more explicitly to the committee. At a December 10, 1986 committee session, he indicated that his principal concerns were with (a) the excessive length of time consumed by the three-year pre-retirement period and the subsequent 600-hour yearly appointments and (b) the small size (six percent) of the salary supplement offered for the agreement to the later surrendering of tenure.

In following up on these expressed opinions, the committee carried out a fairly extensive review of major "early retirement" approaches. This review included an examination of the findings from a study encompassing a large number of state universities. It also included a look at a well-designed "phased retirement" program offered by the University of California system. Finally, it involved considering various specific changes that might be made in the OSU program. In this consideration, emphasis was placed on the financial consequences for both the faculty member and the university.

Based upon the review, the committee offers the following recommendations for action by the Faculty Senate:

Memo
April 17, 1987
Page 2

- 1) That any new program aimed at lessening the years of salary supplements be endorsed only if the value of such payments for each case is at least equal to the actuarially-determined value of the present program's combination of salary and retirement benefit supplements.
- 2) That eligibility for the tenure relinquishment program be confined to faculty attaining a minimum of either age 55 and 20 years-of-service or age 58 and 15 years-of-service.
- 3) That funding of the salary costs for all tenure relinquishment agreements be centralized in the OSU President's office.
- 4) That the March 12, 1981 Faculty Senate policy recommendation of seeking a "phased retirement" program be reaffirmed.

RECEIVED MAY 13 1987


 Oregon
State
University

Department of English

Corvallis, Oregon 97331-5302

(503) 754-3244

May 14, 1987

To: Faculty Senate Executive Committee

From: The Bylaws Committee, Nancy F. Leman, Chair. English Dept. x4266

About: Bylaws revisions

Attached are our suggestions for new language in Article VI (Officers) and Article VII (Executive Committee). In them, you will find our wording of items sent in your memoranda of Feb. 11, 1987; April 10, 1987; and additional information concerning release time for officers due to the restructuring of the Senate Office Staff, also dated April 20, 1987. These revisions of Articles VI and VII should replace last year's suggested revisions for those two Articles.

During the revision process, 1985-87, we have suggested both "housekeeping" or editorial changes and substantive changes that will require approval by the Senate. One such approval was made by last year's Senate (change in language from "Dean of Faculty" to "Vice-President for Academic Affairs and Provost." In our opinion, at least four other changes are also substantive, and should be submitted to the Senate for approval. These are marked in our attachment by red asterisks. They are as follows:

ARTICLE VI: OFFICERS. Sec. 2a Executive Assistant (New Position)

Sec. 2b. Administration of Faculty Senate
Office

Sec. 4 Release time for Senate officers

ARTICLE VII: Exec. Comm.

Sec. 1 Membership on Executive Committee

Unless the Executive Committee decides otherwise, the rest of the changes could be considered non-substantive ("housekeeping"), not requiring Senate action.

A rough draft of other suggested revisions to the Bylaws was prepared last year in the Faculty Senate Office. The next step in the process, we think, is (1) to transfer that rough draft to a computer disk, (2) to add the substitute Articles VI and VII to it, (3) indicate on this final draft old language and new language by the traditional "lining-out" process, (4) duplicate it, and (5) present it to the Senate. This process should be carried out in the Faculty Senate Office, where all previous revisions have been processed.

For your information, the original Bylaws were approved on November 12, 1964. Since then, there have been twenty-two occasions when the Senate has changed parts of the document, the most recent being October 6, 1983.

Please let us know if we can supply any missing information. The committee active at present consists of Stan Miller, Lloyd Crisp, and Nancy Leman.

Department of
Fisheries and Wildlife
College of
Agricultural Sciences



Corvallis, Oregon 97331-3803

(503) 754-4531

May 15, 1987

TO: Sally Malueg, President
Faculty Senate

FROM: James D. Hall, Chairman
Registration & Scheduling Committee

Although we are not appointed by the Faculty Senate, in keeping with past practice, I am forwarding a copy of the annual report of the Committee to you for information.

Attachment

JDH/cv

Department of
Fisheries and Wildlife
College of
Agricultural Sciences



Corvallis, Oregon 97331-3803

(503) 754-4531

May 14, 1987

MEMORANDUM

TO: Graham B. Spanier
Vice President for Academic Affairs and Provost

FROM: James D. Hall, Chairman
Registration and Scheduling Committee

SUBJECT: Annual Report of the Registration and Scheduling Committee
for Academic year 1986-87

The Registration and Scheduling Committee met during this year to monitor registration procedures and to consider items of special interest. We have prepared two recommendations for your consideration. A summary of other activities is also provided.

Recommendations:

- 1) Pre-registration for Fall term.

The Committee reviewed advantages and disadvantages and also considered the views of the Calendar Conversion Council and the Council of Head Advisors. Our committee voted to recommend that consideration of a plan for Fall term pre-registration be postponed until after the Fall of 1990. The decision was based largely on the fact that implementation of pre-registration prior to semester conversion would advance the deadline for final approval of semester courses by several months. The Calendar Conversion Council has expressed the desire to have the maximum amount of time prior to the deadline for publishing the Schedule of Classes.

- 2) Change in administrative policy on section changes within a multiple-section course.

Based on a request from Dean Spruill (copy attached) the committee considered a change in present policy, which is as follows:

"When you receive a course that you requested in registering for the term, you may change to a different section of the course under two conditions:

1. A section change is necessary to make possible adding one or more other courses to obtain a complete schedule.
2. A section change is requested by the academic department, for University (not personal) reasons, as confirmed in writing on an official letterhead by a designated representative of the department.

In neither case outlined above will the change of program fee be in effect.

In all cases involving an added course, you must present your schedule print-out with completed registration form."

We voted to recommend the following third basis for a change:

- 3) If the department offering the course concurs, and if space permits, a section change will be allowed. The add/drop fee will be in effect.

With this change, departments would retain control over enrollment, but would have the option to allow section changes when they would be beneficial. We recommend that the new policy be placed in the Schedule of Classes to be effective in September 1987. As with similar changes in the past, we recommend that the new policy be in effect for a trial period of two years and that it be reviewed after that period.

If you have any questions about either of these recommendations, please contact me.

Other items under review during the year:

- 1) The committee monitored student sectioning by major code, the modification of registration implemented by your office in October. We believe that this new procedure has provided a significant improvement in the scheduling process and has resulted in a reduction of add/drop activity.
- 2) During Fall term the committee considered implications of the Total Information System for the registration and scheduling process at OSU (my letter to you of November 17, 1986). We will continue to monitor the progress of this program to insure that the gains that we have made in registration and scheduling procedures over the years can be maintained under the new system.

In keeping with past practice, I am forwarding a copy of our report to the President of the Faculty Senate for information.

RECEIVED MAY 20 1987

Vice President
Academic Affairs
and Provost



Corvallis, Oregon 97331-2128

(503) 754-2111

May 19, 1987

MEMORANDUM

TO: W.E. Gibbs, Registrar

FROM: Graham B. Spanier *Graham Spanier*
Vice President for Academic Affairs and Provost

RE: Section Changes

I am pleased to accept the recommendation of the Registration and Scheduling Committee that the administrative policy on section changes be changed as outlined in the committee's memorandum to me of May 14, 1987. This action is consistent with ASOSU resolution 46-R-18.

Please proceed to put this into effect for the coming academic year.

GBS/nrh

c: President Byrne
Vice President Trow
Russell Dix
Sally Malueg ✓
James Hall
D.S. Fullerton
Chris Voigt
Nick Van Vleet

RECEIVED MAY 20 1987

Vice President
Academic Affairs
and Provost

Oregon
State
University

Corvallis, Oregon 97331-2128

(503) 754-2111

May 19, 1987

MEMORANDUM

TO: James Hall, Chair
Registration and Scheduling Committee

FROM: Graham B. Spanier *Graham Spanier*
Vice President for Academic Affairs and Provost

RE: May 14, 1987 Recommendations

Thank you for submitting the recommendations of the Registration and Scheduling Committee. With regard to pre-registration for Fall Term, we will not make any plans at the moment to proceed with this. However, I recommend that we review this matter again next year as we see how the calendar conversion is falling into place.

On the change in policy you have recommended regarding section changes, this action will be adopted.

Your committee is to be commended for its work this year.

GBS/nrh

c: Sally Malueg ✓
D.S. Fullerton
Jack Davis
Jo Anne Trow
W.E. Gibbs

RECEIVED MAY 13 1987

Academic Affairs—
Curriculum

Corvallis, Oregon 97331

(503) 754-2111

11 May 1987

To: Sally Malueg, President, Faculty Senate
From: John Lee, Chairman, Curriculum Council
Subject: Information item for June 1987 senate meeting

The Curriculum Council (CC) has completed its review of curricular proposals submitted by the faculty before the 1 March 1987 deadline.

Two Category I proposals were submitted, both by the College of Liberal Arts:

1. MA in Scientific and Technical Communication.
2. MA/MS in Economics.

These proposals were reviewed jointly by the CC and Graduate Council. The CC found both proposals very promising, as did the Graduate Council. However, the Graduate Council still has concerns about certain aspects of these graduate programs and believes that further refinement of the proposals is needed. Thus, no Category I proposals are being presented for Senate action this June.

The CC has approved most of the Category II proposals submitted to it. These actions come as information items to the Faculty Senate. Due to the expense of distributing the Category II document to the full Senate membership, copies of the Category II document will be sent at least to each dean and the Faculty Senate Office. The Faculty Senate Executive Committee is working with the central administration to determine the exact distribution of the Category II document. A cover letter will ask that each dean make his/her Category II document available to faculty senators for review.

It is the understanding of the CC that Category I documents, which require action by the Faculty Senate, will continue to be distributed to each senator. The future distribution of the Category II document is under review by the Executive Committee.

RECEIVED MAY 13 1987

Office of the Registrar



Corvallis, Oregon 97331-2130

(503) 754-4331

May 11, 1987

TO: Sally Malueg, President
Faculty Senate

FROM: Allen Wong, Chair *Allen Wong*
Academic Deficiencies Committee

SUBJECT: Academic Deficiencies Committee Annual Report 1986-87

As is usual, the Academic Deficiencies Committee met on the Thursday following the end of each term to review the records of undergraduate students not making academic progress. At these meetings (about 6 hours duration each) students were placed on probation, deferred suspension, or suspension in accordance with Academic Regulation 22 (Academic Deficiencies) and approved implementing policies. The Committee also met to consider "appeals" from suspension and requests for reinstatement. Four half-day meetings were held the second through the fifth days of each term to take care of this business.

The Committee continues to be concerned that changes in the academic policy relating to repeating courses makes academic rehabilitation much more difficult. Therefore, in order to ameliorate this problem, the Committee began (Winter Term 1987), on a trial basis, a policy of earlier intervention--suspension. As a result, the Committee suspended 60 more students than previous Winter Terms. Although many of these were first-year students and eligible to be continued through Spring Term, their performance over two terms was so dismal (25+ points deficient) that the Committee decided that it was in the best interest of the student as well as the institution to interrupt the student's attendance at OSU. Sufficient flexibility exists within the current regulation (AR 22) and the Committee's standing rules to permit these actions. Suspensions for Spring Term are expected to decrease. The annual total suspensions are expected to remain at about 500 per year. The Committee will continue to monitor this matter and report as appropriate to the Senate.

While deliberating on a recent reinstatement case, the Committee discovered that the student had registered in Continuing Education's "Individualized Directed Learning Program" and participated in classroom work while on suspension from the University. The Committee maintains that AR 22d ("Students who have been suspended or expelled are denied all the privileges of the institution and of all organizations in any way connected with it, and are not permitted to reside in any university-recognized living group.") is unequivocal. The Director of Continuing Education asserts AR 22d does not apply to Continuing Education. The Academic Deficiencies Committee disagrees and recommends that the Faculty Senate direct Continuing Education to desist registering students who have been suspended from the University.

Sally Malueg

-2-

May 11, 1987

The Registrar's Office prepares quarterly statistical reports of the Committee's actions. Since this annual report is due before the Committee completes its yearly work, only the Fall 1986 statistical report is attached. When available, the Winter and Spring reports will be forwarded for appending to this report.

TS

RECEIVED MAY 13 1987

Department of
General ScienceOregon
State
University

Corvallis, Oregon 97331

(503) 754-4151

MEMORANDUM

May 12, 1987

TO: Sally Malueg, President, Faculty Senate

FROM: David Willis, Chairman, Academic Regulations Committee *D & W*

RE: Annual Report to the Faculty Senate

During the academic year 1986-87 the Academic Regulations Committee has considered a number of matters referred to it, several of which resulted in recommendations to the Faculty Senate. These have included:

1. A proposed change in AR 11f regarding the deadline to change levels in certain introductory courses (RECOMMENDED).
2. A proposed change in AR 13c regarding late withdrawal from the University in emergencies (RECOMMENDED).
3. A proposed change in AR 26c(1) regarding the necessity of a "C" grade in second-year foreign language for a B.A. (RECOMMENDED).
4. A request to review the Implementation Plan of the Provisional Admission Policy for foreign students (REFERRED elsewhere).
5. A proposed change in AR 17 to a decimal grading scale (tentatively NOT RECOMMENDED, but further information being considered).
6. A proposed change in AR 20 regarding the grade consequences of retaking courses (NOT RECOMMENDED).
7. A request from the Student Activities Committee to review a proposed reduction in hours required for holding student office (NOT RECOMMENDED).
8. A proposed change in AR 22d regarding suspended students' access to OSU courses through Continuing Education (RECOMMENDED).
9. A proposal to give graduate students priority in registering for graduate level courses (REFERRED elsewhere).

Attendance at committee meetings has been excellent. I wish to give special recognition to the contribution made by our three student members this year.

Department of
Fisheries and Wildlife
College of
Agricultural Sciences

Oregon
State
University

Corvallis, Oregon 97331-3803

RECEIVED MAY 13 1987

(503) 754-4531

MEMORANDUM

TO: Sally Malueg, President
Faculty Senate

FROM: Lawrence Curtis, Chairman *L. R. Curtis*
Academic Requirements Committee

SUBJECT: 1986-87 Annual Report to the faculty senate

Six faculty members and three undergraduate students served on the Academic Requirements Committee (ARC) over the past year. Assistant Registrar Ralph Reiley and his assistant attended each meeting. We meet on a weekly basis during the academic year and about once a month over the summer. This results in a total of 33 - 35 sessions in an academic year. The length of each meeting ranged between 2 and 4 hours. Well over 3000 individual cases were considered last year. A detailed numerical categorization for the 1986/1987 period will be filed by the Registrar's Office after graduation and serve as an appendix to this report.

The workload of the ARC surfaced an issue which should be of interest to members of the Faculty Senate. Over the past year we encountered some difficulty in filling vacancies left by faculty who had completed three years of service on the ARC. In a few instances the Faculty Senate contacted individuals who initially indicated willingness to serve but later withdrew when the time commitment was described. During a discussion by members of ARC the point was raised that some faculty feel that time spent on service with Faculty Senate activities was inadequately weighted in administrative evaluation of faculty (e.g., promotion, and tenure decisions). Should this feeling indeed exist in significant segment of our faculty, persist and grow vital faculty involvement in certain University affairs could dwindle to an unacceptable level. We request an evaluation of faculty responses to invitations to serve on Faculty Senate Committees. In instances where an appointment is declined reasons should be made explicit. Administrative policy should encourage faculty involvement in activities such as the ARC. We should evaluate the extent to which availability of willing participants is limited by faculty perceptions of their role in the University.

At this time of year the ARC receives a considerable number of petitions which request exception to regulations which would allow students to graduate. A large proportion of these involve permission to late add one or a few credit hours for spring term. Requested substitutions for general education requirements are not uncommon. I would like to take this opportunity to urge advisors to not only carefully review graduation audits with students but also encourage them to chart progress toward graduation throughout their education at Oregon State University.

Finally there are two kinds of problems requiring much attention by the ARC which Faculty Senate action could help resolve. First, the no-show-drop policy is not uniformly administered across our campus. The prescribed procedure is that if a student does not appear during the first five days of the term he/she is dropped. If the procedure is not followed by a department the "NSHD" designation should be removed from the course listing. Second, we review an excessive number of petitions in which students contend simple clerical error on their part lead to unintentional designation of grading basis as S/U. The magnitude of this problem leads us to recommend a separate action (i.e., form) be required for a course to be taken S/U. If the advisors signature were required on the form this would further assist in reducing the number of instances where required college or departmental courses are inappropriately but intentionally registered for on the S/U basis.

On behalf of the ARC I urge action on the above matters. Our experience with large numbers of petitions over years of service provides us significant insight into problems commonly encountered by Oregon State University's students. Thank you for your attention.

RECEIVED MAY 06 1987

Department of
Chemistry

Corvallis, Oregon 97331-4003

(503) 754-2081

May 5, 1987

TO: Sally Malueg, President, Faculty Senate

FROM: Administrative Appointments Committee

Gwyneth Britton
 Peter Copek
 Charles Drake
 Zoe Ann Holmes

Robert Houston
 Mary Kelsey
 Thomas McClintock
 A. Gene Nelson
 John Yoke, Chairman

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

ANNUAL REPORT OF THE ADMINISTRATIVE APPOINTMENTS COMMITTEE

1. The committee submitted "Guidelines for Search Procedures for Administrative Positions" to the Executive Committee of the Faculty Senate. The guidelines would represent a revision of material in the current Faculty Handbook.
2. Six members of the committee are serving on two Search Committees, for the Dean of the College of Agricultural Sciences, and for the Director of Continuing Education and the Summer Term.
3. The committee discussed the subject of Dual Career Appointments, and also met (jointly with the Faculty Status Committee) with the Acting Affirmative Affairs Officer and with the Vice President for Academic Affairs and Provost on this subject. The committee decided that it was very unlikely that the "spouse to be accommodated" in a dual career appointment would be appointed to a high administrative position, so that this was more a subject for the Faculty Status Committee. We did provide comments on the draft of their Report, which has since been adopted by the Senate.

JTY/vjb

RECEIVED MAY 14 1987

Department of
EntomologyOregon
State
University

Corvallis, Oregon 97331-2907

May 13, 1987

ANNUAL REPORT

TO: Executive Committee
Faculty Senate

FROM: Budgets and Planning Committee

The Committee met in November to consider Category I proposals submitted by the College of Home Economics, the College of Science, and the College of Veterinary Medicine, and again in April to consider two proposals submitted by the College of Liberal Arts.

The budgets of the first three proposals are to be met by funds derived from within the Colleges submitting the proposals, and the Budgets and Planning Committee could find no fault with them. A discrepancy became apparent during discussions of the proposal submitted by the College of Veterinary Medicine in that funds were not available to purchase library material required for the program. The Budgets and Planning Committee was not aware of this because an evaluation by the Library was not included in the material sent to B and P. The proposals were approved by the Senate.

Funds to support the two proposals submitted by the College of Liberal Arts cannot be identified at this time because the budget of the College has not been set. Robert Frank, Acting Dean of the College, stated in a memorandum that "every effort will be made to reallocate resources internally....." but that this does not preclude seeking some of the funds from Central Administration. The budgets were examined by a representative of the Library but the report was not available to the B and P Committee. These proposals will be voted on by the Senate at the June meeting.

The B and P Committee had expected to be invited to send a representative to the University -level meetings regarding the preparation of the institutional budget but no invitation was received. Whether or not a new policy exists is not clear but Vice President Coate in a memorandum to Senate President Malueg has offered to meet with the current Chair of the committee, the Senate President and possibly the Senate President-Elect to discuss the budget deliberations and the future involvement of Faculty members in University-level budget processes.

RECEIVED MAY 13 1987

Department of English

Oregon
State
University

Corvallis, Oregon 97331-5302

(503) 754-3244

May 14, 1987

FACULTY SENATE BYLAWS COMMITTEE 1986-1987 REPORT

To: The OSU Faculty Senate Executive Committee

From: The Bylaws Committee: Nancy Leman (Chair), Stanley Miller, Lloyd Crisp, George Burt, Bruce Coblentz

We have continued our two-year study of the Bylaws and are making suggestions for possible revisions, both substantive and non-substantive ("housekeeping" or editorial).

In this process, we have conferred with the Executive Committee in person and memo, and in June will submit some of these Bylaws revisions for the consideration of the Senate. In large part these substantive changes being proposed are designed to implement aspects of the recent reorganization of the duties of the Senate officers.

As a matter of general information, the original Bylaws were approved on November 12, 1964. Since then, the Senate has amended the document twenty-two times, most recently on October 6, 1983.

The Committee would like to thank Thurston Doler and Shirley Lindsey for their help.

Academic Affairs—
Curriculum



Corvallis, Oregon 97331

RECEIVED

(503) 754-2111

11 May 1987

To: Sally Malueg, President, Faculty Senate
From: John Lee, Chairman, Curriculum Council *Jr.L*
Subject: 1 July 1986 - 30 June 1987 Annual Report

As usual, the main task of the Curriculum Council (CC) was to review the substantial number of Category I and Category II proposals submitted by the various academic units. Proposals approved by the CC were presented to the Faculty Senate as information and/or action items, as appropriate, at the December 1986 and June 1987 meetings of the Senate.

Jonathan King, past chairman of the CC, lead the council in a thorough review of its operating and review procedures. As a result, the council has published and distributed an updated booklet titled Procedures for Curricular Change, which is much shorter and clearer than the documents it replaces. The entire curricular review process has been greatly improved by King's efforts and leadership.

The CC, after consultation with the Calendar Conversion Council, has taken some first steps toward semester conversion:

1. The deadline for submitting proposed semester courses to the CC will be 31 December 1988. (Current deliberations beyond the control of the CC regarding spring preregistration could force an earlier date.)
2. The CC will not accept quarter-related curricular proposals after the regular 1 October 1987 submission date.
3. After 1 October 1987, academic units may use new or existing X-courses to solve pressing curricular problems, until semester conversion occurs. X-course approval will be automatic through Summer Term 1990.

Department of Zoology


 Oregon
State
University

Corvallis, Oregon 97331-2914

RECEIVED MAY 19 1987

(503) 754-3705

12 May 1987

M E M O R A N D U M

To: Executive Committee of the Faculty Senate
Sally Malueg, Senate President

From: Faculty Economic Welfare Committee
Fred Hisaw, Chairman



Subject: Annual Report

During the past year, most of the time has been spent studying salary data and making comparisons. In the fall the salary data for the academic year 1985-86 became available. Likewise, salary data for the academic year 1986-87 also became available in the spring. For both sets of data comparisons have been made and tables made. In 1987 the Chancellor's list now contains 111 different institutions instead of 108 as in 1986. OSU has moved to 87th from 95th, and UO has moved to 93rd from 96th in 1985-86 with respect to the average annual salary for all ranks. The first set of tables has been distributed, as will the second set when finished.

The loss of the dental coverage for dependents was studied and the cause reported to the Senate. This explained the \$50.00 check from their health care agent.

The Committee has also again been studying TIAA/CREF and PERS with a report to be sent shortly, as will our study on early retirement reviewed.

Currently we are finishing a study of Senate Bill 618 which calls for salary scales, etc.

REPORT OF THE
FACULTY REVIEWS AND APPEALS COMMITTEE

1986-1987

The Faculty Reviews and Appeals Committee was deeply involved in the proposed changes in the grievance procedures for the State System, as well as for OSU. Two formal meetings were devoted to discussion of the proposed procedures and many phone conferences were held. In order to be prepared for the legal ramifications of grievance cases, the committee invited Caroline Kerl, University Legal Advisor, to attend a meeting, where useful information was shared.

In addition to this activity, committee members handled six complaints on an informal basis. As the year ends, the committee has a formal review pending.

Submitted by
Pat Brandt, Chairman
Faculty Reviews and Appeals Committee

RECEIVED MAY 14 1987

Department of
Accounting
College of Business

Oregon
State
University

Corvallis, Oregon 97331

TO: Sally Maleug, President
Faculty Senate
FROM: Charles Neyhart, Chairman
Graduate Admissions Committee
SUBJECT: ANNUAL REPORT

May 11, 1987

Enclosed is the annual report from the Graduate Admissions Committee.
Please let me know if you wish additional information.

ANNUAL REPORT
GRADUATE ADMISSIONS COMMITTEE
 July 1, 1986-June 30, 1987

The Graduate Admissions Committee meets weekly during the 12-month year. The Committee reviews applications whenever (1) the GPA for the last 90 graded undergraduate quarter hours is less than 3.00 [2.50 for postbaccalaureate applicants], (2) the TOEFL score is below 520, or (3) the applicant's baccalaureate degree is from an institution that does not issue grades. With respect to (1) above for advanced degrees, the Committee reviews applications only upon request of departments. Decision alternatives used by the Committee are: accept [full acceptance], accept provisionally [typically under the condition of achieving a minimum GPA during the first two terms of residency as a full-time student], and reject [applicants in this last category may be admitted by the University as Special Students].

In evaluating applicants who have not met University admission requirements, the Committee looks for substantial and compelling evidence of an applicant's ability to succeed at the advanced degree level. Specifically, this can encompass such things as performance on the GRE or other relevant achievement tests, the quality of the undergraduate institution, length of time since the baccalaureate, employment since the baccalaureate, letters of recommendation, and the level and quality of postbaccalaureate performance. The departmental recommendation can [and should] represent an important link in this chain of evidence, but only to the extent that such a recommendation is specific with respect to providing information and mitigating insights into the applicant's ability to succeed at an advanced degree level.

For the period July 1986 through April 1987, the Committee reviewed 310 applications [including postbaccalaureates] of which 211 (68%) were accepted, including provisional admissions. Based on prior years' information, it is estimated that the Committee will review a total of 375 applications during the year ended June 30, 1987. For purposes of comparison, the following information is provided:

<u>Year Ending</u> <u>June 30</u>	<u>Applications</u> <u>reviewed</u>	<u>Accepted</u>	<u>% Accepted</u>
1985	447	261	58
1986	415	276	67

The Graduate Admission Committee invites comments and suggestions from the Faculty.

Charles Neyhart, Chrm.

RECEIVED MAY 14 1987

School of Education **OSUWOSC**

A merged School serving Oregon State University and Western Oregon State College with graduate and undergraduate programs in Education.

DATE: May 13, 1987

TO: Sally Malueg, President
Faculty Senate

FROM: Warren Suzuki, Chair *ws*
Graduate Council

RE: Report of the 1986-87 Graduate Council.

A major activity of the Graduate Council has been its continuing review of graduate programs. Graduate studies in Botany and Plant Pathology, Crop Science, Electrical and Computer Engineering, Geography, Physics, and Zoology were reviewed by committees consisting of two Council members and three additional graduate faculty members. Reports of these reviews are now being prepared. The Council also accepted the final reports for three (Entomology; Science, Mathematics and Computer Science Education; and Counseling and Guidance) of the eight reviews that were conducted last year. The guidelines for reviewing graduate programs are being studied by the Council.

The fall and spring submissions of Category I and II curriculum proposals were considered by the Council. The Council approved Category I proposals for a PhD in Comparative Medicine, Master of Science in Home Economics, and Master of Science in Special Movement Studies. The proposals for a graduate minor in International Agriculture Development and the change of department name to Industrial and Manufacturing Engineering were also approved. The Council requested that the proposals for a Master of Arts or Master of Science in Economics and a Master of Arts or Master of Science in Scientific and Technical Communication be developed further and resubmitted at a later date.

A subcommittee of the Council reviewed nominations and recommended recipients for Graduate School Fellowships, the Lenore Bayley Memorial Fellowship, and the Eric Englund Memorial Postgraduate Scholarship. The Council members will review nominations for the Outstanding Publication Award before the end of the academic year.

The Council reaffirmed the seven-year time limit on the completion of all requirements for a master's degree. The minimum number of members representing each major field for a student's dual-major Ph.D. committee was changed from three to two. The Council is currently conducting studies in four areas: (1) postbaccalaureate status; (2) microwave/television delivered graduate courses; (3) reasons for dismissal from Graduate School; and (4) the qualifications for graduate faculty membership.

These and the other activities were reported in the minutes of the Graduate Council. Copies of these minutes were distributed to the Faculty Senate office, all academic units, and the university's academic administrators.

RECEIVED MAY 13 1987

TO: Sally Malueg, President, Faculty Senate
FROM: Robert Kiekel, Chair, Instructional Media Committee
RE: Annual Report of Instructional Media



The Instructional Media Committee focussed its attention in 1986-87 on the following matters:

- 1) Use of the Learning Center:
The Communication Media Center (CMC) received high marks in the organization of the learning center. The equipment is in excellent condition, the staff is very cooperative and the services provided have been extremely helpful to both staff and students.
- 2) Other services reviewed & discussed:
 - a) CMC also received praise for the employment of the interactive microwave TV Bend/Corvallis. OSU offers selected upper division courses at Central Oregon Community College (COCC). Courses taught here, live in Kidder 202 are simultaneously sent to COCC where students view the program and are able to interact via a long distance radio line.
 - b) The art and photographic services have always received high rating. Much of the discussion this year has focussed on the limited budget of CMC and how to solve the problems of increased use. If the services are actively promoted, how does CMC increase its budget.
- 3) Faculty Survey
A faculty survey was distributed to all faculty during May, 1987. The results of the survey will provide feedback which will assist in the improvement and development of CMC services.

RECEIVED MAY 14 1987

School of Education OSUWOSC

A merged School serving Oregon State University and Western Oregon State College with graduate and undergraduate programs in Education.

May 15, 1987

MEMO TO: OSU Faculty Senate
Sally Malueg, President
FROM: International Education Committee
Sam Stern, Chair
RE: 1986-87 Committee Annual Report 

The OSU International Education Committee held five meetings during the 1986-87 academic year. Major activities of this year's committee included:

1. Review and revision of committee standing rules. The proposed revisions to the standing rules reflect the increasing and expanding international interests of OSU faculty. The revised standing rules have been reviewed by the Faculty Senate Committee on Committees and forwarded to the Faculty Senate Executive Committee.
2. Establishment of relationship and liaison with the newly formed Advisory Council for International Programs.
3. Review of current programs that provide new foreign student orientation programs. Based on this review the committee prepared a report and set of recommendations for the Faculty Senate Executive Committee.
4. Review of current OSU family student housing policies and issues related to foreign students.
5. Review of proposed Northwest Interinstitutional Council on Study Abroad (NICSA) program in Bath, England.

These and other activities were reported in the minutes of the International Education Committee. Copies are available in the Faculty Senate Office.

The membership of this year's committee included: Karen Timm, Veterinary Medicine; Knud Larsen, Psychology; Harold Kerr, Extension; Ron Miner, International Agriculture; Bill Smart, Office of International Education; Marvin Durham, Office of International Education; Jack Van de Water, Office of International Education; Bisi Amoo, student member; Alan Rea, student member; Kelly Guernsey, student member; and Sam Stern, Chair, Industrial Education.

RECEIVED MAY 12 1987

FACULTY SENATE COMMITTEE ON LIBRARIES

Report of Activities

Academic year 1986/87

The Faculty Senate Committee on Libraries for 1986/87 was composed of the following members: Allen Agnew, Geology; John Bennett, Art; John Gottko, Business; Larry Mahrt, Atmospheric Science; Andrzej Olas, Mechanical Engineering; Robert Wess, English; Donald Zobel, Botany; Arie Dyke, Animal Science, graduate student; Keith Fischer, student; Tracy Bennett, student; Nancy Powell, Library; Lita Verts, EOP/SSP, Chair; Melvin George, Director of Libraries, ex officio. The Committee met on the following dates: Dec. 9, 1986, March 17, April 17, and May 8, 1987.

The following concerns were addressed by the Committee:

The disposition of funds from grant funded projects which include line items for library materials. We asked how funds are accounted for when a funded grant proposal includes a line item for library support. Are these funds included in the general budget for the library or are they separately credited to the library? The library staff is unaware of any being separately credited. We were unable to get a definitive answer to the question and suggest that it be included in future agenda for the Committee.

The responsibility for library materials when a new course or curriculum is approved by the Faculty Senate for which the library resources are inadequate. Currently a request for approval of a new course or curriculum is forwarded to the Library staff where an extensive review is made of the holdings in the appropriate field. A report is made on the adequacy of the holdings. On the curriculum approval form there is a line item for library materials, but in recent years only one School has used that line item to provide funds for the Library. We requested clarification from the Faculty Senate about the responsibility of providing the needed resources for new curricula and who should fund them.[1] The assumption that the Library will automatically do so without added funds assumes that other collections will suffer. The Executive Committee of the Faculty Senate discussed the matter with Ms. Nancy Powell and a new form has been designed to exhibit the budget line

1. Letter to President, Faculty Senate, January 21, 1987
2. Form appended

prominently. [2] The Committee has not received a statement about the responsibility of funding library resources for new curricula at this date.

Extended library hours. There was a felt need for longer open hours for the Library. Winter term 1987 additional funds were supplied in order for 22 additional hours per week to be added to the schedule. Library use during those hours will be monitored closely in order to determine whether it would be advisable to request monies to maintain that schedule on a permanent basis.

Creation of formula for allocation of library materials funds. Past practice has been that library holdings were purchased on request by faculty members. There has been no systematic allocations procedure that reflected needs, use, and publishing output. Ms. Nancy Powell, Special Collections Librarian, and Mr. Robert Baker, Library Information Analyst, reported to the Committee on the draft of a formula for the allocation of Library funds by School that would realistically reflect the use of the Library and the resource needs of the Schools. The first draft caused concern among some faculty that their materials allocations had been drastically cut by the formula. The Committee studied the draft with the concerns of the faculty in mind. Dean Robert Frank and Dr. Peter List were invited to a meeting to express their objections in person. They centered on three main points:

- CLA supplies one-third all credit hours taught on campus;
- CLA faculty must do research, write, and publish in order to be considered for promotion and tenure as well as any other faculty member, and the proposed formula would concentrate CLA holdings in the needs for undergraduate teaching, leaving the faculty without the needed resources to do that research and writing;
- CLA in general does not use laboratories and the Library is the laboratory for many of the curricula in the College.

After the discussion Ms. Powell and Mr. Baker agreed to review the formula, add in publishing output, and return with an amended formula. The amended version increased the allocation for CLA in a realistic manner.

The allocations formula will not become operational under the current budget. The Library will freeze allocations at a minimum of 90% of past average until additional monies are supplied to the Library materials budget. At that time the formula will become effective.

ASOSU resolution for the establishment of a Library Improvement Task Force. The Committee considered the resolution three

separate times. After the first consideration, we voted not to support the resolution because we felt that further studies would be redundant. The Faculty Senate subsequently did not support the resolution. The student sponsors of the document stated that there had been a miscommunication, they did not want further studies; instead they were requesting an oversight committee to review the university budget and its relationship to the Library. The Chair met with the student sponsors of the resolution in order to clarify both the charge and the composition of the proposed Task Force. It was determined that the ASOSU is requesting student input to the university use of funds as they impact the Library. They changed their request concerning the composition of the Task Force after meeting individually with President John Byrne and Vice President Coate. The Task Force as now requested would be three students appointed by the ASOSU, the Chair of the Faculty Senate Library Committee as a representative of the faculty, and the Director of Libraries, Vice President of Academic Affairs/Provost, and Vice President of Finance and Administration as representatives of the administration. The charge of the TF would be as liason between the students and the administration and would assure that student interests are heard. The Library Committee voted unanimously to support the creation of such a body given the changes and clarification. [3]

Respectfully submitted,

Lita J. Verts, Chair, Faculty Senate Committee on Libraries.



3. Motion to put before the Faculty Senate appended.

June 4 continued
187

51.

ASOSU RESOLUTION FOR CREATION OF A LIBRARY IMPROVEMENT TASK FORCE

The student sponsors of the ASOSU resolution requesting a Library Improvement Task Force met with the Library Committee, separately with the Chair, and individually with President John Byrne and Vice President Edwin Coate. After these discussions the matter was brought back to the full committee with changes, both in the charge and composition of the Task Force. The TF would function as liason and a channel of communication between the students and the administration. The TF would be composed of three students appointed by the ASOSU, the Chair of the Faculty Senate Committee on Libraries as a representative of the faculty, and Vice President of Academic Affairs/Provost, Vice President of Finance and Administration, and the Director of Libraries as representatives of the administration.

Given the above changes and clarification the Faculty Senate Committee on Libraries moves that the Faculty Senate vote to support the ASOSU resolution for establishment of a Library Improvement Task Force.

William Jasper Kerr
Library

Oregon
State
University

Corvallis, Oregon 97331

CURRICULUM EVALUATION FORM

Category I proposal:

Category II proposal:

The subject librarian for this curricular area has examined the proposed curriculum change based on the following criteria:

- review of the shelflist holdings;
- review of appropriate journal support;
- review of reference support available;
- subject headings and classification numbers appropriate to this course, and related subject areas;
- recommended additions to the Library's collections/;
- relevant external sources of support.

The OSU Libraries holdings are:

- () satisfactory to support this proposal.
- () inadequate to support this proposal without improvement.

Comments and/or Recommendations for improvements:

Estimated funding needed to upgrade the collection to "satisfactory to support" this proposal is:

Year I: \$_____

Continuing committment: \$_____

Subject Librarian Collection Development Director of Libraries

Date received:

Date review completed:

Distribution:

Library (pink)

Subject Librarian (gold/wood)

Curriculum Council (white)

Dean, College/School (green)

Department Head (canary)

RECEIVED MAY 13 1987

Department of
EconomicsOregon
State
University

Corvallis, Oregon 97331-2602

May 12, 1987

To: Sally Malueg, President
Faculty Senate

From: Richard E. Towey, Chair *RET*
Promotion and Tenure Committee

Subject: Annual Report of P & T Committee Activities

As is usual during Spring Term,, the P & T Committee is presently observing the decisions being made by the Administrative Promotion and Tenure Committee headed by Vice President Spanier. This process is not yet completed, and so once again this year it will be more appropriate for our committee to make its annual report to the Faculty Senate at the first meeting for Fall Term next October.

Vice President for
Research, Graduate Studies,
and International Programs

Oregon
State
University

Corvallis, Oregon 97331-2135

(503) 754-3437

RECEIVED JUN 18 1987

May 18, 1987

MEMORANDUM

TO: Executive Committee of the Faculty Senate
FROM: John Fryer, Chair, Research Council
SUBJECT: Research Council Activities -- July 1, 1986 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 concerning the dissemination of information, by providing advice on research policies, and by reviewing requests for funds from the Institutional Public Health Service Grant and the General Research Fund.

During the period July 1, 1986, to date, the Research Council reviewed 54 requests for support. Of these requests, 35 were approved for funding at a total of \$188,200. The source of funds and amounts provided are indicated below.

<u>Source of Funds</u>	<u>Number of Grants</u>	<u>Total Amount</u>
Public Health Service Institutional Grant	18	\$143,185
General Research Fund	17	\$45,015

The Public Health Service Institutional Grant has been renewed for April 1, 1987, to March 31, 1988, in the amount of \$144,076. 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.

Research Council Members

Termination

John Fryer, Chair, Microbiology	87
Pam Wagner, Veterinary Medicine	87
Jim Wilson, Forest Products	87
Gary Hicks, Civil Engineering	88
Steve Gould, Chemistry	88
Tom Murray, Pharmacy	88
Patricia Wheeler, Oceanography	89
Joe Zaerr, Forest Science	89
Bill Smotherman, Psychology	89

College of Business



Corvallis, Oregon 97331

MAY 12 1987

May 4, 1987

Memo To: OSU Faculty Senate
Sally Malueg, President

From: OSU Retirement Committee
Les Strickler, Chairman *Les Strickler*

Subject: 1986-87 Committee Annual Report

The OSU Retirement Committee held a total of 12 meetings during the 1986-87 academic year.

Following custom developed in previous years, periodic reviews of current legislative bills dealing with retirement were conducted. In what has also become customary, considerable time was devoted to planning and implementing the annual series of pre-retirement informational sessions for faculty and staff personnel. Although this was the sixth straight year for offering this series, attendance at the five weekly sessions ranged between 100 and 200. As a closely related activity, the committee attempted to aid Professor Charles Warnath in inaugurating an arrangement for informal gatherings of prospective retirees aimed at information exchange.

Several activities culminated in requests for OSU Faculty Senate action. The actions sought were as follows:

1. Formal provision of liaison with the Faculty Economic Welfare Committee.
2. Retention of current policies for awarding Emeritus Faculty status and creation of a Distinguished Emeritus Faculty Status to be awarded to a very limited number of retirees.
3. Urging the University to provide a modest (\$1,000) annual budget to cover publicity and speaker entertainment costs associated with the pre-retirement information sessions.
4. Encouraging the OSSHE to add a socially responsive type of Tax Deferred Annuity to the list of eligible investment instruments.

Memo To: Sally Malueg, President, OSU Faculty Senate
May 4, 1987
Page 2

5. Endorsement of several faculty policy positions relating to the OSU "tenure relinquishment" program for agreed upon retirements.
6. Endorsement of several faculty policy positions regarding a Spanier-sponsored proposal for allowing more complete faculty participation in TIAA/CREF retirement plans.

Because of the heavy workload and the underlying technical expertise demanded, committee members deserve special recognition for their conscientious service. The members were:

Fred Hisaw (Zoology)
Susan Hron (Staff Benefits)
Duane Johnson (4-H)
Gil Knapp (Music)
Norma Nielson (Finance)
Austin Pritchard (Zoology)
Jon Root (Communications Media)
Les Strickler (Emeritus Finance)

rr

Computer Center



Corvallis, Oregon 97331

(503) 754-2494

13 May 1987

TO: Sally Maleug, President
Faculty Senate

FROM: E. Lynn Hallgren, Chair
Special Services Committee

Subject: Annual Report of the Special Services Committee

The committee met with John Lenssen, Mario Cordova, and Lita Verts to hear their reports on the state of the Educational Opportunities Program, Upward Bound, and the Special Services Project, respectively.

A letter was prepared and sent to Dr. Spanier urging increased support of these programs, both because of their continued success and because of the university's efforts to increase minority enrollment.

Department of
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May 13, 1987

MEMO TO: Sally Malueg, President
Faculty Senate

FROM: *Martin L. Hellickson*
Martin L. Hellickson, Chairman
Undergraduate Admission Committee

SUBJECT: Annual Report of Undergraduate Admissions Committee

The Undergraduate Admissions Committee (UAC) membership for the 1986-87 fiscal year included the following persons: Kay Conrad, Fred Obermiller, Barbara Reed, Fred Rickson, Philip Schary, Bruce Shepard, Bill Smart, Solon Stone, one undergraduate student and myself.

The committee met 21 times during the past fiscal year to address student admission appeals and to consider policy issues. One meeting was set aside as an educational workshop for the Committee. Information about the various student support programs available on campus was presented by representatives from the Educational Opportunities Program, the Office of International Education, the Athletic Department and Student Services. This was a most beneficial meeting and added to the knowledge base of each committee member.

Under the "Five Percent" Special Admit Policy, OSU had 111 spaces allocated for 1986-87. As has been a yearly agreement, the Educational Opportunities Program (EOP) was allocated 60% (66) of the available spaces. Intercollegiate Athletics sponsors students but is not allocated a specific quota. The following summarizes the activities of the UAC in response to student appeals for admission:

Students admitted by exception for the 1986-87 academic year:
Athletic Department sponsored = 6, EOP sponsored = 73,
Unsponsored = 38 -- for a total of 117 under the 5% Rule.
An additional 65 students were admitted as Others. To
date, 97 of the 117 5% admits have matriculated.
Ninety-two students were rejected. Twenty-seven students
appealed in person before the committee. Ninety-eight
Non-Degree Special and 35 National Student Exchange
students were also admitted by the Admissions Office
representative. This makes a grand total of 504 records
considered for the 1986-87 academic year.

Sally Malueg
Page 2
May 13, 1987

From July 1, 1986 through April 29, 1987:

The UAC has reviewed 396 student petitions -- 285 have been admitted, 17 deferred and 94 rejected.

To date, 89 students have petitioned for admittance to Fall Term 1987. Fifty-seven have been admitted as Others, eight as 5% exceptions, four as transfers and 14 rejected. Ten of the admitted students are under EOP sponsorship.

Specific activities associated with UAC policies and operation included:

Development and campus-wide distribution of an approved set of standing rules, policies and procedures of the UAC.

Responses to requiring all entering freshmen to have a 3.00 high school GPA to qualify for regular admission to OSU.

Input to implementation of a tuition reciprocity plan for Oregon/Washington undergraduate students.

Development of an appeal procedure for provisionally admitted undergraduate students wishing to alter their plan of study as established by ELI. The UAC acted on one appeal forwarded from the College of Science.

Development of special admissions procedures for students with diagnosed learning disabilities.

Input to establishing an improved method of advising first term students participating in the Summer Term Eligibility Program.

Established a set of application deadlines for undergraduate students seeking admission to OSU by exception. These deadlines will greatly improve the ability of the UAC to admit students in time for academic advising prior to the beginning of classes.

/jw

Department of History

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May 15, 1987

TO: Sally Malueg, President, Faculty Senate

FROM: Gary B. Ferngren, Chairman
University Honors Program Committee

RE: Annual Report of the University Honors Program Committee

The University Honors Program has been in a state of transition this year. Kerry Ahearn is currently serving as Acting Director pending a search for a permanent director. A task force was appointed to suggest far-reaching changes in the program. At the request of the Assistant Vice President for Academic Affairs, our committee will begin soon to examine its report and to advise her office and the Acting Director in implementing its recommendations.

/mb

Department of Zoology


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RECEIVED MAY 14 1987

April 24, 1987

To: Executive Committee of the Faculty Senate
Sally Malueg, Senate President

From: Faculty Economic Welfare Committee
Fred Hisaw, Chairman

FLH

Subject: TIAA/CREF vs. PERS Retirement Plans

The FEWC has examined Vice President Spanier's Memo to the Chancellor's Office regarding his view of the need to change the direction of faculty retirement benefits. The FEWC has examined Susan Hron's Memorandum comparing PERS with TIAA/CREF. The FEWC has also talked with randomly selected faculty, some Department Heads, and newly hired faculty about this Memo.

Dr. Spanier is not aware of the great pain, damage and suffering caused to faculty by a similar move about 25 years ago. At that time OSSHE recommended that faculty move from PERS to TIAA/CREF which was a very much better program at the time. Many faculty followed the advice and made the change. This all had a very beneficial effect on PERS. The shortcomings were identified and corrected in the next legislative session, and resulted in the PERS program now being superior to the TIAA/CREF. Thus, one year after recommending the change from PERS the word came down to return to PERS as it was now the better program. Many faculty did not return to PERS. As a result, it is this group that lost various rights, etc. that it has taken almost 20 years to get restored. The last correction of this damage, will hopefully be passed by the current legislative session.

The one good thing that has come out of the move from PERS is that there has been a constant effort of improving the PERS programs for the long term public employees in Oregon.

Today, the Oregon Public Employees Retirement System is one of the top fifteen Retirement Funds in the United States. It is very solvent and well run. The thing to remember is it was established to meet the needs of professional career personnel in various areas of public service. As a result, there are many rewards for longtime service and with each legislative session they get better. In order to do these things, it takes money and one of the most effective ways to accomplish this is to increase the participation. It might be added at this point, remember the legislators are also members of PERS and are hesitant to do anything that would damage it.

The Memo states that the OSSHE retirement benefits are not especially attractive, at the present time, for the following reasons:

a) There is a disincentive in OSSHE to select TIAA/CREF. Yes, there is, if you are honest with the candidate. PERS is the better system, and will reward the pensioner far better than TIAA/CREF in the long run.

b) There are no contributions to the retirement funds in the first six months of employment. True, but HB 2701, under consideration by the Legislature, will allow such credit at no additional cost to those with ten years of service.

c) Those selecting TIAA/CREF must send retirement benefits on the first \$4,800 of their income to PERS. True. This helps to increase the PERS group and funding with all of the advantages of increased size.

d) Five year vesting. This screens out the serious state workers and rewards them. Those faculty asked if this was of any concern to them when they first came have said no. They realized PERS was better and were willing to take their chances. Besides, after 5 years they could leave the money in PERS and later draw a pension, if they went elsewhere.

e) The 10% penalty for early withdrawal is a Federal Law and applies to all retirement funds. In some cases it is possible to roll over the account to another agency without a penalty. As a rule, it has always been best to leave the funds in PERS even when moving elsewhere. Again, this has been no great concern of those contacted.

As to the 16.8% of salary from OPE that is tied to retirement, remember, the difference between that and 12% really represents the support of the formula plan for pension computation. TIAA/CREF does not use a formula plan.

There are many Faculty who have retired under the combined plans of both PERS and TIAA/CREF. Those contacted have stated that over the years PERS has turned out to be far superior in benefits than has the TIAA/CREF portion of their pension. One of the big factors here is the annual cost of living adjustment and the periodic ad hoc pension increases experienced by PERS recipients. These raises all refer to compound interest and add to the base principal unlike many other funds that would use noncompounding simple interest increases on the original principal amount. One person, who had been retired for 16 years, said his PERS pension had more than doubled as a result of these increases during that same time.

History, over the decades, has shown that the State of Oregon will support only one retirement program in Oregon and that will be the Oregon Public Employees Retirement System. All new improvements and options for retirees will be funded through PERS. For example, now under consideration for addition to the pension plan is a proposed cash contribution for health/medical insurance by PERS. This is to be prorated on the basis of years of service with 25+ years receiving full coverage. It is additions such as this that will never be available to TIAA/CREF pensioners.

Another important item of consideration is the consortium of labor groups of which the faculty are a member. The FEWC is afraid that some groups might be offended by OSSHE and feel it was messing up their pensions. If this is the case then it would be even more difficult to get favorable action on OSSHE legislative bills.

It is the unanimous opinion of the FEWC and everyone contacted that the decision to write the Memo was based upon too few data and was premature. Over the years there have been so many attempts to correct wrongs associated with the earlier move to TIAA/CREF that the Legislature has become fed up with the sound of TIAA/CREF and does not want to hear any more about it. It is a very negative environment now for TIAA/CREF and for some time to come.

Comparison of 1985-86 and 1986-87 Average Annual Salaries;
Oregon State University, University of Oregon, and OSU and U of O Combined, by Academic Rank/¹

Academic Rank	Oregon State University			University of Oregon			OSU & U of O Combined		
	1985-86	1986-87	Change	1985-86	1986-87	Change	1985-86	1986-87	Change
Professor	\$37,853	\$40,795	+ 7.77%	\$38,232	\$40,921	+ 7.03%	\$38,079	\$40,871	+ 7.33%
Associate Professor	30,335	32,968	+ 8.68%	30,081	32,061	+ 6.58%	30,208	32,516	+ 7.64%
Assistant Professor	25,673	27,638	+ 7.65%	24,958	26,726	+ 7.08%	25,311	27,142	+ 7.23%
Instructor	18,951	20,187	+ 6.52%	19,637	19,983	+ 1.76%	19,281	20,071	+ 4.10%
All Ranks	\$30,413	\$32,854	+ 7.66%/2	\$31,439	\$32,886	+ 5.61%/2	\$30,963	\$32,871	+ 6.58%/2

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

² This "All Ranks" figure is a simple average of the above 4 figures. This procedure has been followed because the above 4 figures rightfully represents only the changes resulting from changes in average annual salaries in each academic rank. If a weighted average were calculated for "All Ranks," the results would reflect not only changes in average salaries in each rank but would also reflect any changes in the "mix" of academic ranks that may have occurred from one year to the next.

OSU Faculty Economic Welfare Committee, 2/13/87, R.

Comparison of 1986-87 Average Annual Salaries with Those of 1985-86 at Oregon State University,
University of Oregon, and OSU + U of O Combined,--by Academic Rank^{/1}

Academic Rank	Oregon State University						University of Oregon						OSU + U of O Combined					
	1985-86		1986-87		Change		1985-86		1986-87		Change		1985-86		1986-87		Change	
	No.	Average Annual Salary	No.	Average Annual Salary	No.	Salary Percent	No.	Average Annual Salary	No.	Average Annual Salary	No.	Salary Percent	No.	Average Annual Salary	No.	Average Annual Salary	No.	Salary Percent
		\$		\$		%		\$		\$		%		\$		\$		%
Professor	166	37,853	164	40,795	-2	+7.77	247	38,232	246	40,921	- 1	+7.03	413	38,079	410	40,871	- 3	+7.33
Associate Professor	173	30,335	171	32,968	-2	+8.68	174	30,081	170	32,061	- 4	+6.58	347	30,208	341	32,516	- 6	+7.64
Assistant Professor	132	25,673	132	27,638	0	+7.65	135	24,958	157	26,726	+22	+7.08	267	25,311	289	27,142	+22	+7.23
Instructor	52	18,951	50	20,187	-2	+6.52	48	19,637	66	19,983	+18	+1.76	100	19,281	116	20,071	+16	+4.10
All Ranks	523	30,413	517	32,854	-6	+7.66 ^{/2}	604	31,439	639	32,886	+35	+5.61 ^{/2}	1127	30,963	1156	32,871	+29	+6.58 ^{/2}

^{/1} Source of data: OSU Office of Budgets. Data applies to full time instructional staff on 9-month appointments.

^{/2} This "All Ranks" figure is a simple average of the above 4 figures. This procedure has been followed because the above 4 figures rightfully represents only the changes resulting from changes in average annual salaries in each academic rank. If a weighted average were calculated for "All Ranks," the results would reflect not only changes in average salaries in each rank but would also reflect any changes in the "mix" of academic ranks that may have occurred from one year to the next.

COMMENTS REGARDING THE USE OF THE
"ALL RANKS" SALARY CONCEPT

Conclusions regarding salary change may be not only confusing but actually in error if they are based upon changes in the "All Ranks" category. For example, in each of the 3 cases illustrated below, there has been an increase of 10% in average annual salaries from the original example, but when it comes to figuring, the "All Ranks" increase, we find that only in Case #1 is there an indication of an "All Ranks" increase of 10%. Case #2 shows an "All Ranks" increase of 13.4% and Case #3 shows an "All Ranks" increase of only 1.5%. This is confusing because we know that the salary rate in each academic rank has been increased by exactly 10%.

The difficulty lies in the fact that the academic faculty "mix" has been changed in Cases 2 and 3 from what existed in Case #1 and the original example. These examples illustrate the importance of using the concept of "All Ranks" with a great deal of caution:

Original Example				Case #1 (10% Increase in Salaries)			Case #2 (10% Increase in Salaries)			Case #3 (10% Increase in Salaries)		
Academic	No.	Average Salary	Total Salary	No.	Average Salary	Total Salary	No.	Average Salary	Total Salary	No.	Average Salary	Total Salary
		\$	\$		\$	\$		\$	\$		\$	\$
Professor	200	30,000	6,000,000	200	33,000	6,600,000	210	33,000	6,930,000	175	33,000	5,775,000
Associate Professor	150	20,000	3,000,000	150	22,000	3,300,000	160	22,000	3,520,000	125	22,000	2,750,000
Assistant Professor	100	10,000	1,000,000	100	11,000	1,100,000	90	11,000	990,000	125	11,000	1,375,000
Instructor	50	8,000	400,000	50	8,800	440,000	40	8,800	352,000	75	8,800	660,000
All Ranks	500	20,800	10,400,000	500	22,800 ^{/1}	11,440,000	500	23,584 ^{/2}	11,792,000	500	21,120 ^{/3}	10,560,000

^{/1} This "All Ranks" salary of \$22,800 is 10.0% higher than the original "All Ranks" salary of \$20,800.

^{/2} This "All Ranks" salary of \$23,584 is 13.4% higher than the original "All Ranks" salary of \$20,800.

^{/3} This "All Ranks" salary of \$21,120 is only 1.5% higher than the original "All Ranks" salary of \$20,800.

1986-87 Fringe Benefits, Per Person, for Full-Time Instructional Faculty
on 9-month Academic Appointments at OSU, by Academic Rank/¹

Fringe Benefits	Professor	Assoc. Prof.	Assist. Prof.	Instructor	All Staff
Retirement Plans	\$ 5,669	\$4,583	\$3,382	\$2,644	\$4,435
Medical/Dental Plans	1,745	1,699	1,631	1,656	1,692
Social Security Taxes (FICA)	2,669	2,293	1,977	1,443	2,249
Unemployment Compensation Taxes	160	129	111	81	130
Workers Compensation Taxes	341	281	245	184	281
Total Fringe Benefits	\$10,584	\$8,985	\$7,346	\$6,008	\$8,787

¹ Source of data: OSU Office of Budgets.

OSU Faculty Economics Welfare Committee, 2/24/87.

Department of Zoology

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14 May 1987

M E M O R A N D U M

To: Executive Committee of the Faculty Senate
Sally Nalueg, Senate President

From: Faculty Economic Welfare Committee *FNH*
Fred Hisaw, Chairman

Subject: Salary tables for 1986-87

The enclosed salary tables for the different ranks and all ranks are self explanatory. They represent data that was just released this spring. When compared with the tables for 1985-86, released last fall, many interesting changes will be noted.

GENERAL COMMENTS ON SALARY COMPARATORS

The following 12 pages present an official up-to-date 1987 list of 111 Comparator Institutions. Last year, 1986, our list contained 109 institutions, but this year, 1987, we lost 3 and gained 5 new ones, making a total of 111.

Some Salary Calculations

1985-86 -- Red Book, pages 39 and 41

"All Ranks" goal, No. 35 is \$36,500
 OSU "All Ranks," No. 95 is 31,400

$$36,500 \div 31,400 = 1.162 \quad (\text{OSU would need increase of } 16.2\% \text{ to equal "goal."})$$

1986-87 -- New hand-out (List of 111 institutions)

"All Ranks" goal, No. 37 is \$39,200
 OSU "All Ranks," No. 87 is 33,800

$$39,200 \div 33,800 = 1.16 \quad (\text{OSU would need increase of } 16\% \text{ to equal "goal."})$$

Note that the above is true even though OSU's rank improved from 95 in 1985-86 to 87 in 1986-87.

5/7/87

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Year 1987

Public Supported Doctorate Granting Institutions in U.S.
Source: Oregon State System of Higher Education, "Academe,"
and OSU Faculty Economic Welfare Committee

State	Key No.	Name of Institution	Average Annual Salary	
			Rank	Professor
				\$
CA	7	U of Calif., Berkeley	1	64,000
CA	10	U of Calif., Los Angeles	2	62,300
CA	12	U of Calif., San Diego	3	60,400
NJ	61	Rutgers St. U., New Brunswick	4	59,400
CA	9	U of Calif., Irvine	5	59,400
VA	99	University of Virginia	6	59,000
CA	13	U of Calif., Santa Barbara	7	58,600
NY	68	SUNY at Stony Brook	8	58,100
NY	67	SUNY at Buffalo	9	57,500
NY	65	SUNY at Albany	10	57,100
CA	8	U of Calif., Davis	11	56,900
CA	11	U of Calif., Riverside	12	56,300
MI	45	U of Michigan, Ann Arbor	13	55,900
CA	14	U of Calif., Santa Cruz	14	55,700
NY	66	SUNY at Binghamton	15	55,400
MD	43a	Univ. of Maryland, Baltimore	16	55,300
IL	33	U of Illinois, Urbana	17	54,000
VA	100	Virginia Poly Inst & St Univ.	18	54,000
OH	72	Ohio State University	19	54,000
CT	18	U of Connecticut	20	53,800
NC	56	U of NC, Chapel Hill	21	53,200
NC	55	North Carolina State Univ.	22	52,800
MD	43	U of MD, College Park	23	52,800
MA	42	U of Mass., Amherst	24	52,600
IN	36	Purdue University	25	52,000
PA	82	University of Pittsburgh	26	51,500
GA	22a	Georgia Inst. of Tech.	27	51,500
FL	22	University of Florida	28	50,800
IL	32	U of Illinois, Chicago	29	50,800
OH	75	University of Cincinnati	30	50,700
GA	24	University of Georgia	31	50,700
PA	81	Penn State Univ., Main Campus	32	50,400
DE	19	University of Delaware	33	50,300
MN	48	U of Minn., Twin Cities	34	50,200
NY	64a	Cornell U. Statutory College	35	50,100
GA	23	Georgia State University	36	49,700
TX	93	Univ. of Texas, Austin	37	49,700
AZ	6	University of Arizona	38	49,600
WI	105	Univ. of Wisconsin, Madison	39	49,300
AZ	5	Arizona State University	40	48,800
IN	35	Indiana Univ., Bloomington	41	48,700

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Year 1987

Public Supported Doctorate Granting Institutions in U.S.
Source: Oregon State System of Higher Education, "Academe,"
and OSU Faculty Economic Welfare Committee

State	Key No.	Name of Institution	Average Annual Salary	
			Rank	Professor \$
NC	57	U of NC, Greensboro	42	48,400
MI	46	Wayne State University	43	48,200
TX	94	Univ. of Texas, Dallas	44	48,100
WA	103	University of Washington	45	47,900
TX	95	University of Houston	46	47,800
OH	76	University of Toledo	47	47,000
VA	98	College of William & Mary	48	47,000
OH	71	Miami U. of Ohio, Oxford	49	47,000
OH	74	University of Akron	50	46,800
HI	25	Univ. of Hawaii, Manoa	51	46,800
WI	106	Univ. of Wisconsin, Milwaukee	52	46,800
TX	90	Texas A & M University	53	46,700
OH	69	Bowling Green State Univ.	54	46,600
SC	84	Clemson University	55	46,300
IA	27	University of Iowa	56	46,300
SC	85	U of South Carolina	57	46,100
VT	102	University of Vermont	58	46,100
MI	44	Michigan State University	59	46,100
OH	73	Ohio University	60	46,000
TN	88	U of Tennessee, Knoxville	61	45,600
VA	101	Virginia Commonwealth Univ.	62	45,500
KY	40	University of Kentucky	63	45,400
CO	16	U of Colorado, Boulder	64	45,300
AL	3	University of Alabama	65	45,200
OH	70	Kent State University	66	45,100
LA	41	Louisiana State U., and A & M	67	44,900
NV	64	U of Nevada, Reno	68	44,600
FL	21	U of South Florida	69	44,500
UT	96	University of Utah	70	44,500
FL	20	Florida State University	71	44,200
TN	87	Memphis State University	72	44,000
IA	26	Iowa State University	73	43,900
AL	1	Auburn University	74	43,600
RI	83	Univ., of Rhode Island	75	43,500
WY	108	University of Wyoming	76	43,400
NH	60	U of New Hampshire	77	43,400
IL	30	Northern Illinois Univ.	78	43,300
IL	31	S Illinois U., Carbondale	79	43,300
TX	91	Texas Tech University	80	43,200
KS	38	University of Kansas	81	42,800
AR	4	U of AR, Fayetteville	82	42,300

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Year 1987

Public Supported Doctorate Granting Institutions in U.S.
Source: Oregon State System of Higher Education, "Academe,"
and OSU Faculty Economic Welfare Committee

State	Key No.	Name of Institution	Average Annual Salary	
			Rank	Professor \$
WA	104	Washington State University	83	42,200
AL	2	U of Alabama, Birmingham	84	42,100
NM	63	U of New Mexico	85	41,700
OR	79	Oregon State University	86	41,600
MO	50	U of Missouri, Columbia	87	41,600
CO	15	Colorado State University	88	41,400
OK	78	Univ. of Oklahoma	89	41,400
MI	47	Western Michigan Univ.	90	41,100
OR	80	University of Oregon	91	41,100
MO	49	U of MO, Kansas City	92	40,900
MS	53	U of Southern Mississippi	93	40,400
UT	97	Utah State University	94	40,400
KS	37	Kansas State Univ.	95	40,300
NE	59	U of Nebraska, Lincoln	96	40,100
NM	62	New Mexico St. U., Las Cruces	97	40,100
OK	77	Oklahoma State Univ.	98	40,000
TX	89	North Texas State Univ.	99	39,900
WV	107	West Virginia University	100	39,800
MS	51	Mississippi State Univ.	101	39,500
IN	34	Ball State Univ.	102	39,400
TX	92	Texas Woman's Univ.	103	38,900
IN	34a	Indiana State University	104	38,700
MS	52	U of Mississippi	105	38,600
NM	61a	New Mexico Inst. Min. & Tech.	106	38,600
OR	79a	Portland State University (IIA)	107	38,000
ND	58	U of North Dakota	108	37,900
ID	28	Univ. of Idaho	109	37,800
SD	86	U of South Dakota	110	37,700
MT	54	U of Montana	111	33,700
Average				\$47,132

Page 1

Year 1987

Public Supported Doctorate Granting Institutions in U.S.
 Source: Oregon State System of Higher Education, "Academe,"
 and OSU Faculty Economic Welfare Committee

State	Key No.	Name of Institution	Average Annual Salary	
			Rank	Assoc. Prof. \$
MD	43a	Univ. of Maryland, Baltimore	1	43,900
NJ	61	Rutgers St. U., New Brunswick	2	42,200
CA	7	U of Calif., Berkeley	3	42,000
MI	45	U of Michigan, Ann Arbor	4	41,800
CA	12	U of Calif., San Diego	5	41,600
NY	65	SUNY at Albany	6	41,600
NY	67	SUNY at Buffalo	7	41,500
MA	42	U of Mass., Amherst	8	41,300
CA	9	U of Calif., Irvine	9	41,000
NY	68	SUNY at Stony Brook	10	40,600
CA	13	U of Calif., Santa Barbara	11	40,500
CA	10	U of Calif., Los Angeles	12	40,400
VA	99	University of Virginia	13	39,900
NY	66	SUNY at Binghamton	14	39,700
OH	72	Ohio State University	15	39,600
CT	18	U of Connecticut	16	39,400
CA	11	U of Calif., Riverside	17	39,100
GA	22a	Georgia Inst. of Tech.	18	39,000
VA	98	College of William & Mary	19	38,800
NY	64a	Cornell U. Statutory College	20	38,700
FL	22	University of Florida	21	38,700
CA	14	U of Calif., Santa Cruz	22	38,700
NC	56	U of NC, Chapel Hill	23	38,500
CA	8	U of Calif., Davis	24	38,300
VA	100	Virginia Poly Inst & St Univ.	25	38,300
NC	55	North Carolina State Univ.	26	38,200
OH	75	University of Cincinnati	27	38,100
IL	33	U of Illinois, Urbana	28	38,000
MD	43	U of MD, College Park	29	38,000
AZ	5	Arizona State University	30	37,500
VA	101	Virginia Commonwealth Univ.	31	37,400
OH	76	University of Toledo	32	36,800
GA	23	Georgia State University	33	36,800
PA	81	Penn State Univ., Main Campus	34	36,800
MI	46	Wayne State University	35	36,700
AZ	6	University of Arizona	36	36,500
IN	36	Purdue University	37	36,400
PA	82	University of Pittsburgh	38	36,400
OH	69	Bowling Green State Univ.	39	36,400
MN	48	U of Minn., Twin Cities	40	36,400
IL	32	U of Illinois, Chicago	41	36,200

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Year 1987

Public Supported Doctorate Granting Institutions in U.S.
Source: Oregon State System of Higher Education, "Academe,"
and OSU Faculty Economic Welfare Committee

State	Key No.	Name of Institution	Average Annual Salary	
			Rank	Assoc. Prof.
				\$
WI	105	Univ. of Wisconsin, Madison	42	36,100
OH	71	Miami U. of Ohio, Oxford	43	36,000
OH	74	University of Akron	44	36,000
OH	73	Ohio University	45	36,000
HI	25	Univ. of Hawaii, Manoa	46	35,800
NV	64	U of Nevada, Reno	47	35,700
DE	19	University of Delaware	48	35,600
CO	16	U of Colorado, Boulder	49	35,600
NC	57	U of NC, Greensboro	50	35,400
GA	24	University of Georgia	51	35,300
TX	90	Texas A & M University	52	35,300
IA	27	University of Iowa	53	35,300
OH	70	Kent State University	54	35,000
MI	44	Michigan State University	55	34,800
TN	87	Memphis State University	56	34,700
WI	106	Univ. of Wisconsin, Milwaukee	57	34,700
IN	35	Indiana Univ., Bloomington	58	34,500
NC	84	Clemson University	59	34,400
VT	102	University of Vermont	60	34,300
RI	83	Univ., of Rhode Island	61	34,200
AL	1	Auburn University	62	34,100
TX	95	University of Houston	63	34,000
TX	94	Univ. of Texas, Dallas	64	34,000
LA	41	Louisiana State U., and A nd	65	34,000
TX	93	Univ. of Texas, Austin	66	34,000
IL	30	Northern Illinois Univ.	67	33,900
AL	3	University of Alabama	68	33,900
KY	40	University of Kentucky	69	33,700
WA	103	University of Washington	70	33,700
OR	79	Oregon State University	71	33,500
MI	47	Western Michigan Univ.	72	33,400
NH	60	U of New Hampshire	73	33,300
TN	88	U of Tennessee, Knoxville	74	33,300
IA	26	Iowa State University	75	33,300
IL	31	S Illinois U., Carbondale	76	33,300
SC	85	U of South Carolina	77	33,200
AR	4	U of AR, Fayetteville	78	32,900
CO	15	Colorado State University	79	32,800
FL	21	U of South Florida	80	32,700
TX	91	Texas Tech University	81	32,500
WY	108	University of Wyoming	82	32,400

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Year 1987

Public Supported Doctorate Granting Institutions in U.S.
Source: Oregon State System of Higher Education, "Academe,"
and OSU Faculty Economic Welfare Committee

State	Key No.	Name of Institution	Average Annual Salary	
			Rank	Assoc. Prof. \$
MO	49	U of MO, Kansas City	83	32,200
TX	89	North Texas State Univ.	84	32,200
AL	2	U of Alabama, Birmingham	85	32,100
WA	104	Washington State University	86	32,100
FL	20	Florida State University	87	32,000
OR	80	University of Oregon	88	32,000
IN	34	Ball State Univ.	89	32,000
WV	107	West Virginia University	90	32,000
MO	50	U of Missouri, Columbia	91	32,000
OK	77	Oklahoma State Univ.	92	31,800
UT	97	Utah State University	93	31,700
UT	96	University of Utah	94	31,600
NM	62	New Mexico St. U., Las Cruces	95	31,600
MS	53	U of Southern Mississippi	96	31,600
KS	38	University of Kansas	97	31,500
OK	78	Univ. of Oklahoma	98	31,400
MS	51	Mississippi State Univ.	99	31,200
TX	92	Texas Woman's Univ.	100	30,900
ND	58	U of North Dakota	101	30,800
NM	63	U of New Mexico	102	30,700
MS	52	U of Mississippi	103	30,600
KS	37	Kansas State Univ.	104	30,600
OR	79a	Portland State University (IIA)	105	30,500
IN	34a	Indiana State University	106	30,400
NE	59	U of Nebraska, Lincoln	107	30,300
ID	28	Univ. of Idaho	108	29,700
SD	86	U of South Dakota	109	29,000
NM	61a	New Mexico Inst. Min. & Tech.	110	28,600
MT	54	U of Montana	111	27,500
Average				\$35,179

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Year 1987

Public Supported Doctorate Granting Institutions in U.S.
Source: Oregon State System of Higher Education, "Academe,"
and OSU Faculty Economic Welfare Committee

State	Key No.	Name of Institution	Average Annual Salary	
			Rank	Assist. Prof.
				\$
CA	10	U of Calif., Los Angeles	1	37,400
CA	9	U of Calif., Irvine	2	36,300
CA	7	U of Calif., Berkeley	3	36,200
GA	22a	Georgia Inst. of Tech.	4	35,500
MI	45	U of Michigan, Ann Arbor	5	34,700
CA	13	U of Calif., Santa Barbara	6	34,700
CA	8	U of Calif., Davis	7	34,600
CA	12	U of Calif., San Diego	8	34,400
CA	14	U of Calif., Santa Cruz	9	34,200
CT	18	U of Connecticut	10	33,400
NY	67	SUNY at Buffalo	11	33,100
OH	72	Ohio State University	12	33,100
NC	55	North Carolina State Univ.	13	33,100
VA	100	Virginia Poly Inst & St Univ.	14	33,100
IL	33	U of Illinois, Urbana	15	33,100
FL	22	University of Florida	16	32,900
CA	11	U of Calif., Riverside	17	32,900
WI	105	Univ. of Wisconsin, Madison	18	32,800
MD	43a	Univ. of Maryland, Baltimore	19	32,600
NJ	61	Rutgers St. U., New Brunswick	20	32,600
MA	42	U of Mass., Amherst	21	32,400
VA	99	University of Virginia	22	32,000
NY	64a	Cornell U. Statutory College	23	31,800
VA	101	Virginia Commonwealth Univ.	24	31,700
NY	65	SUNY at Albany	25	31,500
NC	56	U of NC, Chapel Hill	26	31,400
IL	32	U of Illinois, Chicago	27	31,400
MN	48	U of Minn., Twin Cities	28	31,300
CO	16	U of Colorado, Boulder	29	31,300
MI	46	Wayne State University	30	31,300
MD	43	U of MD, College Park	31	31,200
AZ	5	Arizona State University	32	31,100
NY	68	SUNY at Stony Brook	33	30,800
OH	74	University of Akron	34	30,700
WA	103	University of Washington	35	30,700
IN	36	Purdue University	36	30,600
PA	81	Penn State Univ., Main Campus	37	30,500
AZ	6	University of Arizona	38	30,500
TX	94	Univ. of Texas, Dallas	39	30,300
VA	98	College of William & Mary	40	30,200
WI	106	Univ. of Wisconsin, Milwaukee	41	30,200

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Year 1987

Public Supported Doctorate Granting Institutions in U.S.
Source: Oregon State System of Higher Education, "Academe,"
and OSU Faculty Economic Welfare Committee

State	Key No.	Name of Institution	Average Annual Salary	
			Rank	Assist. Prof.
				\$
OH	76	University of Toledo	42	30,100
NY	66	SUNY at Binghamton	43	30,000
GA	23	Georgia State University	44	30,000
RI	83	Univ., of Rhode Island	45	29,900
TX	93	Univ. of Texas, Austin	46	29,900
MI	44	Michigan State University	47	29,700
OH	73	Ohio University	48	29,700
SC	84	Clemson University	49	29,600
NV	64	U of Nevada, Reno	50	29,500
OH	75	University of Cincinnati	51	29,500
PA	82	University of Pittsburgh	52	29,400
IA	27	University of Iowa	53	29,400
OH	69	Bowling Green State Univ.	54	29,300
NC	57	U of NC, Greensboro	55	29,300
IN	35	Indiana Univ., Bloomington	56	29,200
HI	25	Univ. of Hawaii, Manoa	57	29,200
TX	95	University of Houston	58	29,200
TN	88	U of Tennessee, Knoxville	59	29,100
OH	71	Miami U. of Ohio, Oxford	60	29,100
OH	70	Kent State University	61	29,000
LA	41	Louisiana State U., and A and	62	29,000
TX	90	Texas A & M University	63	29,000
SC	85	U of South Carolina	64	28,900
GA	24	University of Georgia	65	28,800
AL	1	Auburn University	66	28,700
KY	40	University of Kentucky	67	28,700
CO	15	Colorado State University	68	28,600
KS	38	University of Kansas	69	28,600
MO	50	U of Missouri, Columbia	70	28,600
DE	19	University of Delaware	71	28,500
WA	104	Washington State University	72	28,500
FL	21	U of South Florida	73	28,300
TN	87	Memphis State University	74	28,200
IL	31	S Illinois U., Carbondale	75	28,200
NM	61a	New Mexico Inst. Min. & Tech.	76	28,200
WY	108	University of Wyoming	77	28,100
VT	102	University of Vermont	78	28,100
TX	89	North Texas State Univ.	79	28,100
OR	79	Oregon State University	80	28,000 -
UT	96	University of Utah	81	28,000

Page 3 Public Supported Doctorate Granting Institutions in U.S.
 Year 1987 Source: Oregon State System of Higher Education, "Academe,"
 and OSU Faculty Economic Welfare Committee

State	Key No.	Name of Institution	Average Annual Salary	
			Rank	Assist. Prof. \$
FL	20	Florida State University	82	28,000
AL	3	University of Alabama	83	28,000
MI	47	Western Michigan Univ.	84	28,000
IA	26	Iowa State University	85	27,900
OR	79a	Portland State University (IIA	86	27,800
NH	60	U of New Hampshire	87	27,800
OK	77	Oklahoma State Univ.	88	27,700
MO	49	U of MO, Kansas City	89	27,600
AR	4	U of AR, Fayetteville	90	27,600
IL	30	Northern Illinois Univ.	91	27,500
KS	37	Kansas State Univ.	92	27,100
TX	91	Texas Tech University	93	27,000
ID	28	Univ. of Idaho	94	27,000
OK	78	Univ. of Oklahoma	95	27,000
OR	80	University of Oregon	96	26,700
MS	53	U of Southern Mississippi	97	26,700
NE	59	U of Nebraska, Lincoln	98	26,600
ND	58	U of North Dakota	99	26,500
NM	62	New Mexico St. U., Las Cruces	100	26,300
MS	51	Mississippi State Univ.	101	26,300
NM	63	U of New Mexico	102	26,300
UT	97	Utah State University	103	26,000
WV	107	West Virginia University	104	26,000
AL	2	U of Alabama, Birmingham	105	26,000
IN	34	Ball State Univ.	106	25,600
TX	92	Texas Woman's Univ.	107	25,300
IN	34a	Indiana State University	108	25,100
MS	52	U of Mississippi	109	25,000
SD	86	U of South Dakota	110	24,800
MT	54	U of Montana	111	24,300
Average				\$29,660

State	Key No.	Name of Institution	Average Annual Salary	
			Rank	All Ranks \$
CA	7	U of Calif., Berkeley	1	54,600
CA	10	U of Calif., Los Angeles	2	50,800
CA	12	U of Calif., San Diego	3	50,500
CA	13	U of Calif., Santa Barbara	4	48,000
CA	9	U of Calif., Irvine	5	46,400
CA	8	U of Calif., Davis	6	46,100
CA	11	U of Calif., Riverside	7	45,600
MI	45	U of Michigan, Ann Arbor	8	45,600
CA	14	U of Calif., Santa Cruz	9	45,600
NY	67	SUNY at Buffalo	10	45,400
NY	68	SUNY at Stony Brook	11	45,400
NJ	61	Rutgers St. U., New Brunswick	12	45,400
CT	18	U of Connecticut	13	45,000
VA	99	University of Virginia	14	44,900
IL	33	U of Illinois, Urbana	15	44,800
MA	42	U of Mass., Amherst	16	44,500
NY	65	SUNY at Albany	17	44,300
WI	105	Univ. of Wisconsin, Madison	18	43,200
OH	72	Ohio State University	19	42,700
GA	22a	Georgia Inst. of Tech.	20	42,400
NC	56	U of NC, Chapel Hill	21	42,100
MN	48	U of Minn., Twin Cities	22	41,900
NY	66	SUNY at Binghamton	23	41,700
VA	100	Virginia Poly Inst & St Univ.	24	41,400
NY	64a	Cornell U. Statutory College	25	40,700
VA	98	College of William & Mary	26	40,500
AZ	6	University of Arizona	27	40,400
OH	75	University of Cincinnati	28	40,300
IN	36	Purdue University	29	40,200
MD	43	U of MD, College Park	30	40,100
FL	22	University of Florida	31	39,900
IN	35	Indiana Univ., Bloomington	32	39,700
WA	103	University of Washington	33	39,600
CO	16	U of Colorado, Boulder	34	39,500
TX	93	Univ. of Texas, Austin	35	39,500
AZ	5	Arizona State University	36	39,400
MI	44	Michigan State University	37	39,200
GA	23	Georgia State University	38	39,200
MD	43a	Univ. of Maryland, Baltimore	39	39,100
OH	76	University of Toledo	40	39,000
IA	27	University of Iowa	41	38,900

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Year 1987

Public Supported Doctorate Granting Institutions in U.S.
Source: Oregon State System of Higher Education, "Academe,"
and OSU Faculty Economic Welfare Committee

State	Key No.	Name of Institution	Average Annual Salary	
			Rank	All Ranks \$
PA	82	University of Pittsburgh	42	38,700
IL	32	U of Illinois, Chicago	43	38,600
MI	46	Wayne State University	44	38,600
TX	94	Univ. of Texas, Dallas	45	38,400
GA	24	University of Georgia	46	38,400
NC	55	North Carolina State Univ.	47	38,100
HI	25	Univ. of Hawaii, Manoa	48	37,800
OH	73	Ohio University	49	37,600
TX	95	University of Houston	50	37,500
RI	83	Univ., of Rhode Island	51	37,500
OH	74	University of Akron	52	37,400
WI	106	Univ. of Wisconsin, Milwaukee	53	37,400
TN	88	U of Tennessee, Knoxville	54	37,300
PA	81	Penn State Univ., Main Campus	55	37,100
KY	40	University of Kentucky	56	37,100
DE	19	University of Delaware	57	36,800
NV	64	U of Nevada, Reno	58	36,700
UT	96	University of Utah	59	36,700
FL	20	Florida State University	60	36,600
KS	38	University of Kansas	61	36,400
OH	71	Miami U. of Ohio, Oxford	62	36,300
VA	101	Virginia Commonwealth Univ.	63	36,100
OH	69	Bowling Green State Univ.	64	36,100
CO	15	Colorado State University	65	35,900
TX	90	Texas A & M University	66	35,900
OH	70	Kent State University	67	35,800
WY	108	University of Wyoming	68	35,700
AL	3	University of Alabama	69	35,600
SC	85	U of South Carolina	70	35,500
FL	21	U of South Florida	71	35,400
VT	102	University of Vermont	72	35,300
NH	60	U of New Hampshire	73	35,300
SC	84	Clemson University	74	35,100
NC	57	U of NC, Greensboro	75	35,100
MI	47	Western Michigan Univ.	76	35,000
WA	104	Washington State University	77	34,900
AR	4	U of AR, Fayetteville	78	34,700
IA	26	Iowa State University	79	34,500
MO	50	U of Missouri, Columbia	80	34,400
TN	87	Memphis State University	81	34,100

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Year 1987

Public Supported Doctorate Granting Institutions in U.S.
Source: Oregon State System of Higher Education, "Academe,"
and OSU Faculty Economic Welfare Committee

State	Key No.	Name of Institution	Average Annual Salary	
			Rank	All Ranks
				\$
AL	1	Auburn University	82	34,100
LA	41	Louisiana State U., and A & M	83	34,000
MO	49	U of MO, Kansas City	84	34,000
TX	91	Texas Tech University	85	33,900
NE	59	U of Nebraska, Lincoln	86	33,800
OR	79	Oregon State University	87	33,800
OR	79a	Portland State University (IIA)	88	33,600
OK	78	Univ. of Oklahoma	89	33,500
NM	63	U of New Mexico	90	33,100
IL	31	S Illinois U., Carbondale	91	33,100
KS	37	Kansas State Univ.	92	33,000
OR	80	University of Oregon	93	32,800
WV	107	West Virginia University	94	32,700
MS	51	Mississippi State Univ.	95	32,700
TX	89	North Texas State Univ.	96	32,700
NM	62	New Mexico St. U., Las Cruces	97	32,600
IL	30	Northern Illinois Univ.	98	32,400
ID	28	Univ. of Idaho	99	32,400
UT	97	Utah State University	100	32,400
NM	61a	New Mexico Inst. Min. & Tech.	101	32,300
OK	77	Oklahoma State Univ.	102	31,900
IN	34a	Indiana State University	103	31,600
AL	2	U of Alabama, Birmingham	104	31,600
IN	34	Ball State Univ.	105	31,000
ND	58	U of North Dakota	106	30,900
MS	53	U of Southern Mississippi	107	30,700
MS	52	U of Mississippi	108	30,500
MT	54	U of Montana	109	30,100
SD	86	U of South Dakota	110	29,900
TX	92	Texas Woman's Univ.	111	29,200
		Average		\$37,758

Comparison of 1986-87 Average Annual Academic Salaries at Oregon State
University with Salaries One Year Earlier, 1985-86 (file dates as of
December 31.)

Academic Rank	1985-86		1986-87		Difference	
	FTE no.	Average Salary \$	FTE no.	Average Salary \$	FTE no.	Salary %
<u>Professor</u>						
9-month.....	182.62	38,000	162.87	40,747	- 19.75	+ 7.2%
12-month.....	308.62	50,766	310.80	54,512	+ 2.18	+ 7.4%
9-month Basis...	559.13	40,432	542.05	43,248	- 17.08	+ 7.0%
<u>Associate Professor</u>						
9-month.....	193.72	30,644	177.60	33,213	- 16.12	+ 8.4%
12-month.....	251.74	37,146	240.48	39,611	- 11.26	+ 6.6%
9-month Basis...	500.84	30,524	470.99	32,794	- 29.85	+ 7.4%
<u>Assistant Professor</u>						
9-month.....	151.91	25,274	155.23	27,237	+ 3.32	+ 7.8%
12-month.....	203.65	30,313	220.03	32,242	+ 16.38	+ 6.4%
9-month Basis...	400.36	25,009	423.67	26,765	+ 23.31	+ 7.0%
<u>Instructor</u>						
9-month.....	116.47	18,218	109.99	19,270	- 6.48	+ 5.8%
12-month.....	144.02	25,657	156.30	26,912	+ 12.28	+ 4.9%
9-month Basis...	292.17	19,909	300.68	20,723	+ 8.51	+ 4.1%
<u>All 4 Above Ranks</u>						
9-month.....	644.72	29,218	605.69	31,175	- 39.03	+ 6.7%
12-month.....	908.03	38,420	927.61	40,716	+ 19.58	+ 6.0%
9-month Basis...	1752.50	30,656	1737.39	32,496	- 15.11	+ 6.0%
<u>Research Associate</u>						
9-month.....	97.23	21,178	109.48	22,747	+ 12.25	+ 7.4%
12-month.....	118.62	17,359	133.57	18,645	+ 14.95	+ 7.4%
9-month Basis...						
<u>Research Assistant</u>						
9-month.....	1.50	17,581	3.67	17,834	+ 2.17	+ 1.4%
12-month.....	320.37	20,868	318.51	21,333	- 1.86	+ 2.2%
9-month Basis...	292.35	17,101	392.25	17,490	- 0.10	+ 2.3%
<u>Graduate Research Assistant</u>						
9-month.....	31.38	16,892	41.83	17,179	+ 10.45	+ 1.7%
12-month.....	169.61	14,264	186.15	15,002	+ 16.54	+ 5.2%
9-month Basis...	238.30	12,376	268.95	13,395	+ 30.65	+ 8.2%
<u>Graduate Teaching Assistant</u>						
9-month.....	123.82	15,649	116.78	16,371	- 7.04	+ 4.6%
12-month.....	4.25	15,571	4.92	16,628	+ 0.67	+ 6.8%
9-month Basis...	129.00	15,533	122.78	16,269	- 6.22	+ 4.7%
<u>Entire Academic Staff</u>						
9-month.....	801.42	26,617	767.97	28,098	- 33.45	+ 5.56% ^{1/}
12-month.....	1499.49	30,755	1546.68	32,281	+ 47.19	+ 4.96% ^{1/}
9-month Basis...	2630.79	25,638	2654.94	26,897	+ 24.15	+ 4.91% ^{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, 5/13/87.

College of Business

Oregon
State
University

Corvallis, Oregon 97331

May 14, 1987

Memo to: Executive Committee
OSU Faculty Senate
Sally Malueg, President

From: OSU Retirement Committee
Les Strickler, Chairman

Subject: TIAA/CREF Versus OPERS Retirement Programs

Your memo of April 10 requested our committee review the proposal offered by Vice-President Graham Spanier that would authorize full participation in TIAA/CREF retirement plans for OSSHE faculty. Discussion at the April 29, 1987, meeting of the Retirement Committee produced the following observations and viewpoints with respect to that proposal:

- 1) A comparison of the fundamentals of both OPERS and TIAA/CREF (based principally upon the information distributed by the Benefits Office) reveals several significant weaknesses in the TIAA/CREF plan, notably the shifting of investment risk to participants, the absence of an automatic cost-of-living feature, difficulty developing adequate pension benefits for employees who elect mid-life career changes, and the lack of portability to other positions within state government. The one major advantage held by TIAA/CREF is portability to some other academic institutions. The argument that increased portability aids in faculty recruitment efforts is insufficiently supported by any survey or other factual data.
- 2) Any decision of this magnitude should be considered only after extended study of its impact. The change would undoubtedly shift the total compensation package in favor of younger more mobile employees vs. older long-term employees. The impact on higher paid vs. lower-paid employees and ultimate costs to the University are also questions of significance which remain unanswered at this time. Considering the enormous consequences for the faculty and the highly technical nature of this subject, such a study should rely on professional actuarial expertise. Too, before any such action would be taken, thorough faculty input should be solicited.

Memo To: Executive Committee
Sally Malueg, President, OSU Faculty Senate
May 14, 1987
Page 2

- 3) The basic proposal failed to address the many transition issues that such a change would entail. For example, those who have already entered into tenure relinquishment agreements are depending on OPERS for a significant portion of their consideration under that contract. Complicated transition rules would likely be required for employees who, as they have neared retirement, built their plans around the OPERS benefit structure.
- 4) Randomly solicited opinions of knowledgeable faculty revealed either no support or outright opposition to the proposed policy shift. The dearth of concern in recent years with the present retirement program indicates minimal faculty dissatisfaction with OPERS.

While the Committee felt that TIAA/CREF is a financially sound and well-run insurance and annuity company, overall the disadvantages of a shift to TIAA/CREF are heavily outweighed by the many advantages of OPERS. This Committee is open to reconsider this issue if and when a study of the full financial, actuarial, and economic costs and benefits is performed. Our "ballpark" estimate is that such a study would require many months to complete and cost well over \$10,000. When such a study has been performed, we shall be happy to provide additional reaction to this proposal.

cc: W.T. ("Bill") Lemman, OSSHE Vice Chancellor
Graham Spanier, Vice-President, Academic Affairs, OSU
Edwin L. Coate, Vice-President, Finance and Administration, OSU
Ron Anderson, Assistant Vice Chancellor, OSSHE

Office of the President



Corvallis, Oregon 97331-2128

(503) 754-4133

April 30, 1987

TO: Sally Maleug, President, Faculty Senate

FROM: Caroline Kerl, Legal Advisor *CKul*

SUBJECT: Traffic Rules

Enclosed is a Notice of Rulemaking Hearing with Oregon State University's proposed amendments to the existing Traffic Regulations. I am sending the notice to you with a copy of the proposed rule in accordance with OAR 576-01-000.

CK:rn

Enclosures

NOTICE OF PROPOSED RULEMAKING HEARING

AGENCY: Oregon State University

The above named agency gives notice of hearing.

HEARING(S) TO BE HELD:

Date:	Time:	Location:
June 2, 1987	9:00am	Memorial Union, Rm. 208 Oregon State University Corvallis, OR 97331

Hearings Officer(s): Caroline Kerl, President's Office/Legal Advisor

Pursuant to the statutory authority of ORS 351.070 and OAR 580-40-025

the following action is proposed:

ADOPT: _____

AMEND: OAR 576-30-015, -020, -030, -040, -045, -050, -055, -060

REPEAL: _____

SUMMARY: This rule formally adopts existing regulations for the use of motor vehicles and motorcycles and scooters at Oregon State University. It includes a parking permit system, parking regulations, speed regulations, penalties for violations, and a Traffic Court for appeals.

Interested persons may comment on the proposed rules orally or in writing at the hearing. Written comments received by June 2, 1987 will also be considered. Written comments should be sent to and copies of the proposed rulemaking may be obtained from:

AGENCY: OREGON STATE UNIVERSITY

ADDRESS: President's Office/Legal Advisor

AdS A526

Corvallis, OR 97331

ATTN: Caroline Kerl

PHONE: (503) 754-2474

Caroline Kerl April 30, 1987

NOTE: Everything following which is underlined is to be added, everything in [brackets] is to be deleted.

Definitions

576-30-015 For the purpose of these rules:

(1) The word "parked" means any vehicle which is stopped and/or waiting, regardless of the period of time the vehicle is stopped or whether a driver is present except for vehicles immobilized by traffic control, congestion, or accident.

(2) The word "motor vehicle" or "vehicle" means any type of motor-powered convey[e]ance including, but not limited to, automobiles, trucks, motorcycles, and motor scooters.

(3) The central campus is defined as that area legally reached via the information center[s].

(4) The work "weekday" is defined as Monday through Friday.

Vehicle Parking Permits

576-30-020 (1) From 7:00 a.m. to 5:00 p.m., Monday through Friday,
a[A]ll faculty, staff, and students who have motor vehicles in their possession or control for use on the OSU campus and parking areas must[, except as provided in section 576-30-040(8)] display a current vehicle parking permit. Use of university streets, lanes, or parking areas without a properly displayed current OSU parking permit can result in a citation and a [\$5] fine as established in rule 576-10-260. Registrants are responsible for parking violations involving their vehicles.

(2) Eligible persons who obtain permits must attach them to the vehicle for which they are designated. The vehicle must be owned by, or in the possession[,] of, the permit purchaser.

(3) Purchased permits for automobiles must be permanently affixed to the [left]driver's side of the [front and rear bumpers]vehicle according to the printed instructions. Permits cannot be [glued or] taped to windows or any other part of the vehicle. Permits for car-pool vehicles or students registering more than one vehicle must be permanently affixed to the driver's side of the vehicle, front and rear, and the transferable permit (dangler) to the rear-view mirror of the vehicle parked on campus. Permits for motorcycles and motor scooters must be affixed on the front or rear fender in a readily visible place. All expired permits must be removed or covered. If a vehicle is disposed of, permits must first be removed.

(4) Student permits normally shall be purchased during academic registration. Faculty, staff, and students unable to obtain permits during academic registration may obtain permits from the Traffic Division Office, Room B 006, Administrative Services Building[s], phone 754-2583. The motor vehicle registration slip must be presented at the time of application. Renewal applications for staff permits may be mailed to the Business Office in accordance with the instructions mailed to permit holders at the beginning of the academic year.

Permits and Parking Areas

576-30-030 (1) Staff Permits may be purchased by all full or part-time personnel and those directly connected with OSU:

(a) [The fee for a]A Staff Permit [is \$27 per]may be purchased for each academic year. This permit expires on September 30[, 1978] of each year.

(b) Emeritus and retired personnel who have no member of their immediate family affiliated[employed or enrolled] with OSU may be issued one Staff Permit without charge upon application at the Traffic Division Office.

(c) Vehicles displaying Staff Permits may park in any OSU parking stall[area from 6 a.m. to 2 a.m. of the following day]provided posted signs are observed. Each parking period is limited to 24 hours.

(d) Students are not permitted to [drive]park vehicles with Staff Permits on campus during the hours of 7 a.m. to 5 p.m. on weekdays, unless they are parked in student lots, except as provided in section (6) of this rule.

(2) Staff and Substitute Permits may be purchased by all full or part-time personnel or those directly connected with OSU who wish to register 2 vehicles[. Proof of ownership must be provided to register the second vehicle]:

(a) [The fee for a]A Staff and Substitute Permit may be purchased for each[is \$30 per] academic year. These permits expire on September 30[, 1979]of each year.

(b) Both vehicles may not be parked on campus at the same time[.], unless the second vehicle is parked in the pay lot.

(3) Student Permits may be purchased by students[living off campus or in residence halls] who wish to bring vehicles to the campus:

(a) [The fee for a]A Student Permit may be purchased for each[is \$18 per] academic year. This permit expires September 30[, 1979]of each year.

(b) Vehicles displaying Student Permits may park in student areas at any time.

(c) Staff areas may be used from 5 p.m. to [2]7 a.m. of the following day, Monday through Friday, when school is in session;[on weekdays, and] from

[6 a.m. Saturdays, Sundays, and legal holidays until 2 a.m. of the following day.] 5 p.m. Friday until 7 a.m. Monday; during legal holidays when school is not in session; during term breaks; and from the end of Summer Term to September 15 of each year. Each parking period is limited to 24 hours; there are no time restrictions on student parking in student parking areas.

(d) Students are not permitted to drive vehicles with Student permits within the central campus during the hours 7 a.m. Monday to 5 p.m. on [weekdays]Friday, except as provided in section 576-30-030([6]7) of this rule.

(4) Open parking will be allowed in the following lots:

(a) The lots bordered by 26th Street south of A Avenue, Western Avenue and Oak Creek North to west side of Parker Stadium;

(b) The graveled lot west of Gill Coliseum and south of the practice football field. There will be no charge for parking in these lots.[These lots will be open from 6 a.m. to 2 a.m. each day.] Charges may be made during certain athletic events. Each parking period is limited to 24 hours.

(5) Motorcycle and Motor Scooter Permits may be purchased for each[a fee of \$6 per] academic year. This permit expires on September 30[, 1979] of each year. Motorcycles and Motor Scooters will be parked and driven on campus according to instructions in rule 576-30-060.

(6) Special Permits may be issued at the Traffic Office under the following conditions:

(a) Commercial Permits: [The purchase of a Commercial Permit is required of persons not directly associated with the University, but who make frequent business calls on campus and who desire to park a motor vehicle in any designated campus parking space. The fee for a Commercial Permit is \$2.25 per month.] All vehicles used by vendors or services doing business on the Oregon State University campus are required to have a permit to park, whether

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on the streets or in parking lots. Service Permits are available from the Traffic Division Office for a fee as established in rule 576-10-260. Those who are rarely on campus can obtain a one-day permit from the Information Booth at no cost.

Businesses failing to obtain a permit are subject to citations and fine. Penalties that are not paid promptly can result in all vehicles of the offending company being barred from campus.

Vehicles required to have a Service Permit are all company or private vehicles used to conduct business on campus. These vehicles cannot enter the restricted core area of campus without a Service Permit.

Permits are not required for freight trucks and public service vehicles; i.e., telephone, electric and gas company vehicles.

(b) Temporary Permit: A Temporary Permit may be purchased by anyone wishing to park a specific vehicle, in specified locations, for short periods of time. This type of permit should be used by people attending meetings and conferences on campus. [The fee for a Temporary Permit is \$.25 per day or \$1 per week.]

[(c) Night Only Permit: Employees who will be on campus only between the hours of 5 p.m. and 7 a.m. may purchase a Night Only Permit for \$10.50 a year. This permit is good in any regular permit parking area.]

[(d) Night Parking Permit: Staff or students possessing OSU parking permits and who park on campus between 2 a.m. and 6 a.m. may apply for a special Night Parking Permit at no additional charge, or they may park in student parking areas without Night Parking Permits.]

(7) Disability Permits: Students and staff who have a serious mobility disability, should contact the Traffic Division Office directly regarding their special parking needs.

(8) Summer Term Permits may be purchased for the fees indicated[:] in rule 576-10-260.

[(a) Staff -- \$6;]

[(b) Student --\$4;]

[(c) Motorcycle and Motor Scooters --\$2.]

These permits expire on September 30[, 1979] of each year.

(9) Replacement Vehicle Permits: A new or different vehicle replacing a registered one must also be registered at the Traffic Division Office. When the remains of the old permits (both front and rear) are brought to the Traffic Division Office, replacements will be issued after payment of the fee[at a cost of \$1].

(10) Visitors' Vehicles must display Courtesy Parking Permits. A "visitor" is a person not directly affiliated with OSU. Spouses and children of faculty, staff, and students are considered to be affiliated with OSU. These permits are obtained at the campus Information Center[s]. Visitor vehicles may park provided all posted signs are observed, in the designated Visitor or Student areas[until 2 a.m.]. Each parking period is limited to 24 hours. If the Information Center[s] [are]is closed, visitors may park in student parking areas or the [fee] pay parking [area] lot without a Courtesy Parking Permit. [Also see parking privileges that are specified in section 576-30-040(7)).] Visitors staying overnight in a residence hall may obtain parking instructions from the residence hall desk clerk, or from the [Campus]OSU Police and Security Division by dialing 754-4473.

(11) To park an unregistered loaner vehicle for one day or less, staff permit holders must call the OSU Police and Security Division and give name, make of vehicle, license plate number, and area where parked. To park an unregistered loaner vehicle for more than one day, staff permit holders must

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get a Courtesy Permit, at no charge, from the Traffic Division Office. To park an unregistered vehicle owned by the permit holder, a Temporary Permit is required at all times.

(1[1]2) [Coin-Operated Fee Parking is provided for visitors' vehicles, and for faculty and staff displaying Staff Permits, in the parking lot located across from the OSU Book Store. The parking fee is \$.25 per entry from 6 a.m. to 5 p.m. on weekdays. During other times the gate will be raised and free parking in this lot will be available.] A pay parking lot is provided for visitors, faculty and staff. It is located across from the OSU Bookstore. The parking fee is \$.25 half-hour, with the first half-hour free to a maximum of \$3.50 a day. The hours of operation are 7:30 a.m. to 8:30 p.m. Monday to Friday, and 7:30 a.m. to 5:30 p.m. on Saturday.

(1[2]3) OSU Vehicle Permit Holders are authorized reciprocal parking privileges on the U of O [Campus] and WOSC campuses.

(14) The cost of all permits referred to in this rule is set out in rule 576-10-260.

Driving and Parking Regulations on Campus

576-30-040 (1) Anyone operating a vehicle on campus shall observe speed limits, barricades, bicycle lanes, crosswalks, stop signs, and all other traffic signs and regulations, and shall drive in a safe and prudent manner. The speed limit on campus is 15 m.p.h. except where otherwise posted. Driving or parking vehicles on sidewalks, lawns, lanes, and other areas not designated for driving or parking is prohibited.

(2) Campus traffic boundaries and parking areas are indicated on the accompanying campus traffic map.

(3) Most parking areas are reserved for vehicles with specific permits, 93.
as indicated by posted color-coded signs and markings:

Green: Student and Visitor Permits

Red: Faculty/Staff Permits

Blue: Disability Permits

White: Visitor Permits

Brown: Open (no permit required)

Other color-coded signs and markings refer to types of vehicles:

Yellow: Compact cars

Gold: Motorcycles, motor scooters, and mopeds

([3]4) Only vehicles with Staff Permits, [or]visitors' vehicles, or service vehicles will be authorized entrance at the Information Center[s] during the hours 7 a.m. to 5 p.m. on weekdays, except as provided in section 576-30-030([6]7).

([4]5) [Students are not permitted to drive vehicles with Staff Permits within the central campus during the hours 7 a.m. to 5 p.m. on weekdays, except as provided in section 576-30-030(6)]Students are not permitted to drive to the pay parking lot between 7:00 a.m. and 5:00 p.m., Monday through Friday, except by special permit.

([5]6) Vehicles shall park headed into the parking stall where the end of the stall is a curb, building, fence, shrubbery or other obstruction, or parallel facing in the direction of traffic flow within indicated boundaries. On the OSU campus any area not specifically designated for parking is a "No Parking Zone".

([6]7) No vehicle shall be parked so as to occupy any portion of more than one parking space or stall as designated within a parking area. The fact that other vehicles may have been so parked as to require the vehicle parked

to occupy a portion of more than one space or stall shall not constitute an excuse or defense for a violation.

[[7]8) Vehicles shall not park in loading zones at any time for any purpose other than loading and unloading, and for such purpose maximum time is 10 minutes, or as posted.

[(8) Vehicles without permits may park in certain OSU lots and areas during certain hours as follows: Parking from 5 p.m. to 2 a.m. of the following day on weekdays, and from 6 a.m. to 2 a.m. the following day on Saturdays, Sundays, and legal (except when school is in session) holidays is permitted in those peripheral parking areas on campus that can be entered without driving via the Information Centers or against a "Do Not Enter" or "One Way" traffic sign, except for those vehicles specifically barred in accordance with section 576-30-050(7).]

[(9) Vehicles other than those displaying Student Permits or Night Permits (section 576-30-030(6)) may not be parked on campus from 2 a.m. to 6 a.m. daily. Vehicles with Student Permits must be parked during those hours in the student areas designated on the map in this publication.]

[[10]9) All vehicles parked on OSU property are required to observe posted traffic and parking signs. If any of these regulations should conflict with posted signs, the signs are to be observed.

[[11]10) Abandoned and/or immobilized vehicles left on OSU property more than 72 hours will be removed at the owner's expense unless an extension has been granted by the Traffic Division Office or by the [Campus]OSU Police and Security [Department]Division. Unlicensed vehicles [or]and vehicles without OSU Parking Permits parked more than 24 consecutive hours on OSU property will be considered abandoned and subject to removal.

[[12]11) All motor vehicles driven on OSU property shall be operated by

a legally licensed driver. The licensee shall have such license in his or her immediate possession at all times when operating said vehicle, and shall display it upon request of [Campus] OSU Police and Security Division officers.

([13]12) Government Vehicles[: State and federal vehicles] not assigned a permanent parking space may be parked for a period of 24 hours in staff or student[any designated] parking spaces, except those posted with restrictions. Posted regulations must be observed. [limited to visitors. From 2 a.m. to 6 a.m. these vehicles must be parked in a student lot.]

(13) All reserved spaces allocated for specific vehicles are reserved at all times.

(14) Personal notes left in a vehicle to explain unauthorized parking will not be accepted.

(15) Lack of space is not a valid excuse for violating any parking regulation.

(16) "Compact" car, as the term is used on parking signs and markings, refers to a small car that does not exceed 5'6" by 15'6".

(17) When a staff parking lot sign is "sacked" (covered with a sack) that lot shall be deemed open parking to any vehicle, provided the regulations posted in the lot are observed.

(18) OSU is not responsible for any vehicle, or its contents, parked on OSU property or environs. Drivers assume all risk of accident and property loss, personal injury, and property damage.

[(Publications: The publication(s) referred to or incorporated by reference in this rule are available from the office of Oregon State University.)]

Traffic Committee and Traffic Courts

576-30-045 (1) The [Traffic Committee is responsible to the OSU]Vice President for Finance and Administration appoints the members of the Traffic Committee to represent faculty, staff, and students on traffic and parking matters.[for the administration and modification of traffic regulations.] Requests for hearings and/or suggestions for enforcement, modification, or amplification of traffic regulations should be presented in person or in writing to the Traffic Committee.

(2) Any appropriate matter presented to the Traffic Committee will be considered by the committee or referred to the proper Traffic Court to determine what action, if any, is required. Such action will normally be in the form of a recommendation to[the President's Office, through] the Vice President for Finance and Administration[, Vice President for Student Services, or Dean of Faculty].

(3) Hearings on student violations will be considered by the Student Traffic Court; hearings on violations by others will be considered by the Staff Traffic Court.

Penalties for Offenses

576-30-050 Fines in an amount set out in rule 576-10-260 will be imposed for:

(1) Failure to display a permit on vehicle parked within campus boundaries in violation of these regulations.[: Fine to \$5. Fine reduced to \$3 if paid within two working days. Bail remains at \$5.]

(2) Counterfeiting, altering, defacing, or transferring a parking permit to another motor vehicle for which a permit was not issued or for giving false information in an application or hearing or for misuse of any

permit: This could also result in[Fine to \$10 and/or] revocation of the permit.

(3) Parking in a "No Parking" area.[offense: Fine to \$6.]

(4) Parking in an area in which either the vehicle or the vehicle driver is not authorized to park.[Any other violation of these regulations: Fine to \$10.]

(5) Unauthorized parking in "Handicapped" space.

(6) Parking on lawn or sidewalk.

(7) Parking in crosswalk.

(8) Parking in driving lane.

(9) Parked overtime.

(10) Any other violation of these regulations.

[[5]11] [Improper driving including, but not limited to, such offenses as reckless driving, driving while intoxicated, speeding, driving the wrong way on a one-way street, failing to stop at stop signs, excessive noise, and]Any other offenses not specified herein which are violations of the motor vehicle laws and ordinances of the State of Oregon or City of Corvallis, may be prosecuted in the appropriate state or municipal courts.

[[6]12] A vehicle may be immobilized or towed and impounded, and is subject to towing and storage fees in addition to fines if[:]

[(a) T] the vehicle is a traffic hazard or a hazard to pedestrians or public safety[;]. Any vehicle that has been impounded on campus and taken to the campus impound lot will be assessed a daily fee while it is under impoundment.

In the event of impoundment, the owner of the vehicle shall have a right to request that a hearing be held within five days to determine the validity of the impoundment and the reasonableness of the charges.

[(b) Or is found on OSU landscaped areas;]

[(c) Or campus traffic regulations have been circumvented.]

[[7]13) An excessive number of citations (5 or more in an academic year) may result in the vehicle permit being terminated and/or the vehicle being barred from campus by the Traffic Administrator.[Failure to forfeit a parking permit or to comply with instructions against driving a vehicle within the boundaries of the OSU campus can result in the violator's vehicle being impounded by the campus police when found within campus boundaries.]

Enforcement and Appeals

576-30-055 (1) All penalties prescribed in rule 576-30-050, other than violations referred to appropriate courts of law as provided in section 576-30-050([5]11), will be administratively enforced by OSU. For all administratively enforced violations, a traffic citation or notice of offense, [together with]including the scheduled fine, will be given the violator or attached to the violator's vehicle.

(2) Fines for cited violations shall be paid to OSU at the cashier's office, on or before the date indicated on the citation.

(3) A person charged with a violation may appeal the matter in person or in writing to the Staff Traffic Court or Student Traffic Court, whichever is appropriate. For visitors, the Staff Traffic Court is the appropriate body. In such cases, the appropriate court shall render judgment and its findings shall be conclusive subject to appeal to the Office of the OSU Vice President for Finance and Administration. A person desiring to appeal a citation should appear at the Traffic Division Office within the time specified on the citation. Alternatively, if the person cannot be physically present, he may write to the Traffic Division Office and request instructions

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for a hearing. Upon [payment to the OSU cashier of bail in the amount on the citation and the]preparation of a request for hearing indicating why the fine should not be imposed, the case will be scheduled for review.

(4) A student who fails to [post bail for]pay or appeal a violation on or before the date specified in the citation will, after written notice, have the amount deducted from his general deposit and forfeits right of appeal.

[(5) The student's registration packet and enrollment may also be withheld if any penalties under these regulations remain unpaid at the time of registration.]

[[6]5) A faculty or staff member who fails to [post bail for any]pay or appeal a citation on or before the date specified in the citation will, after written notice, have the amount deducted from his payroll check and will forfeit right of appeal.

Motorcycle and Motor Scooter Operation

576-30-060 (1) Parking areas for motorcycles and motor scooters are specifically allocated and marked as follows: SW corner of Campus Way and 15th Street; NW gate of Dixon Center on 26th Street; staff lot north of Student Health Center; south of Callahan Hall on Adams Street; SW corner of Sackett parking lot; NE corner of Snell lot; SE corner 15th Street and Washington Avenue; NE corner 15th Street and Jefferson Way; NW corner of staff lot west of Crop Science Building; Jefferson Way North of Heckart Lodge; and south of Bloss Hall. Additional areas may be designated[from time to time]. Parking is also available in automobile parking spaces after 5 p.m. provided a motorcycle parking area is not located in that lot.

[(2) Motorcycles and motor scooters with permits may also be parked in any student parking area providing they do not occupy an automobile parking space or hinder the maneuverability of parked automobiles.]

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(([3]2) Motorcycles and motor scooters are prohibited from parking in any yellow painted areas, crosswalks, loading zones, time limit zones, bicycle parking areas, or in the interior of campus buildings[,] or any place not designated for parking. Motorcycles, motor scooters, and mopeds[and] are prohibited [not permitted]on sidewalks, lanes, paths, or other pedestrian areas.

(([4]3) Motorcycles and motor scooters are prohibited from the central campus during the hours from 7 a.m. Monday to 5 p.m. on [weekdays]Friday.

RECEIVED MAY 11 1987

Office of the President

Oregon
State
University

Corvallis, Oregon 97331-2128

(503) 754-4133

April 30, 1987

TO: Sally Maleug, President, Faculty Senate

FROM: Caroline Kerl, Legal Advisor *CK*

SUBJECT: Bicycle Rules

Enclosed is a Notice of Rulemaking Hearing for proposed adoption by Oregon State University of OAR 576-30-090, Bicycle Regulations. I am sending the notice to you with a copy of the rule in accordance with OAR 576-01-000. Additional copies of the proposed rule may be obtained by request from our office.

CK:rn

Enclosures

NOTICE OF PROPOSED RULEMAKING HEARING

AGENCY: Oregon State University

The above named agency gives notice of hearing.

HEARING(S) TO BE HELD:

Date:	Time:	Location:
June 2, 1987	9:00am	Memorial Union, Room 208 Oregon State University Corvallis, OR 97331

Hearings Officer(s): Caroline Kerl, President's Office/Legal Advisor

Pursuant to the statutory authority of ORS 371.070 and OAR 580-40-025

the following action is proposed:

ADOPT: 576-30-090

AMEND: _____

REPEAL: _____

SUMMARY: This rule formally adopts existing regulations for the use of bicycles at Oregon State University. It includes safety regulations, equipment and speed requirements, parking regulations, and optional registration. It provides for citation and fine for violations.

Interested persons may comment on the proposed rules orally or in writing at the hearing. Written comments received by June 2, 1987 will also be considered. Written comments should be sent to and copies of the proposed rulemaking may be obtained from:

AGENCY:	<u>Oregon State University</u>
ADDRESS:	<u>President's Office/Legal Advisor</u>
	<u>AdS A526</u>
	<u>OREGON STATE UNIVERSITY</u>
	<u>Corvallis, OR 97331</u>
ATTN:	<u>Caroline Kerl, Legal Advisor</u>
PHONE:	<u>(503) 754-2474</u>

Caroline Kerl

April 30, 1987

Bicycle Regulations

576-30-090 (1) A "bicycle," as used herein, refers to a nonmotorized vehicle with one or more wheels, driven by pedal mechanism. A "bicyclist" refers to the operator of a bicycle. The use of bicycles as an alternative to automobiles is encouraged by Oregon State University. However, to prevent the hazards that bicycles can present on campus, the following rules and regulations have been adopted.

(2) Bicyclists and motor vehicle operators have similar legal responsibilities when exercising their right to operate and park any vehicle in a controlled area such as a university campus.

(3) Bicycles must be operated in a safe manner, in accordance with applicable state laws and city ordinances. Bicyclists shall maintain a safe speed, not to exceed 15 mph unless otherwise posted and shall obey all traffic and parking signs.

(4) Bicycles must be equipped with a brake that enables the operator to make the braked wheels skid on dry, level, clean pavement. A bicycle or its rider must be equipped with lighting equipment which shows a white light visible from a distance of at least 500 feet to the front of the bicycle. The lighting equipment must be used during limited visibility conditions. The lighting equipment must have a red reflector or lighting device or material of such size or characteristic and so mounted as to be visible from all distances up to 600 feet to the rear when directly in front of lawful lower beams of headlights on a motor vehicle.

(5) Bicycles must not be operated on sidewalks or other walkways unless posted signs indicate otherwise.

(6) Bicyclists shall yield the right-of-way to pedestrians and disabled persons.

(7) Bicyclists involved in collisions shall render aid as appropriate and call the OSU Police and Security Division for assistance. All involved individuals shall remain at the collision site until released by the attending officer. When a collision results in an injury, a written accident report must be submitted to the OSU Police and Security Division by the individuals involved.

(8) Bicycles shall be parked, stored, or left on campus only in areas so designated by bicycle parking devices or signs authorizing bicycle parking or storage.

(9) Bicycles may be cited for:

- (a) improper or unsafe operation of a bicycle;
- (b) use of improper or inadequate equipment;
- (c) being parked in a way that creates a hazard;
- (d) being parked in a way that hinders the use of a bicycle parking device by other bicyclists;
- (e) being parked in buildings;
- (f) any other violations of these regulations or applicable state laws and city ordinances.

(10) The fine for citation is set out in rule 576-10-260. Campus citations may be appealed by written statement to the appropriate traffic court established in Rule 576-30-055.

(11) Bicycles may be impounded if they are left in a place that creates a safety hazard. Impounded bicycles will be available at the OSU Police and Security Division Office within four (4) hours of impoundment; a notice of impoundment will be sent to the permit holder within 24 hours. The OSU Police and Security Division will not be liable for the cost of repair or replacement of a securing device damaged when removing and impounding a bicycle.

(12) All bicycles that are operated, parked, or stored on campus by students, staff, or faculty may be registered at the Traffic Division Office, AdS B006.

(13) Registrants and owners are responsible for parking violations involving their bicycles on campus.

(14) Application for new permits must be made in person with the Traffic Division Office. Faculty and staff may mail renewal applications with their motor vehicle applications to the Business Office in accordance with the instructions mailed to permit holders at the beginning of the academic year.

(15) Permits are effective for the time period the registrant is affiliated with Oregon State University. Permits are nontransferable and there is no fee for the permit. Bicycle permits must be affixed to, and clearly displayed on the seat tube just below the seat, with the permit numbers facing forward. Permits that are stolen, defaced, or lost should be promptly reported to the Traffic Division Office and a replacement permit obtained.

(16) If a registered bicycle is sold or disposed of and another bicycle is obtained, the new bicycle may be registered at the Traffic Division Office.

Vice President for
Research, Graduate Studies,
and International Programs



Corvallis, Oregon 97331-2135

(503) 754-3437

RECEIVED APR 30 1987

April 27, 1987

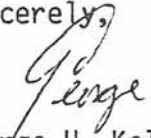
Dr. Sam Stern
Department of Industrial Education
Campus

Dear Sam:

The recommendation of the Faculty Senate's Committee on Committees to have the chair of Senate's International Committee serve as an ex-officio member of the Advisory Council for International Programs is well taken and appropriate. I therefore invite you to serve in such a capacity.

The chair of the Advisory Council is Perry Brown with the following membership: Dianne Hart, Paul Farber, Steve Lawton, Gordon Matzke, Frank Schaumburg, William Krueger, Jack Van de Water, and Ed Price. The next meeting of the council will be May 13th at noon in the conference room adjacent to my office. I hope you will be able to attend.

Sincerely,


George H. Keller
Vice President for
Research, Graduate Studies
and International Programs

GHK:ch

cc: P. Brown
S. Malueg
Van Volk
D. Weber

RECEIVED MAY 08 1987

Department of
Agricultural Engineering

Oregon
State
University

Corvallis, Oregon 97331-3906

(503) 754-2041

May 7, 1987

MEMO TO: Sally Malueg, President
Faculty Senate
Oregon State University

FROM: *Martin L. Hellickson*
Martin L. Hellickson, Chairman
Undergraduate Admissions Committee

SUBJECT: Application Deadlines for Students Seeking
Admission by Exception

The Undergraduate Admissions Committee proposes adoption of the following application deadlines for students petitioning to be admitted to Oregon State University by exception:

Fall Term Applications - All undergraduate students applying for admission by exception to Oregon State University must submit all petition materials such that they arrive at the Admissions Office no later than 21 days prior to the beginning of classes of the fall term for which they are applying.

Winter and Spring Terms - All undergraduate students applying for admission by exception to Oregon State University must submit all petition materials such that they arrive at the Admissions Office no later than 10 days prior to the beginning of classes of the term for which they are applying.

Only under unusual circumstances, that are beyond the control of the applicant and with approval of the Undergraduate Admissions Committee Chairman, will petition materials, to include any personal appearances before the UAC, be acted upon after the first day of classes for that term. All other applicants will be advised that their cases will be considered for admission the subsequent term.

This policy will become effective immediately and pertain to those students applying for fall term 1987. The Admissions Office will advise all ineligible students of these deadlines as soon as this policy is approved.

I have spoken with Mr. Wallace Gibbs about this proposal and it has met with his verbal approval. It is the hope of the UAC that this procedure can be operational by May 15.

cc: Graham Spanier
Jo Anne Trow
Wallace Gibbs
Kay Conrad

FACULTY SENATE

Thursday, October 1, 1987; 2:00-3:00 p.m.
LaSells Stewart Center Lobby

Reception hosted by The Academic Affairs Office, Graham Spanier, Vice President for Academic Affairs & Provost. Please plan to attend the Reception, which will also serve as a time to say "Farewell" to Shirley Lindsey, our long-time Administrative Assistant in the Faculty Senate Office, who will be moving to another unit on campus.

Thursday, October 1, 1987; 3:00 p.m.
LaSells Stewart Center

AGENDA

The Agenda for the October 1 Senate meeting will include the reports and other items of business listed below. To be approved are the Minutes of the June 4 Senate meeting, as published and distributed as the Appendix to the staff newsletter, OSU This Week. The Executive Committee has suggested a Senate adjournment time of 5:30 p.m.

A. SPECIAL REPORT FROM THE SENATE PRESIDENT

President Malueg will report on changes in staffing and structure of the Faculty Senate Office.

B. SPECIAL REPORTS**1. ADDRESS BY VICE PRESIDENT & PROVOST GRAHAM SPANIER (pp. 6, 7)**

Vice President Spanier will address the Senate on the state of the University and goals and plans for the coming year.

2. CURRICULUM REVIEW COMMISSION (p. 8)

Dr. Frank Schaumburg, Chair of the Curriculum Review Commission, has asked for time to inform the Senate of the Commission's activities over the summer and to provide a status report.

C. ACTION ITEMS**1. BYLAWS COMMITTEE**

- Stanley Miller

The Senate was provided with a revised, updated version of the Bylaws at the June meeting. The same document is being presented for adoption. Chrm. Miller will answer questions and discuss the proposed changes. Please bring the copy provided for the June meeting; a few extra copies will be available.

One additional Bylaws item has been referred by the Executive Committee to the Committee for its review and possible recommendation. That item is the question of academic rank vs. professional titles (Article III). Any recommendation to be made by the Bylaws Committee will be presented to the Senate for action at a later date.

2. PROMOTION & TENURE COMMITTEE ANNUAL REPORT - Dale McFarlane
(pp. 9-14)

The 1986-87 Promotion & Tenure Committee has submitted its final report, including several recommendations. The report is being presented for Senate consideration and appropriate action.

3. COMMENCEMENT PLAN FOR 1988 (pp.15-25) - President Malueg

Attached are copies of a report from the Commencement Planning Committee, a draft of the proposed Commencement Plan for 1988 prepared by Dr. Spanier, and a list of recommendations prepared by the Executive Committee. The Faculty Senate's original motion, approved on January 5, 1987 (87-335-8), was that "...all graduating students be treated the same as all other students in regard to Final Exams." That motion was subsequently upheld through a campus-wide poll of Faculty by a vote of 555 for and 68 against.

4. ACADEMIC REGULATIONS COMMITTEE (p. 26) - Sally Francis

Attached is a report of the Academic Regulations Committee recommending Senate approval of revised wording of AR 22.d. Academic Deficiencies (Undergraduate students).

D. REPORTS FROM FACULTY

1. CALENDAR CONVERSION COUNCIL (p. 27) - Jack Davis

Dr. Davis will provide the Senate with an update on activities that have taken place during the Summer. Attached is a document from the Council regarding Personnel Guidelines. This document has been referred by the Executive Committee to the Faculty Status Committee and Faculty Economic Welfare Committee for review and comment.

Faculty members and Senators are invited to address additional comments or concerns to Jack Davis by no later than September 30. The Executive Committee would appreciate receiving a copy of any comments made to Dr. Davis.

E. INFORMATION ITEMS

1. PROMOTION AND TENURE GUIDELINES AND DOSSIER PREPARATION GUIDELINES

Enclosed are copies of two documents recently revised. The Promotion and Tenure Guidelines were revised with the Academic Affairs Office and the 1986-87 P&T Committee working together. The Dossier Preparation Guidelines have undergone

a similar revision. Both documents have been referred to the Faculty Status Committee and the 1987-88 Promotion and Tenure Committee for review and comment. The Promotion & Tenure Committee is considering the possibility of a Faculty Forum meeting to give Faculty the opportunity to provide input into the new documents. Senators are invited to comment to the P&T Committee on either or both of the documents.

2. OSU FACULTY RECORDS POLICY

The OSU Faculty Records Policy is currently under revision by the Academic Affairs office. The Executive Committee has reviewed the first draft and will share a current draft, if available, with the Senate.

3. FACULTY HANDBOOK REVISION

The Executive Committee has provided to the Academic Affairs Office updated information on Senate-related activities for inclusion of the revised Faculty Handbook. The Bylaws, when approved by the Senate, will also be forwarded for use as an Appendix to the Handbook.

4. OSU LIBRARY BUILDING COMMITTEE (pp. 28, 29)

Vice President Spanier recently appointed an OSU Building Committee to look at long-range plans for development of library facilities and services. The document outlining goals is attached for the Senate's information.

5. SEARCH COMMITTEE UPDATES

a. SEARCH COMMITTEE FOR DIRECTOR OF AFFIRMATIVE ACTION (p. 30)

Attached is the formal announcement of the position. Committee Chair Bill Wilkins has indicated that advertisements are currently running in a number of national and regional publication, and that Senators are invited and encouraged to nominate individuals.

b. DIRECTOR OF CONTINUING EDUCATION SEARCH COMMITTEE (p. 31)

Attached is a status report from John Beuter, Chair of the Search Committee.

c. ASSOCIATE VICE PRESIDENT FOR UNIVERSITY RELATIONS

Closing date for applications has passed. Final candidates are being interviewed at this time.

d. ASSISTANT VICE PRESIDENT FOR FINANCE & ADMINISTRATION

This committee has not yet been formed. Further information will be provided at a later date.

Vice President
Academic Affairs
and Provost



Corvallis, Oregon 97331-2128

(503) 754-2111

July 31, 1987

MEMORANDUM

TO: Vice Presidents, Deans, Faculty Senate President,
ASOSU President

FROM: Graham B. Spanier *Graham Spanier*
Vice President for Academic Affairs and Provost

RE: Starting Time for Classes

Following an analysis of classroom use patterns, consultation with the Office of Facilities Planning, and in anticipation of the calendar conversion, I am proposing that OSU change the starting time for classes from the half-hour to the hour, with the standard class day beginning at 8:00 a.m. and concluding at 4:50 p.m. I further propose that this schedule change go into effect Fall Term 1988.

Although this would eliminate one period during the day, it is anticipated that there would be significant increases in class availability and student enrollment at the 8:00 a.m. and 4:00 p.m. time periods that would more than offset the very limited utilization at the 7:30 a.m. and 4:30 p.m. periods. Such a shift would allow us to better accommodate classroom needs under the semester calendar. This change will, furthermore, improve our usage figures according to OSSHE utilization guidelines.

I would be pleased to have your reaction to this proposal.

GBS/nrh

c: President Byrne
W.E. Gibbs
Jack Davis
David Bucy

6. CHANGE IN STARTING TIME FOR CLASSES (pp. 32, 33)

Vice President Spanier has suggested a change in starting time for classes. Dr. Spanier's Memo and the Executive Committee's response is attached.

7. SEARCH & SELECTION PROCESS FOR INSTITUTIONAL PRESIDENTS (pp. 35-43)

The Faculty Senate Executive Committee was asked to respond to a proposed revision of the current State Board Policy. The revision, suggested by the AAUP, was viewed by the Executive Committee to be much improved over the current Board policy. A Copy of the proposal, a memo from Vice President Spanier, and the Executive Committee's response are attached.

8. PROGRAM FOR LEARNING DISABLED STUDENTS (pp. 44-49)

A program for Learning Disabled Students has been announced to the University. This program has been in use in the Student Services area for some time. The document and a Memo from Vice President Spanier requesting that the Faculty be alerted to existence of the program are attached.

9. FACULTY ECONOMIC WELFARE COMMITTEE (p. 50)

Attached is a report of the Faculty Economic Welfare Committee regarding distribution of merit monies which was forwarded to Vice President Spanier in time for consideration by the administration. It is presented here for the information of the Senate.

10. ACTIONS OF THE FACULTY SENATE FOR JUNE (pp. 51, 52)

Attached is a Memo from Vice President Spanier noting approval of actions taken at the June Senate meeting. One Retirement Committee action has not been approved and has been referred by the Executive Committee back to the Committee for comment.

11. FACULTY SENATE COMMITTEE/COUNCIL MEMBERSHIP ROSTER

The 1987-88 listing of members of the Faculty Senate Committees and Councils will be distributed at the meeting. Student appointees are not included on the document because of some need to make changes in assignments. A revised Roster will be produced after those changes take place.

12. FACULTY ECONOMIC WELFARE COMMITTEE REVIEWING PROPOSED CHANGES IN BENEFITS

The FEWC has been alerted to potential problems with changes that have been made in the policies available for life insurance. The Committee is working to recommend action which will either change the planned termination or include some kind of grandfather clause in a new contract.

13. ASSESSMENT OF TEACHING FORM AND GUIDELINES FOR ADMINISTERING

The Executive Committee worked over the Summer to finalize a form which will be used at OSU for evaluation/assessment of classroom teaching. The form was used on a limited basis during the Summer Term and has been sent forward to the Academic Affairs Office for conversion to an Op-Scan format.

14. FACULTY RECOGNITION & AWARDS COMMITTEE ANNUAL REPORT (pp. 52-54)

Attached for the information of the Senate is the Committee's Annual Report.

F. REPORTS FROM THE SENATE PRESIDENT

G. REPORTS FROM THE EXECUTIVE OFFICE

H. NEW BUSINESS

Office of the
Faculty Senate



Corvallis, Oregon 97331

(503) 754 4344

August 12, 1987

M E M O R A N D U M

To: Graham B. Spanier, Vice President for
Academic Affairs & Provost

From: Sally Malueg, President, Faculty Senate *Sally Malueg*

Subject: October 1, 1987 Senate Meeting

Thank you for your Memo of July 23, 1987, in which you offer to address the Faculty Senate as a main agenda item at the meeting on October 1. It would certainly be appropriate to have our Academic Affairs officer address us and outline some goals for the year. I will see that you are scheduled for a 30-minute presentation at that meeting.

Thank you also for your offer to host a mid-afternoon tea before the Senate meeting (from 2:00 to 3:00 in the lobby of the Stewart Center for members of the Senate and guests. I am unclear what you might include as guests. Were you thinking of other Faculty members who might wish to come, or of guests of the Senate who are scheduled to be on the program, or some other group of people? I agree with you that the tea would be a nice way to begin the year and to encourage participation. May I assume that you will make the arrangements for the tea and the use of the lobby for that purpose?

May I take this occasion to tell you again how much we appreciate your monthly reports to the Senate and your interest in the Senate in general. Faculty Governance is important to the well-being of the University and we Faculty members appreciate your interest and support.

sl

Vice President
Academic Affairs
and Provost

Oregon
State
University

Corvallis, Oregon 97331-2128

(503) 754-2111

July 23, 1987

MEMORANDUM

TO: Sally Malueg, President, Faculty Senate

FROM: Graham B. Spanier *Graham Spanier*
Vice President for Academic Affairs and Provost

RE: October 1, 1987 Senate Meeting

I hope that it will be possible for me to address the Faculty Senate as a main agenda item at the meeting on October 1 as I did last year. This year, I would like to give an address on a specific topic, as well as to briefly outline some goals for the year. Please let me know if this would be possible. I would anticipate needing about 30 minutes with perhaps some time for questions and answers.

I would also like to offer to host a mid-afternoon tea before the Senate meeting (from 2:00 to 3:00) in the lobby of the Stewart Center for members of the Senate and guests. I think this might be a nice way to begin the year and to encourage participation.

GBS/nrh

c: President Byrne
D.S. Fullerton

RECEIVED SEP 1 8 1987

Department of
Civil Engineering
September 16, 1987

Oregon
State
University

Corvallis, Oregon 97331-2302

(503) 754-4934

Sally Malueg
President
OSU Faculty Senate
SS 107

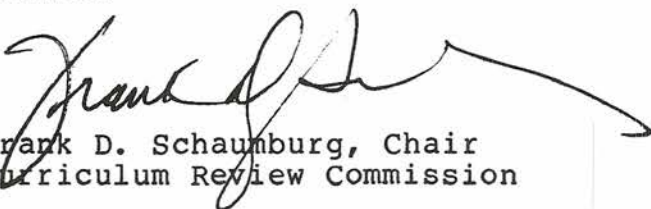
Subject: Request for appearance at Faculty Senate meeting on
October 1

On behalf of the Curriculum Review Commission I request time on the Faculty Senate agenda on October 1 to present the general education model developed by the CRC. I would like to have a 20-minute block of time, however I could cut some detail from the presentation if time is a serious constraint.

Our desire for presentation of the model at the October meeting is 1) to inform the faculty Senators of our actions in advance of the campus as a whole, and 2) to request responses from the Senators before we move further on our path of model and program development. I would provide all Senators with a written DRAFT of the model for their review and reaction.

Sally, to complicate matters a bit, I have a class from 4:30 to 5:20 on Thursdays. Since October 1 will be our first meeting time it is imperative that I be in class at least for the first 30 to 40 minutes. Therefore an early slot on your agenda would be appreciated.

Thanks.



Frank D. Schaumburg, Chair
Curriculum Review Commission

c.c. All CRC members
Graham Spanier, Provost
Pete Fullerton, Assoc. VP
Sally Malueg, Faculty Senate
Jack Davis, Calendar Conversion
Suzanne Downing, Barometer
Marti Andrews, Chair of ad hoc Int'l Ed. Committee

RECEIVED SEP 10 1987

Department of
Economics

Corvallis, Oregon 97331-2602

September 3, 1987

To: Executive Committee of the Faculty Senate

From: Faculty Senate Promotion and Tenure Committee
 Robert R. Becker, Biochemistry and Biophysics
 Neil W. Christensen, Soil Science
 Adriana Huyer, Oceanography
 Robert L. Krahmer, Forest Products
 Dale D. McFarlane, Business Administration
 Richard E. Towey, Economics (Chair) *RET*

Subject: Annual Report of Committee Activities for 1986-1987

The Faculty Senate Promotion and Tenure Committee (FSPTC) operates on a year-round basis, and its major continuing function, that of observing the promotion and tenure process at the executive level, is usually completed after the June meeting of the Faculty Senate. Thus it is more appropriate for the committee to present its annual report to the Senate at the first meeting of the subsequent academic year.

We shall first describe how promotion and tenure decisions were handled this year, and then we shall discuss other committee activities.

I. The Promotion and Tenure Process

The review procedures were somewhat modified at the executive level by Provost Spanier during 1986-1987. The reviewing group itself, composed of Provost Spanier, Vice President Keller, Associate Vice President Fullerton, and Dean Calvin was labelled as the "Administrative Promotion and Tenure Committee" (APTC). In prior years, the similar reviewing groups had functioned without a specific name.

Dossiers forwarded by colleges, schools and other divisions were first reviewed by Associate Vice President Fullerton for completeness. As compared with prior years, more dossiers were returned to levels of origin for corrections during this past year. Often this was because the format and/or content of dossiers were not consistent with directions provided at the P & T Workshops held at the beginning of Fall Term 1986. Especially, emphasis was given that journal publications be presented in standard reference form, and that objective methods be used in securing letters of evaluation from off-campus peers. By the end of this year's deliberations, it did appear that important progress was made in improving the quality of dossiers.

Our committee (FSPTC) has supported these improvements in recent annual reports to the Senate, so that evaluation of a candidate's accomplishments would not become colored by inept dossier preparation for which the candidate was only partially responsible. But we still observed situations where APTC members struggled (and with less than complete success) to determine the character of sources in which some candidates listed publications. Furthermore, there remained instances where obvious bias was introduced by departmental (or equivalent) administrators' contacts with outside evaluators.

When promotion and tenure dossiers were received from colleges or other divisions, APTC members examined them individually as was the previous practice. APTC group meetings no longer involved a face-to-face review of all dossiers with the respective academic deans; instead, each APTC member indicated his decision to approve or disapprove the action or request group discussion, along with brief comments, on a sheet inserted at the beginning of each dossier. If a consensus was clear from these comments, and this was in agreement with the academic dean's recommendation, further discussion was regarded as unnecessary. Academic deans met with the APTC to review those dossiers for which further input was desired, or for which the tentative APTC decision differed from the dean's recommendation. Decisions were made or modified after the departure of the dean.

A substantial departure from past procedures occurred during 1986-1987 with respect to evaluation letters from peer reviewers. At the recommendation of Provost Spanier, candidates for promotion and tenure were given the opportunity to waive their rights of access to on-campus and off-campus peer evaluation letters. (Candidates still kept the right to read written evaluations by department and college promotion and tenure committees, chairs/heads and deans). However, letters for some candidates had already been requested before this policy was implemented. Less than one-half of the 106 candidates reviewed this year signed waivers. Provost Spanier is committed to confidentiality of peer reviewer responses.

APTC group meetings began on March 23, 1987 and were held on succeeding Monday mornings in March and April for 1-2 hours. There were 2 exceptions during this period: a meeting was held on Saturday, April 18th rather than on the 20th, and an additional meeting was held on Tuesday, April 28th. After another Saturday meeting on May 2nd, further scheduling depended on the availability of updated dossiers; meetings occurred on May 18th and June 1st and 8th for these. All members of APTC attended these meetings. Usually two or more members of FSPTC were present as observers.

Provost Spanier requested that each FSPTC member be excused from observing discussions affecting candidates from her/his own departmental unit. This was a departure from accustomed practice, and when the matter was raised at the first APTC meeting on March 23rd, it resulted in part of that meeting being observed by only one FSPTC member. The issue was reviewed with

the Executive Committee of the Faculty Senate on April 6th, at which time it was decided that Provost Spanier's request could be honored without significantly impairing the functioning of FSPTC.

The number of candidates for promotion and tenure was somewhat smaller during 1986-1987 than in prior years. Some units admit that they reduced the number of candidates presented until the policies of Provost Spanier became clearer. The number may also have been reduced, directly or indirectly, as a result of the memo dated October 27, 1986 from Associate Vice President Fullerton which sought to discourage requests for review when candidates did not have convincing departmental or college support.

FSPTC observers were impressed once again this year by the extent of familiarity shown by APTC members about dossier contents. They were well prepared for each meeting, and their discussion sessions were conducted with no indication of bias. There was an attempt to achieve consensus with regard to each candidate, but when disagreement occurred, Provost Spanier's own decision resolved the matter. In a few instances, new information provided by a dean brought reversal of an earlier tentative decision for an unfavorable outcome. Adverse decisions by APTC were noted as being subject to appeal to President Byrne.

Support from one's academic dean is an almost necessary, though not sufficient, condition for candidacy to be successful. No candidate was advanced during 1986-1987 without the dean's recommendation being favorable. That has been the general finding in prior years too. Most successful candidates also were supported by their departmental chairs/heads and departmental P & T committees, where these exist. But occasionally a dean will overturn an adverse recommendation from a department, and the candidacy can be successful when the dean has strong arguments for it.

The comments of APTC members this year clearly indicated that refereed journal publication, or its equivalent, is being given increased priority, but this was in a manner consistent with developments in prior years. The assessment of scholarly accomplishment is still oriented toward quantity, partly because many dossiers contain little direct information which would be useful in determining the quality of articles published. As in the past, the evaluation of teaching is based primarily on in-class ratings by students, with heaviest weight being given to comparisons of mean scores received by the candidate and the departmental average for similar classes. APTC indicates that it also seeks to expand peer evaluations of teaching, which is a matter also stressed in recent FSPTC annual reports.

There was an evident desire within APTC this year that scholarly accomplishment become a requirement for all candidates. This brought renewed questioning about how they would assess achievement among faculty such as extension personnel and librarians whose primary duties do not include classroom teaching and research. This year, as in the past, some candidates for promotion and/or tenure had been hired to undertake specific

tasks which did not then carry the expectation of extensive journal publication; academic deans cited in several instances that other valuable efforts would have to be foregone in order to meet a publications test. (In principle, separate standards had been tacitly accepted in prior years, but the standards themselves were somewhat obscure). Furthermore, the standards issue led to discussion of whether certain types of appointments should be switched from faculty rank to renewable fixed term professional titles; this too was a matter which was unresolved during prior years.

If a candidate's dossier indicated a flurry of publication submissions in the previous year, and a relative dearth of publications earlier, this often evoked adverse comment from APTC. Continuity of publication-related activity is emphasized.

How is the senior author identified when research results in predominantly multiple-authored publications? This question was raised several times this year in connection with candidates for the rank of professor; it seems likely that an equivocal answer in this respect will be increasingly regarded as adverse to advancement.

FSPTC members have discussed among themselves whether the increasingly standardized approach to evaluation places the faculty of all of OSU's colleges and schools on the same ground for tenure and promotion. Faculty in many units granting degrees to the Ph.D. level have reduced teaching loads and graduate assistants help in their research and publication. In some OSU colleges, on the other hand, degrees are awarded at no higher than the Master's level, faculty have higher teaching loads, and graduate assistantships are few; for these candidates, there is usually no discussion within APTC that the weights assigned to teaching and research for purposes of promotion and tenure be changed to reflect differences in their actual duties. Provost Spanier has indicated his support for reducing classroom hours among units with heavy teaching loads, but this implies proportionate increases in the average size of classes and increased contact with students outside class periods. The net effect of this change, when implemented, still does not assure parity of research capacity for faculty in all units.

II. Other FSPTC Activities

Two members of FSPTC participated in Promotion and Tenure Dossier workshops presented on September 30 and October 1, 1986. FSPTC was charged with another important task this year besides its role of observer: it has assisted in the preparation of revised OSU guidelines for promotion and tenure. In this connection, FSPTC sent letters to the provosts of 23 other major state-supported universities across the nation, requesting copies of their statements of procedures, criteria and standards. Responses were received from 15 of these campuses, and they became input in the re-drafted guidelines undertaken by the Office of Academic Affairs. During the summer of 1987, FSPTC

members provided comments on several succeeding versions of the new P & T guidelines, as well as on the revised dossier preparation guidelines for 1987-1988.

	<u>Prof.</u>	<u>Assoc. Prof.</u>	<u>Asst. Prof.</u>	<u>Sr. Instr.</u>	<u>I. Tenure</u>	<u>Total</u>
Totals 1987	24	16	2	4	23	69
Prior Totals:						
1986	32	35	9	0	39	115
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
1971	24	34	10	0	39	107
1970	28	47	11	1	47	134
1969	38	50	17	0	72	177
1968	27	39	15	0	55	136
1967	24	45	8	1	54	132

III. Recommendations for Senate Action

1. Each college, school and other division should establish or update its own procedures, standards and criteria for promotion and tenure, consistent with those for the university as a whole.

Rationale: The particular missions assigned to the various academic and administrative units within the university's general guidelines are sufficiently different to justify individualized bases for evaluation in promotion and tenure situations.

2. A college, school or other division which assigns markedly different tasks to groups of faculty should be encouraged to establish separate standards and criteria which are appropriate for evaluating persons performing each type of task.

Rationale: While most units have faculty involved in classroom teaching and research, others may be engaged in the performing arts or in extension activities. Evaluation should be based on the appropriate scholarly activity for each group.

3. A candidate should be enabled to request that annual review (Performance Review of Faculty) reports be included in her/his dossier for promotion and/or tenure.

Rationale: In some instances faculty have been advised annually by unit heads, chairs and/or deans that their performance constituted reasonable progress toward advancement, only to be informed subsequently that they would not be given a favorable recommendation because of shortcomings in scholarly creativity. While the University should not be bound by such misinformation, faculty members should have the right to provide evidence that would help to explain their allocation of effort.

4. The Faculty Senate, assisted by a appropriate committee, should seek appropriate means for evaluating faculty teaching performance for purposes of promotion and tenure.

Rationale: There are a number of unresolved questions concerning present methods of evaluating teaching. These include the desirable frequency for in-class evaluations, reported evaluation statistics, and what constitutes an adequate peer evaluation.

5. The Faculty Senate should devise a means whereby faculty can review and comment on the newly revised promotion and tenure guidelines to be issued by the Office of Academic Affairs.

Rationale: a major revision of the existing guidelines was undertaken this summer, and will be implemented this fall. FSPTC has commented on early drafts, but the final document was not released by the end of August.

Vice President
Academic Affairs
and Provost



Corvallis, Oregon 97331-2128

(503) 754-2111

August 28, 1987

MEMORANDUM

TO: President Byrne
Vice Presidents
Sally Malueg, Faculty Senate ✓
W.E. Gibbs, Registrar

FROM: Graham B. Spanier *Graham Spanier*
Vice President for Academic Affairs and Provost

RE: 1988 Commencement Plan -- DRAFT

Enclosed is a draft of the 1988 Commencement Plan I have prepared based on the recommendations of the 1988 Commencement Planning Committee. I will schedule this for discussion at a forthcoming meeting of the President and vice presidents. In the meantime, I would welcome your initial reactions and suggestions for changes to this draft.

GBS/nrh

Enclosure

cc: Sylvia Moore

DRAFT

DRAFT

DRAFT

1988 Commencement Plan

Based on the recommendations of the 1988 Commencement Planning Committee, the following plan for commencement is announced for 1988. This plan is consistent with the committee's recommendations.

1. Commencement will be held at 1 p.m. on Sunday, June 12, 1988.
2. A single, centralized commencement ceremony will be held in Gill Coliseum. Each graduate will receive 4 tickets, with additional tickets possible depending on availability.
3. Colleges and departments are encouraged to hold receptions, brunches, or other activities as part of the commencement day. Such events should be coordinated by the Director of Conference Services in relation to facilities, but specific planning for College or departmental events is the responsibility of the unit.
4. Finals week will begin on Monday, June 6, and end on Friday, June 8. All graduating seniors will be expected to comply with the new faculty senate policy on final examinations.
5. Grades for all graduating students will be due in the Registrar's Office by 5:00 p.m., Wednesday, June 8. All upper division courses that include significant numbers of graduating students will be scheduled for Monday or Tuesday finals. In the event that a graduating student has a final scheduled later in the week, the student shall have the opportunity to take an early exam. Such early exams are to be given on Monday or Tuesday of final examination week at a mutually agreeable time.
6. Diplomas will be provided to all graduates whose requirements for graduation are able to be certified by commencement day. Those students who fail to meet formal graduation requirements or whose requirements can not be certified by commencement day will receive certificates in their diploma cases but will be allowed to go through the ceremony. Students receiving certificates because of unresolved degree audit problems will be able to consult on commencement day with an advisor or representative of the Registrar's Office about resolution of the problem.

7. The Commencement ceremony will include the awarding of honorary doctorates and a brief graduation address, but other parts of the ceremony will be shortened. Undergraduates receiving diplomas will move to the stage in two simultaneous lines.
8. President Byrne will again send a letter to graduates on commencement decorum.
9. The order of graduation instituted in 1987 will be maintained.
10. Coliseum doors will be opened one hour prior to the ceremony.
11. Doctoral candidates will be hooded by their major advisor or departmental representative.
12. The President's luncheon will be continued. The post-ceremony reception may be continued if it would not detract from departmental or college activities.
13. The commencement program will be reviewed for style and content by the Vice President for University Relations and the Publications Office. A listing of administrative officers will be included. Consideration should be given to deleting the ubiquitous listing of all scholarship and award recipients and confining it to honors that graduating students received.
14. The tradition of having the OSU concert band play at Commencement will be maintained.
15. Because of escalating costs of commencement, diplomas, and graduation preparation, the increased costs to the Office of the Registrar associated with the 1988 commencement plan (overtime staffing in the Registrar's Office, additional printing costs for certificates, possible additional housing and meal costs), and the overall financial situation of the university, it will be necessary to institute a diploma and commencement fee, effective this year. Appropriate documentation will be developed and a public hearing will be scheduled this fall. Students will not, however, be charged any additional fee for residence hall meals or lodging because of their lengthened stay for graduation.

University Relations
Conference and
Convention Services



The LaSells Stewart Center
for Conferences and Performing Arts
875 SW 26th
Corvallis, Oregon 97331-3102

RECEIVED SEP 01 1987

(503) 754-2402, 754-2678

1-800-462-3287

August 25, 1987

MEMORANDUM

TO: Dr. Graham Spanier
Vice President for Academic Affairs and Provost

FROM: Sylvia Moore, Chair
1988 Commencement Planning Committee

RE: Recommendations for date, format for 1988 Commencement

After several meetings, the following recommendations are being submitted by the 1988 Commencement Planning Committee. It should be noted that the student representatives on the Committee expressed very strong sentiments regarding "holding the line" on as traditional a ceremony as possible. As Commencement is the culminating experience for graduating students and is symbolic of what OSU is "all about," members of the Committee, by their votes, essentially agreed with that premise. It is obvious, however, that in order to accomplish the goal of maintaining OSU's very personalized Commencement, some changes in Finals' Week format would have to be made and that there would be increased financial costs associated with Commencement. The other major concern of the Committee was to honor the Faculty Senate stance that graduating students be treated just like all other students in regards to taking final exams and that no additional burden (i.e., giving duplicate exams) be asked of faculty in order to achieve the implementation of these recommendations.

All votes, with the exception of Recommendation 2 (which was 10-1), were unanimous.

RECEIVED SEP 01 1987

1988 Commencement Recommendations
Page 2

RECOMMENDATIONS:

1. A single, centralized Commencement should be held in Gill Coliseum.
 - a. Each graduate should receive the traditional four (4) tickets.
 - b. Colleges and/or departments should be encouraged to hold receptions, brunches, etc. as part of Commencement activities.
2. Grades for all graduating students would be due in the Registrar's Office by 5 pm, Wednesday, June 8.

Commencement would be held at either 1 or 2 pm SUNDAY, June 12, with the time being dependent on the needs of the Registrar's Office to prepare for the ceremony.

NOTE: The Sunday date does pose problems for residence halls in terms of getting rooms cleared and cleaned for conferences and workshops scheduled "zero" week.

3. Diplomas would be provided to all graduates who had completed requirements for their degrees.
 - a. Those students who had applied for graduation but who failed to meet last-term requirements would receive certificates in their diploma cases but would be allowed to go through the ceremony.
 - b. The Academic Requirements Committee may not be able to meet during Finals' Week (to consider such things as course substitutions, grading changes from S/U to A-F, etc.) and petitions for such changes might not be able to be submitted until the Monday following Commencement.

NOTE: An "Information" table, staffed by Head Advisors or other knowledgeable individuals should be set up in one of the auxiliary rooms off Gill's main floor to facilitate the task of getting information to students who had failed to meet requirements. Further, an educational program to alert students to this change should be conducted throughout the academic year.

- c. All Upper Division and Graduate level courses should have their finals scheduled the first part of the week. Several possible alternative formats could be utilized here:
 - 1) Maintain the Monday-Friday pattern for Finals' Week but block all Upper Division and Graduate level course exams on Monday and Tuesday.

1988 Commencement Recommendations
Page 3

- a) This probably would mean some graduating students would have our exams on one day and could petition to have one or more exam(s) rescheduled.
 - b) A second concern would be that potential graduates taking Lower Division or 300 level courses would have those exams scheduled after Tuesday and would need to take them early. (Some faculty might elect to prepare a second exam or they could elect to give the same exam early. This would contravene the original intent of the Senate, however.)
- 2) A second possibility would be to schedule exams starting Friday of Dead Week (Friday-Saturday and Monday-Wednesday). This would ease the scheduling of multiple finals. The Faculty Senate representatives on the Committee indicated that they felt faculty would be amenable to this early finals schedule as long as all students were treated alike and that Finals Week would end early.

NOTE: Residence hall contracts currently run through Friday. This could be viewed in two ways. Pressure to pack and move out for those students with finals toward the end of the week would be alleviated. On the other hand, students might not want to pay for extra days after finals are over. (Those who stay could have a really good time...) Further, arrangements probably would have to be made by the student housing office to consolidate housing in several dormitories so that they could help house Commencement overflow (in excess of local motel capacity) and prepare for "zero" week workshops.

- 3) A third alternative would be to ask Faculty Senate to reconsider the policy of graduates taking final exams until we switch to semesters. The Faculty Senate representatives did not think that this was feasible, however.
4. Every effort should be made to shorten the length of the Commencement ceremony to two hours.
- a. Undergraduates who were receiving their diplomas should move to the stage in two simultaneous lines.
 - b. Consideration should be given to deleting other aspects of the Commencement program (than having undergraduates receive their diplomas individually) if a distinguished speaker is to give an address (e.g., conferring of emeritus status, distinguished service awards, etc.).
5. The tradition of having the OSU concert band play at Commencement should be maintained.

1988 Commencement Recommendations
Page 4

FINANCIAL IMPLICATIONS:

1. The Registrar's Office undoubtedly would incur additional expense (classified overtime costs as well as the probable necessity for additional temporary help).
2. Residence halls probably would need additional help to get dormitories ready for "zero" week workshops and possible need for additional security to help control residence halls if final exams finish early.
3. Band: Per James Douglass, Director of OSU Bands, increased costs of lodging and meals plus a stipend would be needed to keep band members here once finals are over.
4. There will be small additional printing costs to prepare certificates for those students who did not meet graduation requirements prior to Commencement. There also will be a probable additional mailing cost to mail out diplomas later to those same students.

ADDENDUM:

1. The letter from President Byrne to graduates on Commencement decorum should be continued.
2. The order of graduation instituted in 1987 (small to large colleges) should be maintained.
3. Opening the doors of the Coliseum one hour prior to ceremony should be maintained.
4. Doctoral candidates should be hooded by their major advisor (or appropriate representative).
5. The President's luncheon and post-ceremony reception in the M.U. should be continued.
6. The Commencement program should include a listing of Vice Presidents and the President.
7. Consideration should be given to deleting the ubiquitous listing of all the various scholarship and award recipients in the program and confining it to honors that graduating students received.

1988 Commencement Recommendations
Page 5

Please advise as to any additional planning that you wish to have the Committee pursue once the decisions as to the format and date are made.

SLM:sap

cc Members of the Commencement Committee (see attached list)

✓ Sally Malueg, President, Faculty Senate

JoAnne J. Trow, V.P., Student Affairs

William T. Slater, V.P., University Relations

George H. Keller, V.P., Research and Graduate Studies

L. Edwin Coate, V.P., Finance and Administration

John V. Byrne, President

1988 Commencement Committee

Sylvia Moore, Chair
Lyle Calvin
Susan Stafford
Dave Parsons
Gwil Evans
Bill Brennan
Bill Potts
Roger Fendall
John Morris
Lee Schroeder
Jonathan King
Carroll DeKock
Calvin Mordy
Bud Gibbs
Bob Mumford
Scott Carlson
Jim Scott
Renee Schoos

RECEIVED SEP 18 1987

ASSOCIATED STUDENTS • OREGON STATE UNIVERSITY



EXECUTIVE COMMITTEE

DATE: September 16, 1987

TO: Faculty Senate Executive Committee

FROM: Bob Mumford, ASOSU President *Bob M.*

RE: October 1 meeting

I would like to request that you put discussion of the finals week for graduating seniors that is planned to begin next spring on your October 1 agenda. I believe it would be beneficial for the senate to know what the consequences are from the change that was passed last year, and to know the concerns students are expressing towards the change.

I will in turn discuss with Blue Key and Mortar Board senior honoraries the diploma situation to get a greater feel of how students feel about not receiving diplomas during the commencement ceremony. I will explain to them the reasons for the faculty senate's actions.

Office of the
Faculty Senate



Corvallis, Oregon 97331 (503) 754 4344

September 23, 1987

OPTIONS TO BE VOTED ON BY THE FACULTY SENATE ON OCTOBER 1 REGARDING
1988 COMMENCEMENT

The four options presented below will be voted on in the order presented. The first option that receives a majority vote will be considered ADOPTED. No subsequent options will be voted on, thus, Senators should be encouraged to vote "Yes" or "No" as each is presented.

Every attempt will be made to present the ramifications of the various options before voting begins.

* * * * *

1. 1988 Commencement Plan Draft, dated August 28, 1987, from Graham B. Spanier, Vice President for Academic Affairs & Provost (in agenda materials; see pages 15-17).

2. Begin Final Exams Week on Friday, formerly the last day of classes, continue Saturday, Monday, Tuesday, and Wednesday. Require that all grades for graduating Seniors be due within 48 hours of administration, except that grades for graduating Seniors in any final exam given on Wednesday will be due at 8:00 a.m. on Thursday. Schedule Commencement on the Sunday immediately following Finals Week (for 1988, it would be June 5), and award graduating Seniors their individual Diplomas.

[This is a variation of Option 3. c. 2) as presented in the 1988 Commencement Planning Committee Memo of August 25, 1987 to Vice President Graham Spanier.]

3. Have a regular M-F Final Exam Week for everyone but graduating Seniors. Schedule classes with a preponderance of Seniors for Monday and Tuesday exams, with grades due by 5:00 p.m. Wednesday.

[This is Option 3. c. 1) as presented in the August 25, 1987 Memo from the 1988 Commencement Planning Committee to Graham Spanier, VP for Academic Affairs.]

4. "A third alternative would be to ask the Faculty Senate to reconsider the policy of graduates taking final exams until we switch to semesters.

[Option 3. c. 3) as presented in the August 25, 1987 Memo from the 1988 Commencement Planning Committee to Graham Spanier, VP for Academic Affairs.]

FSO/sl

Department of
General Science



Corvallis, Oregon 97331

RECEIVED MAY 21 1987

(503) 754-4151

MEMORANDUM

May 20, 1987

TO: Sally Malueg, President, Faculty Senate
 FROM: David Willis, Chairman, Academic Regulations Committee *D&W*
 RE: Revision of AR 22d

In response to your request of April 22, the Academic Regulations Committee has discussed the issue of on-campus Continuing Education enrollment by suspended OSU students. This matter was raised in the memo of April 15 from Allen Wong (Chairman, Academic Deficiencies Committee) to Rob Phillips (Interim Director, Continuing Education).

The Committee unanimously agreed that the present situation whereby a suspended student may enroll through Continuing Education in some of the same courses on campus as regular students in good standing is most undesirable. Suspension is meant to separate the student from "all the privileges of the institution."

Thus, we recommend the following modification to AR 22d to close this loophole:

"Students who have been suspended or expelled are denied all the privileges of the institution and of all organizations in any way connected with it including on-campus Continuing Education courses, and are not permitted to reside in any University-recognized living group."

Subsequent to our meeting I talked with both Professors Wong and Phillips about the matter and both agreed that this was a reasonable recommendation.

cc: Allen Wong
 Rob Phillips

**Proposed Faculty Personnel Guidelines
Quarter/Semester Conversion**

1. There shall be no change of individual annual salary rates or criteria for determining annual salary rates of faculty as a result of the conversion.
2. On an annual basis, the normal two semester workload will be the proportional equivalent of the normal current three quarter workload.
3. No change in the general process and criteria for appointments of faculty is anticipated as a result of the conversion.
4. The length of the appointment year for faculty on academic year appointments shall not be changed as a result of the conversion.
5. The faculty shall not be disadvantaged with respect to leave policies as a result of the conversion.
6. Criteria for determining stipends of graduate and undergraduate teaching and research assistants will not change as a result of the conversion.

RLA:ps
7/2/87

This document was received from Dr. Jack Davis on behalf of the Calendar Conversion Council, on September 17, 1987 in the Faculty Senate Office.

Vice President
Academic Affairs
and Provost

Oregon
State
University

Corvallis, Oregon 97331-2128

(503) 754-2111

July 31, 1987

MEMORANDUM

TO: Maya Abels
Steven Esbensen
Laurie Filson
Karen Garrison
Melvin R. George
Dennis Hedges
Zoe Ann Holmes
Ruth Howland
Norman E. Hutton
Robert Ingalls

Michael Kinch
Robert Rice
Jon Root
Kay Salmon
Donetta Sheffold
Jane Smith
Cyril Stadsfold
Carl Stoltenberg
Clifford Trow
Robert Wess

FROM: Graham B. Spanier
Vice President for Academic Affairs and Provost

RE: OSU Library Building Committee

I am writing to ask each of you to serve on the Library Building Committee. This is a new committee to be chaired by Melvin George, Director of Libraries. The appointment of this committee signifies Oregon State University's intent to make a new or expanded library a very high priority for new construction. We will include this project high on our capital construction request for the next biennium.

The Library Building Committee will review all matters relating to the development of an expanded central library building at Oregon State University and provide counsel and advice to Dr. George, Vice President for Finance and Administration Ed Coate, and me. Specifically, the committee is charged to review such matters as growth of collections, staff and the user community; the range of services and service patterns to be implemented in a new library building; the size and site of a library addition; potential sources of funding; design and architectural features of the proposed building; the selection of building consultants and architects; general review of design and construction progress; and possible dedicatory activities for the expanding building. The committee will be expected to make recommendations about such service concepts as the central library's relationship to branch libraries or reading rooms, the nature and extent of collections

OSU Library Building Committee

Page 2

July 31, 1987

both print and nonprint, and the relationship of library services to other information services on campus such as Archives, the Communication Media Center, and the Computer Center.

Please let me know of your availability for service on this committee.

GBS/nrh

c: President Byrne
Vice Presidents
ASOSU President Mumford
Sally Malueg ✓
David Bucy



DIRECTOR OF AFFIRMATIVE ACTION OREGON STATE UNIVERSITY

Oregon State University seeks an outstanding individual to fill the position of Director of Affirmative Action.

Position:

Principal administrator for the university's programs for affirmative action and equal employment opportunity. Reports to the president.

Twelve-month appointment. Salary commensurate with qualifications and experience.

Position Available:

January 1, 1988. Beginning date of appointment is negotiable.

Qualifications:

Appropriate administrative experience; understanding of university purposes and procedures; sensitivity to the needs of different constituencies; experience in working with racially diverse constituencies; sensitivity to women's issues; excellent communication skills and evidence of leadership ability; demonstrated evidence of conflict management skills; demonstrated commitment to and training in the areas of affirmative action and equal employment opportunity; master's degree or equivalent, plus substantial experience and accomplishment required; doctorate preferred.

Responsibilities:

Responsible for all aspects of the university's affirmative action and equal opportunity programs; ensure compliance with all applicable laws and regulations; handle complaints relating to discrimination and sexual harassment; serve as an advisor to the president, provost, and other administrators.

Review existing policies and recommend action to the president in cases of violation of policy; monitor and recommend action for general improvements.

Work with all units of the university to enhance sensitivity and commitment to affirmative action issues and concerns; provide the campus with information regarding individual rights and responsibilities in relation to affirmative action.

Ensure an adequately designed and implemented auditing and reporting system to measure the degree of progress and effectiveness of the Affirmative Action Office.

Manage functions, budget, and staff of the Affirmative Action Office.

Serve as the university's representative with government agencies and other units on matters pertaining to equal access and affirmative action.

Oregon State University:

Oregon State University is a land- and sea-grant comprehensive research university offering undergraduate and graduate programs in twelve colleges and schools. The university has an enrollment of approximately 16,000 students and is located in Corvallis. Corvallis is in the heart of the Willamette Valley between the Cascade Mountains to the east and the Coast Range with the Pacific Ocean beyond to the west. Portland is 85 miles to the north, and Eugene is 40 miles to the south.

Applications Deadline:

Nominations and applications must be postmarked no later than October 30, 1987.

Applications:

Nominations or letters of application, resume, and the names, addresses, and phone numbers of five references should be addressed to:

Dr. Bill Wilkins, Dean
College of Liberal Arts
Chair, Affirmative Action Search Committee
Oregon State University
Corvallis, OR 97331

Oregon State University is an Affirmative Action/Equal Employment Opportunity Employer and complies with Section 504 of the Rehabilitation Act of 1973. We encourage minorities, women, and members of other protected groups to apply. Oregon State University has a policy of being responsive to dual-career couples.

Office of the
Faculty Senate



Corvallis, Oregon 97331

(503) 754 4344

The following memo was telephoned into the Faculty Senate Office on September 22, 1987

Memo: Faculty Senate
From: John Beuter, Chair of the Search Committee
Subject: Progress report on Search and Screen for Director of Continuing Education

1. 133 applications were received.
2. 7 applications have been offered the opportunity to interview on campus: Richard Roughton, Von Pittman, Janet Roehl, Matthew McLoughlin, Gregory Fox, Nishan Najarian and LaVerne Lindsey.
3. Roughton withdrew before his interview. Pittman, Roehl, McLoughlin, Fox and Najarian were interviewed. Lindsey will be interviewed in the near future.
4. Only Pittman and Lindsey remain as candidates under review for the position.

js

Office of the
Faculty Senate



Corvallis, Oregon 97331 (503) 754 4344

August 6, 1987

M E M O R A N D U M

To: Graham B. Spanier, Vice President for
Academic Affairs & Provost

From: Sally Malueg, Senate President

Subject: Starting Time for Classes

In response to your Memo regarding the possibility of a change in starting time for classes, I would like to pass on my reactions.

As I recall, there were several reasons given for the change from 8:00 to 7:30 when we did so some years ago:

1. To handle an increased number of classes and thereby avoid having to build new buildings.
2. To avoid traffic congestion that had been occurring around the campus and leading into and out of downtown as University personnel and City workers all tried to reach work at the same time.
3. To spread out the lunch hour meal demand upon all of the University food service facilities (residence halls, living groups, and MU operations) to two hours (11:30-1:30) rather than one hour (12:00-1:00).

In view of the above, I have two questions. (1) Has any consideration been given to the traffic question and the possible impact of more faculty and students added to the many people who already arrive for an 8:00 a.m. starting time? (2) Has any consideration been given to the lunch hour meal demand and the possible impact of the traditional 12:00-1:00 lunch hour rather than 11:30-1:30?

I wonder, also, at the timing. Would it not be better to have such a change in starting time coincide with the start of the Semester System rather than before?

The proposal has merit. Currently, few faculty want to teach at 7:30 and 4:30 and therefore, two class hours are very little utilized. As you say, the proposed change would improve usage figures for space utilization.

Another benefit for some of our departments who begin at 8:00 a.m. rather than 7:30 may occur in the improved "wakefulness" of students. Students go to extremes to avoid taking 7:30 classes. Those who are forced to take them tend to drag in late, be absent more often, and seem only partially awake. Of course, conversely, those classes presently meeting at 8:30 that would be moved to 8:00 might find the students less alert. This is not a scheduling problem. But, is there any way to get students to go to bed earlier so that they can get up early enough to be on the same schedule as the rest of us and awake enough to learn?

s1

Office of the
Faculty Senate



Corvallis, Oregon 97331 (503) 754 4344

September 9, 1987

M E M O R A N D U M

To: Graham Spanier, Vice President for
Academic Affairs & Provost

From: Executive Committee of the Faculty Senate
Sally Malueg, Senate President

Subject: SEARCH & SELECTION PROCESS FOR INSTITUTIONAL PRESIDENTS

In the opinion of the Executive Committee, the proposed statement from the Oregon AAUP Conference is far superior to the current State Board Policy on the Presidential Search Process. When the Board policy was put into place, Faculty were assured that it would be used only once, then reviewed and revised. We have heard no further mention of review and, indeed, understand that the present policy has been used for searches for Presidents of three OSSHE institutions.

Recognizing that a larger committee membership brings problems of logistics and meeting times, the Executive Committee nonetheless approves of the changes in composition and size of the Committee because it would increase the role of those who work closest with the President and offer support to the President: Faculty, Students, and Staff.

We do have one question. On Page 4, in the section entitled "Search Coordinator," the proposal states that the coordinator must be "drawn from the institution's current or retired faculty or administration." Why such a limitation? It seems to us that the duties might well be assigned to a capable Administrative Assistant.

One clarification is needed. On Page 5, too many words appear to be underlined in the phrase: "Members of the search committee should visit or contact by telephone..." The underlining should be corrected.

As to the matter of confidentiality, we understand that states or institutions that have tried using fairly strict guidelines on confidentiality have experienced such serious problems that they have decided to return to a more open process. The AAUP proposal to move away from strict confidentiality is, therefore, timely and welcome.

The Executive Committee wholeheartedly endorses the AAUP statement and urges our administration and the State Board to give this proposal their thorough review and approval.

sl
pc: Bob McMahon, AAUP

RECEIVED SEP 03 1987

Vice President
Academic Affairs
and Provost

Oregon
State
University

Corvallis, Oregon 97331-2128

(503) 754-2111

September 1, 1987

MEMORANDUM

TO: Deans Council
Faculty Senate Executive Committee

FROM: Graham B. Spanier *Graham Spanier*
Vice President for Academic Affairs and Provost

RE: Search & Selection Process for Institutional Presidents

The AAUP Oregon Conference has asked that we consider their statement "Proposed Revision of the State Board of Higher Education's Search and Selection Process for Institutional Presidents." A copy is enclosed. This matter is expected to be discussed by the Board at its September retreat. If you would like to comment on this proposal, please let me have your thoughts no later than Thursday, September 10. I will endeavor to summarize your responses and forward these for consideration. You may also wish to communicate directly with the AAUP office.

GBS/nrh

Enclosure

MEMORANDUM

To: Board, Oregon AAUP Conference
 From: Committee to Study Presidential Search Procedure
 Subject: Proposed Revision of State Board Policy on Presidential Search Process

July 26, 1987

1. The March 21, 1986 Meeting #535 of the State Board of Higher Education adopted the current procedure of presidential searches. The minutes contain a staff recommendation to the Committee on Finance, Administration, and Physical Plant --the committee that reviewed the initial policy-- that it review that policy after its first year. Vice Chancellor Larry Pierce has told the AAUP that the review will take place this Fall, probably as soon as the September 15 retreat and meeting of the Board in Charleston.

The AAUP State Conference has been working on a proposed revision of the Board's present procedure. The final draft of this revision, adopted by the Conference Committee in Portland, on July 24, is enclosed. This draft is the result of the work of the committee and comments by faculty and others who have had considerable experience with presidential searches in the State System before and after the adoption of the present Board policy in 1986. Participating in this study were Professors Pat Wells, OSU, John Daily, PSU, Claude Curran and Don Reynolds of SOSOC, Chuck Coate of EOSC, Kappy Eaton and Barry Siegel of the UO, and Jetta Siegel, Conference Executive Secretary.

2. The committee was guided by the "Joint Statement on Government of Colleges and Universities", AAUP Policy Documents and Reports, 1984. This Statement--jointly formulated and endorsed by the AAUP, the American Council on Education, and the Association of Governing Boards of Colleges and Universities--states:

"Joint effort of the most critical kind must be taken when an institution chooses a new president. The selection of a chief administrative officer should follow upon a cooperative search by the governing board and the faculty, taking into account the opinions of others who are appropriately interested....(The president's) role requires that he be able to interpret to the board and faculty the educational views and concepts of institutional government of the other. *He should have the confidence of the board and the faculty.* (italics added)

The AAUP's statement, "Faculty Participation in the Selection, Evaluation and Retention of Administrators" (1984 Policy Documents, pp.111-112), says that search committees should reflect "the primacy of faculty concern," but may also contain representatives from other constituencies, elected by members of those constituencies. The statement also says, when selecting a president from among those submitted to it, a governing board should give primacy to faculty opinion.

Several corollaries flow from these statements:

- i) Faculty interest requires that faculty members, chosen by appropriate faculty bodies, should be heavily represented on a presidential search committee.
- ii) In carrying out its task of selecting a president who will command the respect of the faculty, the search committee must insist that final candidates visit the institution and meet with appropriate faculty and other groups. The committee should then seek written evaluations of the candidates from those groups.
- iii) The search committee should communicate its final list of candidates, including its rankings of those candidates, directly to the governing board. The board should, moreover, pay special attention to the opinion of faculty members on the search committee--it should select a name from among those preferred by the faculty members, or at least agree not to select a person over the objections of the faculty members.

3. The AAUP Conference Committee found that the existing presidential search policy statement of the State System falls short of the above principles in several respects:

a. It gives too little weight to faculty involvement in the search process. Faculty have too minor a role on the search committee and responsible faculty bodies have too limited a voice in choosing faculty members for the committee. In addition, the faculty, through its responsible bodies, cannot directly inform the Board of its rankings of final candidates.

b. The search committee has too many Board and other non-faculty members. As the expertise and the time of non-faculty committee members are limited, the burden of screening for the faculty members on the committee is increased.

c. Candidates in the final pool may, at their discretion, decline to be interviewed on campus or to meet with faculty and other groups vitally interested in the results of the search. We find this feature of the current policy particularly disturbing. It is designed to minimize the chances of losing well-qualified candidates, but this committee believes that a basic qualification for a candidate is that he or she be willing to meet openly with the faculty and other groups. It is better to risk losing a good candidate than to risk hiring a president who will not meet with prospective colleagues.

d. The current policy does not require a candidate to have an academic background. We believe that it is appropriate for faculty at an institution to have the option of insisting that a candidate be tenurable in an academic department in its institution.

e. The current policy does not require the search committee to rank its choices among the final pool of candidates; instead, it only requires the Chancellor to do so. Thus, the Board is deprived of the direct opinion of the group with the most knowledge about the candidates.

f. The policy does not allow for participation of classified employees.

g. The policy does not provide for direct participation in the search process by the Chancellor or his designee, yet the Chancellor is charged with the role of making recommendations to the Board.

4. The attached document, Proposed Revision of the State Board of Higher Education's Search and Selection Process for Institutional Presidents, reflects the Conference Committee's effort to overcome the deficiencies of the existing process. As the State Board is planning to reconsider the process in September, it is of the utmost importance that the Conference adopt the document; seek endorsements of it by various faculty bodies, administrators, past and present, at the various institutions, and other interested parties; and submit it to the Chancellor's Office and to members of the Board in time for them to review it before they reconsider the existing policy.

Proposed Revision of the State Board of Higher Education's Search and Selection Process for Institutional Presidents

American Association of University Professors, Oregon Conference

(Deletions); Additions; Original

Preamble

The Board desires

To establish a selection process that encourages (every) qualified candidates to apply and to remain in competition until eliminated or hired.

To establish a process that provides to (each) all candidates the opportunity to be evaluated objectively on their pertinent qualifications.

To establish a process that (reasonably balances the requirement that the appointee be able to gain very quickly the support of the faculty, students, and administrators) facilitates the appointment of a president who will be able to have the support of the faculty, students, and administrators, be an advocate for the interests of the institution and be able at the same time to work effectively with other State System administrators to implement Board policies.

To establish a process that will be conducted in a professional manner, always sensitive to, and considerate of, the effect upon individuals under consideration, provided that a concern for confidentiality will not preclude faculty, students, administrators, classified staff, and alumni from participating in the process.

Composition of Search Committee

(A single search committee will be appointed composed of three Board members, three faculty members, one student, one administrator, 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 appropriate faculty body of the institution will be asked to nominate six persons to the Chancellor, who will choose three to serve.

The other three 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 other 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.)

A single search committee shall be appointed. The committee shall have 15 members for searches at the University of Oregon, Oregon State University, Oregon Health Science University and Portland State University. At these institutions, it shall be composed of seven faculty members, two administrators, two students, one classified staff member, one Board member, the Chancellor or his designee, and an alumnus of the institution. The committee at Southern Oregon State College, Western Oregon State College, Eastern Oregon State College, and Oregon Institute of Technology shall have ten members, composed of four faculty members, one administrator, one student, one classified staff member, one Board member, the Chancellor or his designee, and an alumnus of the institution. The appropriate faculty body at each institution shall choose its committee members and alternates. The appropriate student organization shall choose the student members and their alternates. The vice president(s) shall choose the administrative members and their alternates. The appropriate classified staff organization on each campus shall choose its representative and alternate. The President of the Board shall choose the Board member of the committee and the alumnus of the institution from names submitted by the alumni association. In making its choices, each body should be mindful of the desirability of having women and minority members on the search committee.

All appointees are to (act) serve as plenary rather than constituent members of the committee.

The President of the Board shall serve on the search committee ex-officio without vote. Unless a public meeting is announced, however, no more than five Board members (can) may be present at (one time) any committee meeting. 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 and) (A)n affirmative action officer appointed by the Chancellor shall serve as (consultants) a consultant to the committee and may attend its meetings.

The Chancellor, in consultation with the (President of the Board) faculty and administrative members of the committee shall appoint the committee chair.

Communications

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

The Charge

After consulting with the committee as to the length of the search, the number of candidates to be recommended , other ground rules of the search, and the form of the committee's report to the Board,(T)the Chancellor shall give the committee a written charge spelling out its responsibilities and authority, stating the specific number of candidates to be recommended, and its order of preference.

Length of Search

In order to assure an adequate pool of candidates and careful consideration of their qualifications, the committee should be given ample time to complete its work. Care should be taken to assure that interviews with the finalists on campus and with the Board will take place during the academic year.

Search Coordinator

(The Vice Chancellor of for Academic Affairs shall serve as liaison between the Board, the Chancellor's Office, the committee and the institution. The Vice Chancellor, in consultation with the committee chair and the President of the institution shall appoint a search coordinator) The President of the

institution, in consultation with the committee chair and the Chancellor shall appoint a search co-coordinator, drawn from the institution's current or retired faculty or administration, whose duties include: (1) handling of 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 (and the liaison are) is expected to attend its meetings, including executive sessions.

Schedule and Calendar

The committee shall agree on the schedule and length of the 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. An institution may require that to be considered, a candidate must qualify for a tenured position within an academic department in the institution. 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 responsibility of presidents and other 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 organizations, and other appropriate persons.

Vacancy announcements shall include the date on which the review of vitas will begin. Candidates must submit their applications to the search committee by this date to be assured of full consideration of their applications. (This date will be the informal deadline for the receipt of nominations. The committee will establish an absolute deadline to coincide with the time when the nominees have been reduced to the "semi-final" list.)

Screening

The task of the search committee is to recommend to the Chancellor and the Board three to five persons, any one of whom would be satisfactory to the committee. In making its recommendations, the committee shall rank the candidates and present its recommendations in writing.

(In carrying out its responsibilities,) (t)The search committee will normally examine the qualifications of many (scores of) nominees. (The) Members of the search committee should visit or contact by telephone (with) the ten to fifteen (of the) most qualified nominees (either by telephone or by use of subcommittees). The five to ten semifinalists shall be invited for interviews with the search committee, (and with a fifteen member campus committee. The campus committee shall consist of six faculty members, three department heads, three deans., and three students--one of whom should be a graduate student, if appropriate.)

(The search committee, as it works on a shortened list and then on the semifinalists and finalists should avoid formal votes in favor of seeking consensus on the candidates.)

Recommendation

Following the interviews, the search committee shall recommend three to five finalists to the Chancellor and the Board. The finalists shall (be given an opportunity to) visit the campus and meet (either privately or publicly) with faculty and other groups, consisting of separate campus committees of faculty, administrators, students and classified personnel, the size and composition of which shall be determined by the search committee in consultation with appropriate bodies in the institution. The campus committees shall present (its) their recommendations to the search committee in writing. In order to supplement the information acquired

from the files and interviews on campus. members of the search committee may, if deemed desirable, visit the work site of the finalists for interviews with their colleagues.

Following (any such) the campus visits by finalists and the work site visitations by search committee members, the search committee shall, after receiving comments from interested parties on each campus, submit, in writing, its rankings and evaluative comments to the Chancellor and to the Board.

The Chancellor shall recommend several finalists to be interviewed by the Board. If the Chancellor's rankings differ from those of the search committee, the Chancellor should explain in writing the reasons to the committee and to the Board.

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.

RECEIVED SEP 04 1987

Vice President
Academic Affairs
and Provost

Oregon
State
University

Corvallis, Oregon 97331-2128

(503) 754-2111

September 2, 1987

MEMORANDUM

TO: Deans, Directors, Department Heads

FROM: Graham B. Spanier *Graham Spanier*
Vice President for Academic Affairs and Provost

RE: Program for Learning Disabled Students

I call to your attention the attached proposed "Policy and Program for Learning Disabled Students" and specifically ask that you review with your faculty members the section on "Academic Accommodations" on page 3.

Oregon State University is committed to serving learning disabled students. If you have any questions about this policy or its implementation, please contact Roger Penn, Dean of Students, in the Office of Student Services.

GBS/nrh

Attachment

c: President Byrne
Vice President Trow

POLICY AND PROGRAM FOR LEARNING DISABLED STUDENTS
OFFICE OF STUDENT SERVICES
OREGON STATE UNIVERSITY

Policy and Definition

It is policy of Oregon State University to make appropriate accommodations and provide the services necessary to allow learning disabled students to pursue their education in the most equitable manner possible within the university community.

Based on Public Law 94-142 (the Education for all Handicapped Children Act of 1975), the term learning disability shall be defined as "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia, and developmental aphasia. The term does not include individuals who have learning problems which are primarily the result of visual, hearing or motor handicaps, or mental retardation, or emotional disturbances, or of environmental, cultural, or economic disadvantage" (Communication from Richard T. Sommergren, Director, Division of Student Services, U. S. Department of Education, dated July 2, 1985).

Program Goals

Students with learning disabilities receive inaccurate information through their senses and/or have trouble processing that information. Termed an "invisible handicap" this inadequate sensory information, leads to difficulty in academic work. It is the responsibility of the university to provide support and assistance in the areas of admission, registration, financial aid, student services, and academic requirements. The primary goal of this program is to assist learning disabled students, through reasonable accommodation, to become full participants in the academic community and to achieve academic success.

Pre-Enrollment or Post-Admissions Documentation and Assessment

The Director of Services for Disabled Students confirms the existence of a learning disability and assesses the types of accommodations that are needed. This documentation and the screening for services are based on: (a) educational history/diagnostic testing (professional diagnosis of previous learning problems and disability as documented by educators, counselors, psychologists, and testing specialists), or (b) medical history (documentation of a disability by medical statements and records provided by medical or psychological specialists). Additional documentation may be in the form of a family history (documentation of a disability provided by family or legal guardians). It is the responsibility of the prospective student to arrange for the provision of such information. Documents and records related to the confirmation of the disability are held confidential within the Office of Student Services and are not released without the student's written consent.

Admission

Through pre-application information that is made available to high school and transfer students, all prospective students are advised to identify any learning disability at the time of application. When the prospective student provides this information, the Admissions Office calls this to the attention of the Director of Services for Disabled Students in the Office of Student Services who initiates contact with the prospective student in order to advise the individual of the services available and to request documentation. If the prospective student does not meet regular admissions requirements, the Admissions Office advises the Director of Services for Disabled Students who then solicits additional information including three letters of recommendation and a hand written statement outlining educational goals. After an assessment of the documentation and information is completed, a recommendation is made to the Admissions Office/Undergraduate Admissions Committee for final action. Special admissions procedures will not be considered after August 15 of each academic year.

Orientation, Counseling, and Skill Development

Although learning disabled students will be admitted into the academic school/college and major of their choice, a special orientation session to the campus and university procedures will be provided through the Office of Student Services and the special services component of the Educational Opportunities Program (EOP). Skill building workshops and classes will be provided through the university's Learning Resource Center and the special services component of EOP for those students who are eligible in the areas of time management, notetaking, learning strategies, and academic skill improvement. Personal counseling is available through the Counseling Center and career planning advice and placement services are provided by the Office of Careers-Planning and Placement.

Full-time Status/Academic Progress and Financial Aid

Accommodation may be made within the Financial Aid Office to insure that learning disabled students receive financial aid outside the standard satisfactory academic progress requirements. The satisfactory academic process requirement for these students is set at nine hours per term, and financial aid for which the student is eligible is awarded on this basis. These arrangements may be made through the Office of Student Services or Educational Opportunities Program.

Student Support Services

Coordinated by the Office of Student Services, learning disabled students have access to priority registration, notetakers for classes, and special equipment such as tape recorders when available. Learning disabled students are also eligible to apply for additional special support provided through the

special services component of the Educational Opportunities Program. Specific special services include counseling, tutoring, readers, and intensive practice in study skills. The special services component of EOP and the Office of Student Services will also monitor alternative testing sessions in cooperation with academic departments.

Academic Accommodations

Accommodation in instruction and related academic work is made as the need arises and can include extended testing time, use of resources such as calculators and dictionaries, alternate examination formats, and the waiver and/or substitution of appropriate core course requirements.

Instruction and the measurement of academic performance is the responsibility of each faculty member, and it is the responsibility of the disabled student to inform the faculty member of any academic accommodation that may be necessary. In the case of individual courses, faculty members may consult with the Director of Services for Disabled Students to agree on the nature of the specific accommodation required and a method of implementation. In the case of university and college/school academic requirements, the academic dean may consult with the Director of Services for Disabled Students to agree and act upon the appropriate accommodation.

Student Support Group

Learning disabled students have the opportunity to fully participate in student activities and co-curricular programs including the Disabled Students' Organization (DSO) from which a support group of learning disabled students originates. The purpose of the support group is for students to share experiences they have in common and to promote the successful adjustment to campus life and activities.

APPROVED: April, 1987

Attachments

1. Statement on Compliance with Section 504 of 1973 Rehabilitation Act
2. Characteristics of Learning Disabled College Students
3. Admissions Committee Procedures for Students with Learning Disabilities
4. Financial Aid Policy and Procedures on Academic Progress Requirements

JRP:jb

\DSS\LD.POLICY

SECTION 504 MAY REQUIRE COLLEGES TO ADAPT TO LEARNING DISABLED NEEDS

Colleges may have to make changes to provide the "reasonable accommodations" required under federal civil rights statutes for the rising number of learning disabled students, according to a University of Wisconsin learning specialist.

Speaking last week before a group gathered for the Association on Handicapped Student Service Programs in Post-Secondary Education's convention in Atlanta, Loring Brinckerhoff outlined possible academic adjustments schools can make to ensure compliance with Section 504 of the 1973 Rehabilitation Act.

Section 504 prohibits federally financed programs, including those at schools and colleges, from discriminating on the basis of handicap, race or sex.

Possible Adjustments The adjustments may include adaptations in the way courses are conducted, the use of auxiliary equipment and support staff and modifications in academic requirements.

Brinckerhoff pointed to an estimated 16 million learning disabled adults who are potential consumers of postsecondary services, saying, "In light of these projections, it is critical that college students with learning disabilities be made aware of the rapid expansion of educational opportunities available to them and their rights to access auxiliary aids and services."

Specific suggestions made by Brinckerhoff "as a springboard for the creative development of 'reasonable accommodations' for all students with disabilities" included:

- Modifying or substituting foreign language or mathematics course requirements;
- Allowing part-time enrollment instead of full-time study without affecting financial aid status;
- Permitting examinations to be proctored, read orally, dictated or typed;
- Allowing the proctor to clarify examination questions;
- Allowing extra time to complete examinations;
- Increasing the frequency of exams or quizzes;
- Changing the test format; and
- Permitting calculators and dictionaries for use during exams.

Though "courts have not yet met the challenge of defining appropriate services and the mandated role of colleges and universities in identifying students with learning disabilities," according to Brinckerhoff, learning disabled people are included as a special class protected under Section 504.

Therefore, Brinckerhoff said, a college or university may not limit the number of students with disabilities admitted, make preadmission inquiries as to whether or not an applicant is disabled, exclude a student with a disability from any course of study solely on the basis of his or her disability or measure student achievement using modes that discriminate against the student with a disability.

Additional services may be required of colleges in the future, Brinckerhoff predicted. These services could include extending the time permitted for a disabled student to earn a degree, assuring the availability of learning aids such as tape recorders and word processors and modifying teaching methods and examinations. ###

CHARACTERISTICS OF LEARNING DISABLED COLLEGE STUDENTS

Typical characteristics of LD students are listed below. Of course no student has all of these problems.

Reading

- Confusion of similar words, difficulty using phonics, problems reading multisyllable words.
- Slow reading rate and/or difficulty adjusting speed to the nature of the reading task.
- Difficulty with comprehension and retention of material that is read, but not with material presented orally.

Writing

- Difficulty with sentence structure, poor grammar, omitted words.
- Frequent spelling errors, inconsistent spelling, letter reversals.
- Difficulty copying from board or overhead.
- Poorly formed letters, difficulty with spacing, capitals, and punctuation.

Oral Language

- Difficulty attending to spoken language, inconsistent concentration.
- Difficulty expressing ideas orally which the student seems to understand.
- Problems describing events or stories in proper sequence.
- Residual problems with grammar, difficulty with inflectional or derivational endings.

Math

- Difficulty memorizing basic facts.
- Confusion or reversal of numbers, number sequence, or operational symbols.
- Difficulty copying problems, aligning columns.
- Difficulty reading or comprehending word problems.
- Problems with reasoning and abstract concepts.

Study Skills

- Poor organization and time management.
- Difficulty following directions.
- Poor organization of notes and other written materials.
- Need more time to complete assignments.

Social Skills

- Difficulty "reading" facial expressions, body language.
- Problems interpreting subtle messages such as sarcasm.
- Confusion in spatial orientation, getting lost easily, difficulty following directions.
- Disorientation in time, difficulty telling time.

RECEIVED AUG 27 1987

Department of
EconomicsOregon
State
University

Corvallis, Oregon 97331-2602

August 20, 1987

TO: Sally Malueg, President
Faculty Senate

FROM: Ze'ev Orzech, Chair 
Faculty Economic Welfare Committee

RE: Distribution of Merit Monies

After deliberation of the various issues associated with the merit monies that may become available to Oregon State University, the committee notes that in view of the small amount of money available for merit distribution in this biennium it recommends that:

1. "Merit" be awarded as defined in the memo dated June 26, 1985 from the Faculty Economic Welfare Committee to the Executive Committee of the Faculty Senate.
2. Merit allocation be made by Deans in consultation with chairs, directors, and other unit-operating heads.
3. That the number of awards be such that each award represent significant recognition of merit.

Office of the
Faculty Senate



Corvallis, Oregon 97331

(503) 754-4344

September 1, 1987

M E M O

To: Graham Spanier, Vice President for
Academic Affairs & Provost

From: Sally Malueg, Senate President

Subject: Distribution of Merit Monies

Attached for your information is a copy of
the report and recommendations of our Faculty
Economic Welfare Committee regarding the
distribution of Merit monies to Faculty.

s1

Attachment

Vice President
Academic Affairs
and Provost



Corvallis, Oregon 97331-2128

RECEIVED JUN 24 1987

(503) 754-2111

June 16, 1987

MEMORANDUM

TO: Sally Malueg, President, Faculty Senate

FROM: Graham B. Spanier *Graham Spanier*
Vice President for Academic Affairs

RE: Actions of the Faculty Senate for June 1987

Thank you for your summary of the June 1987 Senate meeting. Most of these items do not require any action by my office, with the exception of Item 8 on the recommendations of the Retirement Committee.

Recommendation (a.) is quite acceptable to us since we would not want to consider any new program that would lessen the value of the present program's benefits.

We are reluctant to accept Recommendation (b.) since it would exclude many faculty from eligibility for the tenure relinquishment program. The program is of potential benefit to faculty members and, in many cases, is in the best interests of the university. I do not see why we would wish to exclude faculty members who have been here fewer than 15 or 20 years. In higher education, 20 years is a long time. Such a requirement, for example, would mean that someone would have to have been on the faculty since as early in life as age 35. This is unrealistic and would disenfranchise from the program most of our faculty. While such requirements are common in industry, where longevity in one firm is common, they are not common in higher education, and I don't believe such a requirement would serve us well.

Recommendation (c.) is a good one, and I will encourage the deans to accept responsibility at the college/school level for administering tenure relinquishment agreements.

We note your reaffirmation of the Senate's earlier statement in Recommendation (d.).

Sally Malueg
Page 2
June 16, 1987

I wish to commend the Faculty Senate for a most productive academic year and to thank you and the Executive Committee for your hard work and cooperation.

On another topic, I should mention that the Vice President for Academic Affairs and Provost is the cognizant administrative officer for the Faculty Senate and it might, therefore, be appropriate to address your summary of "Actions of the Faculty Senate" correspondingly.

GBS/nrh

c: President Byrne
D.S. Fullerton

RECEIVED JUN 02 1987

Department of
Chemical Engineering



Corvallis, Oregon 97331-2702

(503) 754-4791

May 28, 1987

TO: Faculty Senate

FROM: Charles Wicks, Chair
Faculty Recognition & Award Committee

A handwritten signature in cursive script that reads "Charles F. Wicks".

RE: Annual Report of Faculty Recognition & Awards Committee

On December 5, 1986, the Faculty Recognition and Awards Committee invited the OSU Faculty to nominate persons or organizations for the Oregon State University Distinguished Service Award. Seven nominations were submitted. The committee recommended to the Faculty Senate three individuals for the Senate's final consideration. These nominees were selected for the 1987 Distinguished Service Awards.

On March 2, 1987, the Faculty Recognition and Awards Committee invited the OSU Faculty to nominate faculty members for the Alumni Association Distinguished Professor Award. Nine nominations were submitted. The committee has forwarded a recommendation for the 1987 Alumni Distinguished Professor to the Executive Committee of the OSU Faculty Senate.

On April 1, 1987, the Recognition and Awards Committee sought nominations for the Burlington Northern Foundation Faculty Achievement Awards. These awards are to be given for unusually significant and meritorious achievement in teaching or in scholarship which enhances the effectiveness of instruction during the 1986-87 school year. Nominations are due by July 1, 1987.

The Faculty Recognition and Awards Committee announced the new award for the Outstanding Research Assistant and sought nominations. This award was approved by the OSU Faculty Senate during this academic year to recognize a research assistant or senior research assistant for distinguished contributions to the university. The deadline for nominations is June 15, 1987.

sjc

FACULTY SENATE

Thursday, November 5, 1987; 3:00 p.m. - 5:00 p.m.
LaSells Stewart Center

AGENDA

The agenda for the November 5 Senate meeting will include the reports and other items of business listed below. To be approved are the minutes of the June 4 and October 1 Senate meetings, as published and distributed as the Appendix to the staff newsletter, OSU This Week.

A. SPECIAL REPORTS

1. Frank Schaumberg, Chairman of the Curriculum Review Commission, will give an update on activities.
2. Jack Davis, Chairman of the Calendar Conversion Council will give a status report on Calendar Conversion matters.

B. ACTION ITEMS

1. Apportionment Table for 1987-88

The Apportionment Table for 1987-88 (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 are currently being gathered.

2. Report of the Nominations Committee (p. 4) -Bob McMahon

The Committee's report is attached. It includes nominees for 1988 Senate President-Elect, for new members of the Executive Committee, and for an Interinstitutional Faculty Senate representative. 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, (Article VI, Section 3) as amended on October 6, 1977, "additional nominations may be made from the floor and the nominations shall be closed." 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 November 12 issue of OSU This Week.

The campus wide election of the President-Elect and IFS representative will be conducted between November 12 and 19. Ballots are to be distributed simultaneously to all members of the OSU faculty on campus, in accordance

with current Faculty Senate Bylaws. Ballots received in the Faculty Senate Office by 5:00 p.m. on November 20 will be counted by the Counting Committee on Tuesday, November 24. The individual receiving the highest number of votes will be declared the winner in each of the elections.

Election of new members of the Executive Committee will take place at the December 3 meeting of the Faculty Senate, and will be conducted by written ballot. Those candidates receiving the highest number of votes shall be elected. Tie votes shall be resolved by written ballot in run-off election.

2. Curriculum Council (p. 5,6) -Bruce Shepherd

The Curriculum Council has made several recommendations regarding credits under the semester system. These are presented here for Senate action. (See attachment)

3. Promotion and Tenure Guidelines (p. 7-31) -Dale McFarlane

In October Faculty Senators received a draft of the Promotion and Tenure Guidelines for information. The document was widely distributed on campus and discussed at the October 12 Faculty Forum.

Subsequent to the Faculty Forum and as a result of concerns expressed to our two Faculty Senate Committees, the Committees have made recommendations about the Promotion and Tenure Guidelines. The document attached herein has been amended by the Promotion and Tenure Committee and is being presented to you for action, as amended. Also attached are a brief explanation from the Committee to explain its amendments and a memo from the Faculty Status Committee expressing its concerns.

C. REPORTS FROM FACULTY

1. Jean Peters, Interinstitutional Faculty Senator, will report on the October 3-4 meeting of the IFS.

D. SPECIAL REPORT BY GEORGE KELLER, VICE PRESIDENT FOR RESEARCH, GRADUATE STUDIES AND INTERNATIONAL PROGRAMS

E. INFORMATION ITEMS

1. D. Curtis Mumford Faculty Service Award (p. 32)

Nominations will now be accepted for 1988 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, 1988. (See attachment)

2. 1987 Election Schedule (p. 33,34)

Attached is a schedule of deadline dates for the Faculty Senate elections to be conducted in November and December, 1987. Also attached is a memo outlining Bylaws provisions for the election of Senators within the colleges/school and other units.

3. Faculty Senate Bylaws

It has come to the attention of the Executive Committee that voting on the Faculty Senate Bylaws changes at the October meeting did not follow proper amendment procedures. The Senate Office is therefore conducting the current election under provisions of the "old" Bylaws.

A number of people have expressed concerns about certain provisions of Articles III and IV of the Faculty Senate Bylaws. These concerns are currently under consideration by the Executive Committee for referral to the appropriate committees before presentation. If you have additional concerns regarding the Bylaws, please address them to the Executive Committee as soon as possible.

4. Reports from Search Committees

a. Associate Vice President for University Relations (Wally Johnson, Chair)

The Committee is presently screening applications. Finalists will be interviewed during the last week of October.

b. Director of Affirmative Action (Bill Wilkins, Chair)

Applications are being received, about forty to date. Deadline for postmark of applications -- October 30. Screening will begin in mid-November.

c. Associate Director for Planning and Institutional Research (Stef Bloomfield, Member)

The Committee identified one outstanding candidate who was interviewed and offered the position. The candidate declined the offer. The Committee will soon decide who is to be interviewed next.

5. Article for Your Information

Included for your information is an article supplied by Frank Schaumburg, Chair of the Curriculum Review Commission entitled "The Undergraduate Curriculum: Who is in Charge?"

F. REPORTS FROM THE EXECUTIVE OFFICE

G. REPORTS FROM THE FACULTY SENATE PRESIDENT

H. NEW BUSINESS

RECEIVED OCT 2 1987

Department of
Forest Products



Corvallis, Oregon 97331-5704

(503) 754-9166

October 21, 1987

MEMORANDUM

TO: Sally Malueg, Faculty Senate President, and the Executive Committee

FR: Nominations Committee
Bob McMahon, Chairman

RE: Slate of Nominees for Fall Term Elections

As requested in the September 9 memo to us from the Senate Office, we are pleased to present the names of the following nominees for the indicated offices:

FOR SENATE PRESIDENT-ELECT:

Gary H. Tiedeman, Sociology

Kathleen Heath, Health & Physical Education

FOR SENATE EXECUTIVE COMMITTEE:

Sally Francis, Clothing Textiles and Related Arts

Andrew G. Hashimoto, Agricultural Engineering

Terry L. Miller, Agricultural Chemistry

Mary L. Powelson, Botany and Plant Pathology

Robert E. Wilson, Mechanical Engineering

FOR INTERINSTITUTIONAL FACULTY SENATE:

John M. Dunn, Physical Education

Mariol R. Wogaman, Library

pc: Robert Becker, Bio/Bio
Zoe Ann Holmes, Foods & Nutrition
Robert Mrazek, Chem Engineering

RECEIVED OCT 12 1987
5.

Academic Affairs—
Curriculum



Corvallis, Oregon 97331

(503) 754-2111

October 9, 1987

TO: Sally Malueg, President
Faculty Senate

FROM: Bruce Shepard, Chair
Curriculum Council

SUBJECT: Degree Requirements

The Curriculum Council requests that the Executive Committee place the attached recommendations before the Faculty Senate at the next meeting of the Senate.

cc: Curriculum Council
Fullerton
Davis

The Curriculum Council recommends that, under the semester system:

1. The minimum credits for a bachelor degree be 128 unless, by Faculty Senate action, a different minimum has been set for a particular major.
2. That the minimum credits for a bachelor degree include:
 - a. Forty credits in upper division courses exclusive of physical education activity courses.
 - b. Twenty-four credits in the major, including at least sixteen credits in upper division courses.
3. The distribution of credits for baccalaureate degrees be:
 - a. Bachelor of Arts: 24 credits in humanities (except English composition and corrective speech) including proficiency in a foreign language as certified by the Department of Foreign Languages and Literatures, equivalent to that attained at the end of the second year course in the language.
 - b. Bachelor of Science: 24 credits in science, or 24 credits in social science, or 30 credits in science and social science together.
 - c. Professional bachelor's degree (B.Agr): fulfillment of all school requirements.

Rationale:

Academic units are or soon will be deeply involved in planning their curriculum for the semester calendar. They wish to know the framework in which they will be operating. Most have assumed that the requirements addressed in the recommendations above will be simple mathematical conversions of existing requirements. Our recommendations would make that assumption a fact.

Current requirements establish higher minimum credits for certain engineering majors and for pharmacy. The requirements appropriate for these units will not be known until their converted curricula are approved by the Senate next year. Our recommendations allow for such subsequent Senate action to set different minima for particular majors.

October 22, 1987

MEMORANDUM

To: Members of the Faculty Senate

From: Dale McFarlane, Chairperson, Faculty Senate Promotion and Tenure Committee *DM*

Subject: Committee Recommendations for Changes in the Promotion and Tenure Guidelines, Draft Copy 9/17/87.

Enclosed is the Faculty Senate Promotion and Tenure Committee's recommendations for changes in the Promotion and Tenure Guidelines developed by the Office of Academic Affairs. This is the third draft of the document and, although the document will need some additional editorial work and refinement, the members of the Faculty Senate Promotion and Tenure Committee believe the document to be a definite improvement over what currently exists. Some written comments and suggestions made by faculty members were not received in time to be included in the Committee's deliberations. In such cases the suggested changes have been forwarded to the Office of Academic Affairs.

Some of the changes suggested by the Faculty Senate Committee are more editorial than substantive; there are however, several changes that deserve some explanation.

On page 3, flag number 3, all reference to a "voluntary waiver of access to solicited evaluative letters" have been stricken from the text. This topic was discussed at some length at the Faculty Forum and the majority of the audience favored elimination of the voluntary waiver. Arguments in support of retaining the waiver generally referred to more objective evaluative letters. Arguments against inclusion of the waiver took several forms. One view was that the waiver is an attempt to circumvent State regulations. If the regulations are inappropriate, they should be changed not circumvented. Also, the "voluntary" nature of the waiver can be considered suspect if, as in the past, the deans are asked to encourage faculty to sign the waiver. And last, the rule (ORA 580-22-075) is directed to the administrators of the State System of Higher Education; "the Board, it's institutions, schools, or departments shall not solicit or accept letters ...". Some individuals questioned the legality of allowing a faculty member to waive a regulation directed to State System administrators. On balance the members of the Committee believe the potential disadvantages of the waiver outweigh the desire for additional objectivity in the evaluation process.

On page 7, flag 8, the sentence was eliminated because it represented unnecessary duplication of an identical statement (See flag 7).

The statement on page 9, flag 10, also represents unnecessary duplication (See the first sentence of the second paragraph on page 8).

The sentence on page 20, flag 15, was revised and moved to a more appropriate section (see flag 16 on page 21).

On page 22, flag 18, the revised statement deletes the position of the Associate Vice President for Academic Affairs from the list of official members of the University Administrative Promotion and Tenure Committee. The Committee under the revision would consist of the Vice President of Academic Affairs and Provost; the Vice President of Research, Graduate Studies, and Internal Programs; and the Dean of the Graduate School. Those favoring the original version of the Committee structure argue that the Associate Vice President is the individual in the central administration who is, because of his close association with faculty activities, able to provide a unique perspective to the evaluation process. Those who feel the Committee should exclude the Associate Vice President are concerned with achieving a balanced representation on the Committee. The Vice President of Research and the Dean of the Graduate School are located in the same organizational unit, but deal with substantially different faculty activities. The Vice President and Provost and the Associate Vice President are housed in the same organizational unit and deal with similar activities only at different levels. The Associate Vice President position is not the equivalent of a position which would be titled Dean of Faculty. If the organization structure of the Committee is left unchanged, two of the four Committee members will tend to possess similar views solely as a result of their respective positions and responsibilities in the organization. If the recommendation is adopted, the rules governing the composition of the Committee would permit the Associate Vice President to participate in the promotion and tenure deliberations, at the request of the Vice President and Provost. However, the Associate Vice President would not be a permanent, official member of the Committee. The recommendation for changing the composition of the Administrative Promotion and Tenure Committee is intended to solve a potential structural problem and is not intended to imply dissatisfaction with the work of individuals currently serving on the Committee.

On page 23, flag 19, the change makes mandatory a written explanation of the reasons for denial of promotion and/or indefinite tenure. This change also received strong support at the Faculty Forum.

10/14/87

FACULTY SENATE PROMOTION AND TENURE COMMITTEE RECOMMENDATIONS FOR CHANGES
IN THE 9/17/87 DRAFT OF:

OREGON STATE UNIVERSITY

PROMOTION AND TENURE GUIDELINES

I. GENERAL PURPOSE AND RESPONSIBILITIES

The quality of the faculty at Oregon State University is maintained primarily through the faculty's own dedicated and creative work. Objective, systematic and thorough appraisal of each candidate for initial and continued appointment, for promotion in academic rank, and for the granting of indefinite tenure is equally important. The purpose of these guidelines is to provide a uniform framework of criteria and procedures for tenure and promotion for all Oregon State University faculty. Within this broad framework, units may develop criteria for advancement that reflect the particular characteristics of the field and the corresponding responsibilities of their faculty. Unit guidelines must be consistent with university guidelines and must be approved by the Vice President for Academic Affairs and Provost prior to adoption.

Responsibility for promotion and tenure recommendations rests

principally with senior members of the faculty, departmental administrators, and the academic deans. Final responsibility rests with the Vice President for Academic Affairs and Provost.

Individuals reviewing candidates rely heavily on carefully prepared dossiers containing clear and comprehensive evidence of the accomplishments of each candidate and of the quality of performance of principal duties.

Promotions in rank and the granting of tenure are based on merit, are never automatic or routine, and are made without regard to race, color, religion, gender, age, marital status, sexual orientation, disability, or national origin. In general, promotions are awarded to recognize the level of professional achievement a faculty member has demonstrated through teaching, research, scholarly creativity, public and professional service, and overall contribution to the many missions of the university.

Faculty members and administrators involved in the review are expected to carry out their reviews in an impartial, professional manner, ~~accepting the obligation for making both adverse and favorable judgments.~~



II. FACULTY DOSSIERS

A. Compilation of the Dossier

Promotion and tenure decisions are based primarily on an

2 evaluation of the faculty member's achievements as described in his or her dossier. Copies of the current dossier preparation guidelines, ~~waiver of access forms for solicited letters of evaluation,~~ and model letters for requesting letters of evaluation will be provided by the Office of Academic Affairs each year.

Final responsibility for dossier preparation lies with the department chair or head (or county staff chair) and dean, although the candidate provides much of the material for the dossier. Recommendations for the promotion and/or tenure of a chair or head should be prepared and reviewed in the same manner as for other members of the department except that the dean or director will select a senior faculty member to assume the responsibilities that otherwise would be assumed by the chair or head.

B. Access to the Dossier and University Files by the Faculty Member

As described in the OSU Faculty Records Policy contained in the Faculty Handbook, faculty members shall be allowed full access to their own dossier, personnel file, and records kept by the institution, college, or department, except for letters of evaluation submitted as part of a pre-employment review at Oregon State University

~~* solicited letters of evaluation for faculty who have signed voluntary waivers of access to those letters obtained as part of a particular year's promotion and tenure review~~

 C. Voluntary Waiver of Access to Solicited Evaluative Letters

Chapter 317 Oregon Laws 1975 (ORS 351.065) and the OSU Faculty Records Policy provide that a faculty member shall not be denied full access to his or her personnel file or records kept by the State Board of Higher Education or its institutions, schools, or departments.

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

Faculty members, therefore, have a right to view any reviewer's evaluations submitted in connection with the faculty member's proposed promotion and tenure.

However, as is common at other major universities, some

faculty prefer to waive the right to review evaluative materials from on-campus and off-campus reviewers. The faculty member may execute a waiver, if he or she chooses to do so. A copy of the waiver is contained in the current dossier instructions. However, the waiver is not required and all faculty are entitled to and will receive full and fair review of dossier materials submitted in support of promotion and tenure, whether submitted confidentially or not. The faculty member will retain the right of access to written evaluations in the dossier prepared by department and college promotion and tenure committees, departmental administrators, the dean, and the Vice President for Academic Affairs and Provost. The confidentiality and identity of other reviewers referred to in these evaluations will be maintained by the use of identifying letters (reviewer A, reviewer B, etc.).

Every dossier in which confidentiality of letters has been waived should have two parts--a confidential part and an open part. The open part should contain documentation of the record of teaching, scholarship, and service, including the vita, teaching and program evaluations, the department and college promotion and tenure committees' letters, letters from supervisors, and other relevant material. Ensuring the completeness of the confidential file is the responsibility of the departmental chair or head and dean, director, or vice president, and it is their responsibility to insure its completeness.

Prior to the dossier receiving its first formal review, the candidate should sign and date a certification that the open part of the dossier is complete. Should the candidate and department head disagree on the inclusion of some materials, the candidate may indicate his objection to the exclusion of such materials in this statement.

III. CRITERIA FOR PROMOTION AND/OR TENURE

A. General Guidelines

The candidate shall be evaluated with respect to the proposed rank and duties, considering the record of the candidate's performance in (1) teaching, including credit classroom instruction, non-credit instruction, extension, instruction in the international development arena, librarianship, and continuing education programs; (2) research, ~~and other~~ creative work, and other scholarly accomplishments, and (3) university, public and professional service. In evaluating the candidate's qualifications within these areas, the review committees and administrators shall ~~exercise~~ reasonable flexibility, balance heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another. ~~The review committees must judge whether the candidate's work is both sound and productive.~~

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Superior intellectual attainment, as evidenced in scholarly accomplishments, is an indispensable qualification for appointment or promotion and tenure in the professorial ranks consistent with the University's Academic Appointment Guidelines. Insistence upon this standard for holders of professorial rank is necessary for maintenance of the quality of the University as an institution dedicated to the discovery and transmission of knowledge.

Outstanding teaching, research, and service by faculty members in extension, international programs, the libraries, continuing education and public service activities should be considered in relation to comparable performance in resident instruction and other research activities for purposes of promotion and tenure decisions. In all instances, criteria of excellence, innovation, creativity, and scholarship should be applied.

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Faculty with similar responsibilities will be reviewed for promotion to a given rank, using the same criteria and procedures, whether on appointments defined as fixed-term or continuing, tenure-track ("annual tenure") or tenured, courtesy, or Senior Research. ~~Appointment or promotion to any position carrying professorial rank carries the expectation of scholarly accomplishments, consistent with the University's Academic Appointment Guidelines.~~

The following criteria are intended to serve as guides in judging the candidate, not to set boundaries for the elements of performance that may be considered. Criteria for promotion to a more senior rank are intended to include all criteria required at less senior ranks.

1. Teaching and Advising

Nearly all Oregon State University faculty have important responsibilities in instruction--in presentation of classroom credit courses, extension programs, non-credit seminars and workshops, continuing education programs, in professional assignments of University librarians, and/or in training of undergraduate, graduate, and postdoctoral students, and international trainees and counterparts. When teaching is thus part of the faculty member's assignment, teaching effectiveness is an essential criterion for appointment or advancement. Under no circumstances will an indefinite tenure commitment be made for faculty with responsibilities in instruction unless there is clear documentation of ability, diligence, and effective performance in the teaching role.

Peer evaluations and tabulated responses from students and program participants or clients are essential for evaluation of the effectiveness of a candidate's instruction. Faculty review committees and administrators should also

consider such factors as the following: the candidate's command of the subject; continuous growth in the subject field; ability to organize material and to present it with force and logic; contributions in curriculum development; capacity to awaken in students an awareness of the relationship of the subject to other fields of knowledge; grasp of general objectives of the instructional unit or program; spirit and enthusiasm that vitalize the candidate's learning and teaching; ability to arouse curiosity in beginning students and clients and to stimulate advanced students and clients; success in helping clients, and international trainees and counterparts to implement new ideas and methods; creativity and innovations in development and implementation of teaching methods; extent and skill of the candidate's participation in the general guidance and advising of students. The review should pay due attention to the variety of demands placed on instructors by the types of teaching called for in various disciplines and at various levels, and should judge the total performance of the candidate with proper reference to assigned teaching responsibilities.

Peer evaluations should be based on review of course syllabi, texts, assigned reading, examinations, class materials, and other assessment such as attendance at lectures and seminars as appropriate for the field and subject area.

~~Tabulated student and client evaluations for courses and~~

~~programs presented by the faculty member are also important for a comprehensive review.~~

An essential activity related to teaching and student retention is the instructor's effectiveness in academic advising, whether this takes the form of assisting students in selection of courses, serving as a faculty advisor with student groups, or discussing the students' long-range goals. For some faculty, advising is a primary responsibility. The number of students served, the innovation and creativity of advising services provided, and student evaluations are components of the review of advising. A commitment to students and student retention through formal and informal advising is expected of all faculty in academic units and in student services. The faculty member's concern for the progress and well being of students is an inseparable adjunct to the classroom and an indispensable component of education and student retention.

2. Research, Creative Work, and Other Scholarly Accomplishments

All Oregon State University faculty in the ~~professional~~^{professorial} ranks have a responsibility to participate in the university's mission of research and scholarship. The term "scholarly accomplishment" is used to recognize that the term "research" does not always best describe the range of scholarship typically expected for faculty in the professorial ranks.

Some faculty in the humanities, for example, often engage in scholarship that is not best described as research. Those in the fine arts, in particular, normally engage in creative work in theatre, music, performance, or art that would come under the description of scholarly accomplishment. In addition, individuals with faculty appointments outside academic departments often contribute to research and scholarship in diverse ways that nevertheless are considered as peer-level scholarly accomplishment. A new approach to teaching, artistic creativity, international development, or research would ordinarily not be considered "scholarship" unless it was shared with peers in journals, in formal presentations at professional meetings or juried exhibits, or similar peer-evaluated forums.

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All members of the faculty at professorial rank must demonstrate scholarly ability and accomplishment. Their qualifications are to be evaluated by the quality of their published and other creative work; their success in educating undergraduate students, graduate students, and students in the professions in scholarly methods; the impact of their scholarly work on science, society, clientele groups and/or professional practice; and their participation in professional associations or in the editing of professional journals. Such creative accomplishments may be in the realms of scholarly investigation, constructive contributions to professional fields, or in the creative arts.

In certain fields such as art, dance, music, drama, and engineering design, distinguished creative work should receive consideration equivalent to that accorded to distinction attained in research. In evaluating artistic creativity, an attempt should be made to define the candidate's merit in the light of such criteria as originality, scope, richness, and depth of creative expression. It should be recognized that in music, drama, and dance, distinguished performance, including conducting and directing, is evidence of a candidate's creativity. If the significance of this creative work may not be immediately apparent, it is appropriate for those who prepare or review dossiers to provide information that places the work in perspective.

Peer level publications and other creative accomplishment should be evaluated, not merely enumerated. There should be evidence that the candidate is continuously and effectively engaged in creative activity of high quality and significance. Account should be taken of the type and quality of peer level scholarly activity normally expected in the candidate's field. Appraisals of publications or other works in the scholarly and critical literature provide important testimony.

When published work that is jointly authored (or other product of joint effort) is presented as evidence, it is the responsibility of the department chair or head to establish as

clearly as possible the role of the candidate in the joint effort. It should be recognized that special cases of collaboration occur in many fields and that the contribution of a particular collaborator may not be readily discernible by those viewing the finished work. When the candidate is such a collaborator, it is the responsibility of the department chair or head to make a separate evaluation of the candidate's contributions.

3. Service

Service is an essential component of Oregon State University's Land Grant and Sea Grant missions, and is part of the responsibility of all our faculty. Service in administration, academic and student support units, international development, or on college and university committees, helps insure consistency and high quality in our instructional, research, and international programs. Professional service is also a primary responsibility of faculty in all units.

The faculty plays an important role in the administration of the University and in the formulation of its policies. Recognition should therefore be given to scholars who participate effectively and imaginatively in faculty and university governance. Service by members of the faculty to the community, state, and nation, both in their special

capacities as scholars and in areas beyond those special capacities when the work done is at a sufficiently high level and of sufficiently high quality, should likewise be recognized as evidence for promotion. Participation and leadership in professional and scientific societies and in the editing of professional and scientific journals are appropriate service accomplishments for faculty promotions. Recognition must also be given to scholars who prove themselves capable and effective in academic administration.

As a Land Grant and Sea Grant university, Oregon State University has a special responsibility for education and research that enables people to develop and use human, land, atmospheric, and oceanic resources. Unique programs of public service throughout Oregon, across the United States and in other countries supplement campus based university teaching and research. Thus, for faculty in Extension, international programs, and in the professions, a demonstrated distinction in the special competencies appropriate to the field and its characteristic activities should be recognized as a criterion for appointment or promotion. The candidate's professional activities should be scrutinized for evidence of achievement and leadership in the field and of demonstrated progressiveness in the development or use of new approaches and techniques for the solution of professional problems.

B. Criteria for Granting Indefinite Tenure

Tenure should be granted to faculty members of such character, instructional and scholarly ability, and potential for long term performance that the University, so far as its fiscal and human resources permit, can justifiably undertake to employ them for the rest of their academic careers. By the end of the sixth year on tenure-track ("annual tenure"), the faculty member must be granted indefinite tenure or be given a year's timely notice that the appointment will not be continued. The granting of tenure should be even more significant than promotion in academic rank, which is exercised only after careful consideration of the candidate's scholarly qualifications and capacity for effective continued performance over a career.

In judging the fitness of the candidate for granting of tenure, it is also appropriate to consider certain personal qualities, such as willingness to accept and cooperate in assignments, professional integrity as evidenced by the performance of duties, and the demonstrated breadth and depth of commitment to the University's goals and missions. The granting of tenure reflects and recognizes a candidate's potential long-range value to the institution, as evidenced by professional performance and growth. In addition, tenure insures the academic freedom that is essential to an atmosphere conducive to the free search for truth and the attainment of excellence in the University.

C. Criteria for Promotion for Instructor to Assistant Professor

Instructors may be promoted to the rank of Assistant Professor if: 1) the position carries an expectation of scholarly accomplishment in addition to the performance of other academic responsibilities; 2) the candidate has demonstrated the potential for making significant creative contributions in instruction (or librarianship or extension) and scholarship; 3) the candidate possesses the educational and experience credentials appropriate to a professorial appointment in his or her field.

D. Criteria for Promotion to Associate Professor

12 ~~Only those Assistant Professors who have demonstrated excellence will be promoted to Associate Professor. Only those candidates who~~ The candidate should have established a record of achievement in instruction and scholarship, and in instruction, extension, or librarianship, as appropriate, that ~~establish the individual as a leader or emerging leader in the field or profession~~ will be considered for promotion to the rank of Associate Professor.

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Promotion to Associate Professor does not automatically grant tenure. Tenure may accompany a promotion but the decision on tenure will be made independently of the promotion

decision.

E. Criteria for Promotion to Professor

14 Promotion to the rank of Professor is based upon professional distinction in scholarship, in teaching, extension, or librarianship, as appropriate, and in service to the University and the public. Individuals promoted to Professor generally must be an emerging or established leader in the field or profession, and in addition have achieved a national or international reputation for professional and scholarly achievement in the field.

F. Criteria for Promotion in Professional Title

Criteria for advancement in professional title will be developed by each major campus unit, and approved by the Dean, Director or Vice President, and the Vice President for Academic Affairs and Provost.

G. Criteria for Promotion from Instructor to Senior Instructor

Appointment or promotion to the rank of Senior Instructor may be made with or without indefinite tenure. This rank may be used for the appointment or promotion of staff members who have special skills or experience needed in the instructional program of the institution, but who would not normally be

expected to achieve a high level of scholarly accomplishments warranting appointment or promotion to professorial ranks. Promotion to the rank of Senior Instructor will not be made effective before the end of the third year of service.

H. Criteria for Promotion from Research Assistant to Senior Research Assistant

Research Assistants are considered for promotion to the rank of Senior Research Assistant after a period of service at OSU of sufficient length, normally at least three years, to allow the department to make adequate evaluations of performance and of potential for future development. Candidates are expected to have a masters degree appropriate to the field in which the research activities (or assigned duties) are being performed, or comparable educational/professional experience.

The candidate is expected to have a strong record of performance which demonstrates a high level of competence, achievement, and potential in research (or other creative work), and/or in a position with high individual responsibility or requiring special professional expertise. The individual's record and dossier must demonstrate a high degree of initiative in research and leadership among research colleagues in the department. Initiative may be demonstrated in authorship, management responsibilities, and creative

approaches to research.

IV. PROCEDURAL GUIDELINES FOR PROMOTION AND TENURE

A. Departmental Review of All Eligible for Consideration

The department head or chair is expected annually to review all faculty members for promotion and tenure using appropriate consultation with faculty. A list of persons considered, but who are not recommended for promotion or tenure (Form D), should be submitted to the dean or director, including in each case a brief statement of the reasons for the action taken. In the event there is strong faculty support for a candidate's promotion or tenure, but such action is not recommended by the chair or head, a complete dossier should be compiled, including both unfavorable and favorable evaluations and supporting materials, and forwarded to the dean or director for further consideration. There is no obligation to assemble or forward a dossier for faculty who do not have either the chair or head's support or strong faculty support in the department except for faculty in the last probationary year toward tenure. Such mandatory cases must always be forwarded for consideration.

B. Initiation of the Recommendation

Recommendations for promotion and/or tenure originate

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with the candidate's department chair, head or unit promotion and tenure committee. For faculty in units without departments, recommendations originate with the college promotion and tenure committee, or the Dean or Director. ~~Each college shall establish a personnel committee to advise the dean in evaluating candidates for promotion and tenure.~~ The cognizant administrators have the responsibility to insure that the dossier is complete, as described in current Dossier Guidelines (available from the Office of Academic Affairs).

C. Student and Client Input

In the evaluation of faculty whose responsibilities include instruction, broadly defined, evaluative information from students and clients is required. Solicitation of student and program participant comments, and use of survey evaluation instruments are essential components of faculty review. As required by State Board rules, students shall be invited to participate in the deliberations of established faculty promotion and tenure review committees at the department and/or college level. Such participation shall be limited to a review and assessment of that portion of the faculty member's dossier relating to instruction. After consultation with representatives of appropriate student organizations and groups, the chair, head or dean shall select and invite an appropriate number of students to participate in the review.

D. College Review and Recommendations

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Each college shall establish a committee to evaluate candidates for promotion and tenure and assure equity across departmental or academic units. Each dean or director shall review all departmental (and, if appropriate, program leader) and college committee recommendations, and endeavor to insure that each dossier has been carefully prepared and that proper standards and uniform or equivalent policies are applied to faculty in all departments within the individual unit. This review will include all for whom a favorable departmental recommendation has been made, and those recommendations that are supported by departmental faculty promotion and tenure committees but with which the chair or head does not concur. For each recommendation for promotion and/or tenure supported by a complete departmental dossier, the dean or director will prepare a letter of evaluation that provides an assessment of the candidate based on the evaluations and evidence submitted by the department, evaluations made by personnel committees of his or her unit, and supplemented by the dean's own evaluation. The dean's or director's letter, together with additional evaluations and evidence are attached to the complete departmental dossier, and submitted to the Office of Academic Affairs.

E. Review by the University Administrative Promotion and Tenure

Committee

Each dossier will be reviewed for completeness by the Associate Vice President for Academic Affairs. Where additional information is needed, the candidate's dean, director, or vice president will be contacted.

Completed dossiers will then be reviewed by members of the University Administrative Promotion and Tenure Committee consisting of the Vice President for Research, Graduate Studies; and International Programs; the ~~Associate Vice~~ President for Academic Affairs and Provost, and the Dean of the Graduate School. The Committee will be chaired by the Vice President for Academic Affairs and Provost. In addition, the Vice President for Academic Affairs and Provost may consult with other faculty or administrators on selected candidates or may supplement the ~~University Promotion and Tenure~~ Committee in a given year to broaden input to promotion and tenure decisions. Dossiers will be available to members of the Faculty Senate Promotion and Tenure Committee, who will be invited to all University Administrative Promotion and Tenure Committee meetings as observers. Deans will be invited for discussion with the University Committee in all cases where the assessment of the University Promotion and Tenure Committee differs from that of the dean's.

F. Decisions and Appeals

The Vice President for Academic Affairs and Provost makes the final decision on all promotion and tenure cases.

Candidates are informed of the decision in writing. In the case of a negative decision, the basis for the denial shall be stated, along with information on rights of appeal.

Faculty not approved for promotion or tenure by the Vice President for Academic Affairs and Provost may appeal to the President within two weeks of receipt of the letter from the Vice President for Academic Affairs and Provost. Such appeals normally should be made only when there is evidence of extenuating circumstances or procedural irregularities that were not considered by the Vice President for Academic Affairs and Provost.

G. Return of Dossiers

After the institutional review is completed, the complete dossier will be retained temporarily in the Office of Academic Affairs. Dossiers are later returned to the appropriate dean or director, typically at the start of the next academic year, where they should be retained for future reference.

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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, ongoing, dedicated, and unselfish concern for and service to Faculty of this institution, primarily through its Committees.

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 through its Committees) should be submitted to the Executive Committee, c/o the Faculty Senate Office, by January 25, 1988. 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. Nominations not resulting in an award shall automatically be reviewed for two years beyond the year in which the nomination is submitted. Nominators shall have the opportunity to update the materials prior to reconsideration. 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 University 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 documentation supporting the nomination. All nominations must be received in the Senate Office by January 25, 1988.

Office of the
Faculty Senate



Corvallis, Oregon 97331 (503) 754 4344

November 1987

SCHEDULE OF NOMINATIONS/ELECTIONS
OF
FACULTY SENATE PRESIDENT-ELECT, AND
ONE IFS REPRESENTATIVE

October 21:	Report of the Nominations Committee
November 12:	List of Nominees and their Vita to be published in the staff newsletter, <u>OSU This Week</u> .
November 9-11:	Ballots to be prepared for distribution to Faculty on campus, eligible for voting.
November 11:	Ballots will be sent by Campus Mail during the late afternoon to all Faculty eligible to vote in the Faculty Senate Election.
November 12-19:	ELECTION . . . VOTING . . . WEEK
November 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 Tuesday.
November 24:	Counting of votes to be conducted by the Ballot Counting Committee, and overseen by the Executive Committee
December 3:	Results of the Election will be announced to the Senate in the "Reports to the Faculty Senate" for December 3 (which should be received a week prior to the meeting).
December 3:	Results of election to be announced to the University Community through staff newsletter, <u>OSU This Week</u> .

ELECTION OF EXECUTIVE COMMITTEE

October 21:	Nominations Committee Report received by Executive Committee.
December 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.

Office of the
Faculty Senate



Corvallis, Oregon 97331

(503) 754 4344

October 26, 1987

M E M O R A N D U M

TO: Deans, Directors, and Faculty Senators

FROM: Executive Committee of the Faculty Senate
Sally Malueg, 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.

OREGON STATE UNIVERSITY

Corvallis, Oregon 97331

Faculty Senate Office

(754-4344)

Social Science 107

11/20/87

FACULTY SENATE

Thursday, December 3, 1987; 3:00 p.m. - 5:00 p.m.
LaSells Stewart Center

AGENDA

The agenda for the December 3 Senate meeting will include the reports and other items of business listed below. To be approved are the minutes of the November 5 Senate meeting, as published and distributed as the Appendix to the staff newsletter, OSU This Week.

A. SPECIAL REPORTS

1. President-Elect and IFS Senator Election Results
2. Calendar Conversion Council - Jack Davis, Chair
3. Curriculum Review Commission
4. Interinstitutional Faculty Senate

B. SPECIAL REPORT BY JO ANNE TROW, VICE PRESIDENT FOR STUDENT AFFAIRS

C. ACTION ITEMS

1. Election of New Executive Committee Members (p. 3)

Faculty Senators will vote for three new Executive Committee members at this meeting. A Ballot will be distributed to Senators or their proxies only. Vita of candidates is attached. 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 OSU This Week and the Faculty Senate Agenda for the January 14 Senate meeting.

2. Reconsideration of Semester System Degree Requirements (p. 4)
-Bruce Shepard

Because of an error in interpretation at the November 5 Senate meeting, the amended recommendations regarding semester system degree requirements changed the B.A. degree requirements considerably. Attached is an explanatory memo from Bruce Shepard. Reconsideration is necessary determine whether the change should stand.

3. Curricular Documents (enclosed and pp. 5-6)

Four Category I documents are to be considered at the December 3 meeting. Category I documents require Senate approval. Bruce Shepard, Council Chairman; Margy Woodburn, Chair of the Budgets and Fiscal Planning Committee; and Mel George, Director of Libraries, will be present,

along with representatives for each proposal, to provide information and answer questions.

Addenda to the original proposals are available in the Office of Academic Affairs. These addenda include letters of support, faculty vita, and Library assessments.

4. Promotion and Tenure Committee

-Dale McFarlane, Chair

The Committee has been reconsidering the draft of the Promotion and Tenure Guidelines that was referred back to the Committee by the Faculty Senate at its November meeting. Dale McFarlane will report on the status of the reconsideration and present any recommendations that the Committee might have ready by the time of the Senate meeting.

D. INFORMATION ITEMS

1. Salary Adjustment for July, 1988 (pp. 8-9)

Attached is a memo from D.S. Fullerton to Larry Pierce concerning Salary Adjustment for July 1, 1988.

2. Student Assessment Forms

Copies of the new Student Assessment of Teaching forms are included for your information.

3. New Senator Orientation

An orientation session for newly-elected Senators will be held in early January. Other Senators are also welcome to attend the orientation session. Information on the session will be sent to newly-elected Senators as soon as names are received in the Senate Office from each constituency group.

4. Revised Apportionment (pp. 10-11)

Attached are a revised Apportionment Table for 1988 and a memo from D.S. Fullerton explaining the change in Unassociated Faculty's apportionment.

E. REPORTS FROM THE EXECUTIVE OFFICE

1. John Byrne, President, Oregon State University

President Byrne's report will include discussion of intercollegiate athletics and the poor showing of Higher Education at the 1987 legislative session.

2. Graham Spanier, Vice President of Academic Affairs and Provost

F. REPORTS FROM THE FACULTY SENATE PRESIDENT

G. NEW BUSINESS

Office of the
Faculty Senate



Corvallis, Oregon 97331 (503) 754 4344

December 3, 1987

BIOGRAPHICAL SKETCHES OF CANDIDATES FOR EXECUTIVE COMMITTEE OF THE FACULTY SENATE

SALLY K. FRANCIS (at OSU since 1982); Associate Professor and Head of Dept. of Apparel, Interiors, and Merchandising. Faculty Senate, 1987-present; Academic Requirements Committee, 83-85; Ad Hoc Committee on Foreign Graduate Student Admissions, 85; Academic Regulations Committee, 86-Present, Chair 87-Present; Calendar Conversion Council, 87-Present. College Activities - Administrative Committee, 82-Present; Assistant Dean for Calendar Conversion, 87-Present; Graduate Committee, 83-86; Core Curriculum Committee, 85-87; Curriculum Committee, 87-Present.

ANDREW G. HASHIMOTO (at OSU since 1986), Professor and Head, Agricultural Engineering Department. Faculty Senate 1987-Present. Search Committee for Associate Dean and Director of Agricultural Experiment Station, College of Agricultural Sciences; OSU Warm Springs Committee (ad hoc committee established by President Byrne to respond to a request by the Confederate Tribes of the Warm Springs Reservation for assistance in social and economic development).

TERRY MILLER (at OSU since 1970), Associate Professor, Agricultural Chemistry. Faculty Status Committee, 1976-79; Ad Hoc Committee to review OSBHE administrative rules Revisions proposed by the Inter-Institutional Faculty Senate, 1977; Faculty Senate, 1978-79, 1979-82, 1982-83, 1984-85, 1985-present; Graduate Admissions Committee, 1979-82; Faculty Status Committee, 1984-87, Chairman 1986-87; Research Council, 1987-present. Dean's Advisory Committee for Policy Review, 1979-83; Search Committee for Acting Dean, College of Agricultural Sciences, 1986; Search Committee for Acting Director, Agricultural Experiment Station, 1986. Ad Hoc Committee on Policy for the Use of Human Substances in Classroom Situations, 1987.

MARY L. FOWELSON (at OSU since 1978); Associate Professor of Plant Pathology. Faculty Senate, 1986-88. Executive Committee of Faculty Senate 9/87-12/87. College activities: Superintendent of Columbia Basin Agricultural Research & Extension Center, Pendleton Search Committee, Chair, 1985. Superintendent Columbia Basin Agricultural Research & Extension Center, Hermiston Search Committee, 1984. Superintendent Klamath Experiment Station Search Committee, 1986. Other: President, Sigma Xi, 1981-82.

ROBERT E. WILSON (at OSU since 1957), Professor of Mechanical Engineering. Faculty Senate 1981-84, 1985-present. University Honors Program Committee 1968-71, Chairman 1969-70. Dean of Education Search Committee, 1972-73. University Curriculum Council, 1974-76.

Academic Affairs—
Curriculum

Oregon
State
University

Corvallis, Oregon 97331

(503) 754-2111

November 17, 1987

TO: Sally Malueg, President
Oregon State University Faculty Senate

FROM: Bruce Shepard, Chair
Curriculum Council

SUBJECT: Semester System Degree Requirements

At its November meeting, the Faculty Senate, considered recommendations from the Curriculum Council regarding degree requirements under the semester system. During debate, a question arose as to whether hours used for language proficiency could also be used in meeting the hours of humanities required for a BA degree. I stated my understanding that such hours could not be included and the Senate then adopted language to make that interpretation clear. The amended language was then adopted.

I was wrong: currently, hours used to attain the language proficiency required for a BA may also be used in fulfilling the humanities hours required for a BA. So, an effort intended to clarify existing policy ended up changing degree requirements.

If the Senate intended only to clarify and not to change degree requirements, then new language must be adopted. The following language would clarify the issue and is consistent with the original recommendation of the Curriculum Council.

Under the semester system, the distribution requirement for the Bachelor of Arts degree be:

24 credits in humanities (except English composition and corrective speech) ~~including and~~ proficiency in a foreign language as certified by the Department of Foreign Languages and Literatures, equivalent to that attained at the end of the second year course in the language. *Credits earned in attaining the required foreign language proficiency may also be used in meeting the requirement of 24 credits in humanities.*

Department of
Agricultural and
Resource Economics



Corvallis, Oregon 97331-3601

(503) 754-2942

November 9, 1987

MEMORANDUM

TO: Curriculum Council

FROM: Margy Woodburn, Chair *M.W.*
Senate Budgets and Planning Committee

SUBJECT: Category I Proposals

Seven Category I proposals were discussed at the meeting held November 6, 1987. Three proposals identified no budgetary impact: (1) a new degree program in Agricultural and Resource Economics at Eastern Oregon State College, (2) a new name for the Department of Resource Recreation Management, and (3) a new instructional program leading to the Certificate in Science, Technology and Society. The committee had no reason to disagree with that finding. Much of the committee discussion related to basic philosophical views about the submission of any proposal at this time and a shared weakness in all proposals. Four issues are of greatest concern.

First, insufficient funding for the library for several years has led to a very aggressive response from the library in evaluating new proposals. This was most dramatic in the evaluation of the new economics proposal when the library evaluation concluded that holdings did not warrant the current graduate programs in agricultural economics. We do not have the background to fully evaluate this matter. Each proposal with budgetary impacts identifies library needs. None of the proposals indicate a source of funds to augment library holdings. If the condition of library collections continues to be deficient, we need to allocate additional budget dollars to library holdings or to drastically curtail some of the programs to augment the library resources supporting others.

Second, Oregon State University has been caught between new initiatives such as the new Doctor of Pharmacy program and financial support from the last state legislature. Many programs on campus have recently had their budgets reduced and administrators across campus warn us that there are no other funds available to the system. The committee is concerned that the beliefs that new programs can be funded by reallocating resources may have been formed before the current period of tight budgeting. While this does not mean that none of the money identified has been or could be set aside, it does suggest that statements in all proposals that no other programs on campus will be affected were made in quite a different budgetary climate.

Third, one college is impacted by three of the four programs having budgetary impacts. We estimate that this impact would be approximately three percent of the total college budget by the 1991-1992 academic year. These figures probably understate the total college impact. While taken alone, each program is a relatively small increment and reallocation has been discussed, the committee finds no evidence that the cumulative effects of all three programs was considered. In total, the three programs represent a substantial reallocation of funds within the college.

Fourth, the committee is quite concerned about the inevitable budget reallocations that will accompany the semester conversion. Some colleges that believe they can fund new programs by internal allocation may not have adequately judged the pressures to reallocate funds between colleges to compensate for shifts in teaching loads. Colleges will also face pressures forcing reallocation of funds within the college due to shifting teaching loads under the semester system. For example, if the expanded writing requirement goes into effect, the College of Liberal Arts will have to make internal adjustments to accommodate a shift of credit hours from communications to writing.

Administrators will not be in a position to fully judge what these shifts will be until a number of curricular issues and related matters are resolved, or at least fully aired, at the end of this academic year. Our committee strongly recommends some form of adaptive strategy be selected in curricular design. Plans should be developed in the recognition of the high level of uncertainty. Faculty should be prepared to rapidly develop new courses and cancel others, to formulate new programs and phase others out, and generally to operate in a system that is attuned to discovering new information, learning from it and changing in response to it. Any new programs added should be added in the spirit of this search for flexibility. Just as adaptive behavior by human beings is required for emotional stability, adaptive management is needed by institutions to avoid a decline in the quality of Oregon State University during the semester conversion.

PROPOSAL FOR THE INITIATION OF A NEW CONJOINT INSTRUCTIONAL PROGRAM LEADING TO A MASTER OF SCIENCE DEGREE IN HEALTH AND SAFETY ADMINISTRATION WITH CONCENTRATIONS IN HEALTH CARE ADMINISTRATION, HEALTH PROMOTION, AND SAFETY

Although the draft of this proposal that we reviewed identifies budget increases that range from \$25,796 in the first year to \$53,978 in the third year and to \$96,822 in the fourth year of the program, we understand that a revised, and more accurate budget reports lower figures. No mention was found in the written documentation about the source of funding. At our committee meeting, we learned that discussions between Health and Physical Education and the Graduate Council had led to a revised and substantially improved draft of this proposal. We understand that the revised draft has identified funding for this new program by terminating another program and redirecting other funding within the College.

PROPOSAL FOR A NEW INSTRUCTIONAL PROGRAM LEADING TO THE DOCTOR OF PHILOSOPHY AND MASTER OF ARTS AND MASTER OF SCIENCE DEGREES IN APPLIED ECONOMICS

This proposal identifies budget increases that range from \$31,465 in 1988-89 to \$43,462 in 1991-92. While the specific dollar amounts may be new to certain individuals, the proposal and its budget dimensions have been thoroughly discussed by a number of individuals over the last two to three years. This proposal appears to be the latest in a series of initiatives that were begun in response to criticisms about graduate economic education at Oregon State University. Funds have been reallocated in the College of Liberal Arts, the College of Agricultural Sciences, and the College of Forestry to address prior concerns and lay the basis for improved programs. Given the wide-spread involvement of faculty and administrators in planning this program, the budget may not be a matter of special concern. However, there appears to be a contradiction in the statement on the last page of the proposal that "Resources for this program will be provided by internal realignment of university funds and will not affect other university programs." With tight budgets,

any program must necessarily affect other programs. As economists often tell us, "There is no such thing as a free lunch." A more valid assertion, which could be challenged and analyzed, would be that a thoughtful planning process has determined that expenditure of funds on this program is worth more than alternative uses of the funds. The increases identified for the library are "only part of the total..." No indication is given of how current deficiencies are to be covered.

PROPOSAL FOR THE INITIATION OF A NEW DEGREE PROGRAM IN EAST ASIAN STUDIES

This proposal identifies budget increases that range from \$54,000 in the first year of the program to \$64,000 in the fourth year of the program. Funding for this program is to come entirely from a redirection of funds within the College of Liberal Arts. Again, without endorsing the specific numbers listed, the College administration did confirm that the departments involved have been discussing this proposal at length and are committed to redirecting the funds needed to carry out the program. The opening comments about implications of semester conversion and incomplete discussion of costs of budgeting of new programs apply to this proposal. Instead of detailing the nature of the reallocation process, the proposers (on page 14 under Budgetary Needs) answered "See Page 22" which was the budget page, "Not Applicable" three times, and "No" for the other answer. Finally, an apparent contradiction was made when the proposers argued in text that the library would need to acquire new holdings written in East Asian languages, but included no funding in the Library section of the budget.

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM LEADING TO THE MASTER OF ARTS OR THE MASTER OF SCIENCE IN SCIENTIFIC AND TECHNICAL COMMUNICATION

This proposal identifies budget increases that range from \$24,952 in the first year of the program to \$95,968.50 in the fourth year of the program. Funding for this program is to come entirely from a redirection of funds within the College of Liberal Arts. As was the case with the East Asian Studies program, the College administration did confirm that the departments involved have been discussing this proposal at length and note that the departments involved are committed to redirecting the funds needed to carry out the program. The budget analysis in this proposal is generally well written and carefully thought through. As with other proposals, the statement in response to question 14 says, "the reallocation of budget funds will not have an adverse impact on any other institutional program." If as the proposal states, "the new activities will be financed by shifting resources within the departments involved," why are any resources required?

The last question may be somewhat rhetorical. The Budgets and Fiscal Planning Committee has noticed in other years, as it observes again this year, that proposers do not appear to understand what budget information is being requested from them. More complete guidance should be developed in the future so that everyone can understand what budgetary issues are at stake.

RECEIVED NOV 4 1987

Vice President
Academic Affairs
and Provost



Corvallis, Oregon 97331-2128

(503) 754-2111

November 3, 1987

To: Larry Pierce
Vice Chancellor for Academic Affairs

From: D. S. Fullerton *DSF*
Associate Vice President for Academic Affairs

Subject: Salary Adjustment for July 1, 1988 - Can the Guidelines be Changed?

The July 1, 1987, salary adjustment was the most difficult we have ever had to implement. The combination of ignoring July 1 promotions, dealing with salary adjustments for renewals of fixed-term reappointments for fall that had not been finalized, graduate assistant step increases that sometimes already included the 2% adjustment, excluding new appointments effective July 1 that were already in the State System data base, special computer programming, and the usual human or computer error along the way...all led to an immense amount of work and paper. Salary rates having to be divisible by 9 or 12, computer programs that strip cents from salary rates, and other programs that round budgeted amounts to the nearest dollar--all combined to cause discrepancies in faculty files.

All in all, this salary adjustment was very expensive in faculty and staff time to process. Added with the ill will generated with department chairs and heads who teach, lead faculty, and conduct research--but who were excluded from rank adjustments because their salaries were over \$60,000--this adjustment was very costly.

We want to begin planning for the July 1, 1988 adjustment. If the guidelines remain the same, we will face the same challenges again--but with a longer lead time. As I understand the August 19 memorandum from Loren Stubbart, the July 1, 1988 faculty salary adjustment will include:

1. A 2% across-the-board adjustment.
2. The same rank adjustment as given this year, based on June 30, 1987 faculty ranks:

November 3, 1987
Page -2-

Rank	Universities		Colleges	
	<u>9-mo.</u>	<u>12-mo.</u>	<u>9-mo.</u>	<u>12-mo.</u>
Prof	684	840	594	720
Assoc	495	600	432	528
Assist	423	516	369	456
Instr	297	360	261	324

3. The provision that administrators with salaries over \$60,000 (9 or 12-month) as of June 30, 1987 will not receive the rank adjustment.
4. Although not included in Loren's memorandum, we were instructed to increase graduate assistant salaries by at least 2% this year; I assume the 2% will apply for July 1, 1988, too.

You and I didn't write the policy; the Emergency Board, of course, did. Nevertheless, the policy makes little sense. An administrator with a salary of \$59,999 on June 30, 1987 will get two rank adjustments (July 1, 1987 and July 1, 1988), but the administrator with \$60,001 will get none. We will also have gone through two promotion and tenure cycles, with faculty getting rank adjustments based on the ranks they held during 1986-87, not 1987-88 or 1988-89. This is terribly unfair.

At a minimum, funds should be provided to the State System institutions to cover rank adjustments for the faculty members' ranks as of July 1, 1988.

DSF/daj

c: Vice President Spanier
Sally Malueg
Allan Mathany
Kathy Meddaugh
Dave Smith

Vice President
Academic Affairs
and Provost



Corvallis, Oregon 97331-2128

(503) 754-2111

November 17, 1987

To: Sally Malueg, Faculty Senate President
From: D. S. Fullerton *DS Fullerton*
Associate Vice President for Academic Affairs
Subject: Unassociated Faculty

A review of the print-outs used in faculty apportionment for Unassociated Faculty revealed that Student Affairs faculty were listed and counted twice, once for the entire unit, and once by department. During the review, I also noted that a few Research Assistants had not been deleted prior to tabulation. As you advised, faculty currently off-campus and assigned to International Development were excluded from the apportionment calculations. On-campus faculty in International Development, of course, were included.

The Executive Committee-approved list of "No Rank" faculty were included with their departments in the academic colleges or School of Education. Those without school/college affiliation were included with Unassociated Faculty.

With these changes, new appointments, terminations and retirements, the total FTE for Unassociated Faculty is 152.1 (11 Senators), down from 175.8 (13 Senators) last year.

DSF/daj

c: Jon Root
Mimi Orzech
Robert Becker

ON CAMPUS FACULTY FTE - Rank of Instructor and Above

FOR FACULTY SENATE APPORTIONMENT FOR 1988

<u>College/School</u>	<u>1987 Total FTE</u>	<u>1988 Total FTE</u>	<u>1987 Number of Senators</u>	<u>1988 Number of Senators</u>	<u>Gain or Loss</u>
Agricultural Science	316.70	339.390	23	24	+1
Business	64.53	65.330	5	5	
Education	42.27	44.190	3	3	
Engineering	93.34	86.213	7	6	-1
Forestry	77.56	78.715	6	6	
Health & Phys. Ed.	45.51	42.135	3	3	
Home Economics	45.59	46.530	3	3	
Liberal Arts	207.30	204.780	15	15	
Oceanography	66.49	64.230	5	5	
Pharmacy	25.05	26.510	2	2	
Science	238.36	244.133	17	17	
Vet. Medicine	38.39	36.130	3	3	
Library	32.50	33.810	2	2	
ROTC	30.00	32.00	2	2	
Unassociated Fac.	<u>175.79</u>	<u>152.010</u>	<u>13</u>	<u>11</u>	<u>-2</u>
	1499.38	1467.306	109	107	-2

Moved: That the following document be considered by the Promotion and Tenure Committee for inclusion in whole, in part, or in essence, in its final report to the Senate.

The following should be inserted as Section II C, "Voluntary Waiver of Access to Solicited Evaluative Letters," of the 9/17/87 draft of the Oregon State University Promotion and Tenure Guidelines [underlined sections indicate additions to the original draft; deletions are bracketed and crossed out]:

* * * * *

Chapter 317 Oregon Laws 1975 (ORS 351.065) and the OSU Faculty Records Policy provide that a faculty member shall not be denied full access to his or her personnel file or records kept by the State Board of Higher Education or its institutions, schools, or departments.

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

Faculty members, therefore, have a right to view any reviewer's evaluations submitted in connection with the faculty member's proposed promotion and tenure.

However, as is common at other major universities, some faculty prefer to waive the right to review evaluative materials from on-campus and off-campus reviewers. The faculty member may execute a waiver, if he or she chooses to do so. A copy of the waiver is contained in the current dossier instructions. However, the waiver is not required and all faculty are entitled to and will receive full and fair review of dossier materials submitted in support of promotion and tenure, whether submitted confidentially or not. The faculty member will retain the right of access to written evaluations in the dossier prepared by department and college promotion and tenure committees, departmental administrators, the dean, and the Vice President for Academic Affairs and Provost. The confidentiality and identity of other reviewers referred to in these evaluations will be maintained by the use of identifying letters (reviewer A, reviewer B, etc.).

Letters should generally be from leaders in the candidate's field, tenured professors or individuals of equivalent stature outside of academe who are widely recognized in the field. Only in rare cases should letters be solicited from co-authors, co-principal investigators, former professors, or former students. A minimum of 5 and a maximum of 7 letters should be solicited from a mutually agreeable pool of 10-14 names selected by the department chair, county staff chair (for extension), director, head, or dean, in concert with the candidate. In the event that the candidate and the responsible administrator cannot arrive at a mutually agreeable pool of names, the candidate may exercise

up to 4 vetoes, provided that the pool of names does not drop below 10. All letters must be requested by the department chair, head, dean, or the unit's promotion and tenure committee chair, not the candidate.

If, for whatever reasons, it seems appropriate to solicit letters from campus friends, colleagues and co-workers, a similar procedure should be utilized, though a smaller pool may be employed and proportionately fewer letters actually solicited by the responsible administrator.

Every dossier in which confidentiality of letters has been waived should have two parts--a confidential part and an open part. The open part should contain documentation of the record of teaching, scholarship, and service, including the vita, teaching and program evaluations, the department and college promotion and tenure committees' letters, letters from supervisors, and other relevant material. Ensuring the completeness of the confidential file is the responsibility of the departmental chair or head and dean, director, or vice president, and it is their responsibility to insure its completeness.

Prior to the dossier receiving its first formal review, the candidate should sign and date a certification that the open part of the dossier is complete. Also prior to the first formal review, if there are any negative comments in the solicited letters, the responsible administrator should so inform the candidate and provide the candidate with a written summary of these comments containing as much of their substance and context as possible while still maintaining the confidentiality of the file. The candidate should be given the opportunity to respond to these negative comments in writing. Furthermore, should the candidate and responsible administrator disagree on the inclusion of some materials in the open part of the dossier, or should the candidate believe, even after the exercise of veto, that the pool of names used for soliciting letters is in some way unrepresentative or unfair, the candidate ~~[may indicate]~~ should detail his or her objections ~~[to the exclusion of such materials]~~ in ~~[this]~~ a written statement.

draft

The PROCESS:

for Implementing the Baccalaureate Core

Note: The Curriculum Review Commission is developing a General Education Program for Oregon State University that includes three (3) separate components:

1. the Baccalaureate Core,
2. the rationale and criteria that support the core, and
3. the 'process' by which specific courses will be solicited and evaluated

A. Baccalaureate Core Committee (BCC) to be created

- a committee of the **Faculty Senate**
- membership: 2 representatives from the CLA
2 representatives from the Col. of Science
(9) 2 student representatives
3 members from the faculty-at-large
- selection: nominations from CLA, COS, and ASOSU to Faculty Senate Executive Committee (FSEC); at-large members cannot be from CLA or Science, should be from 3 different colleges, and should be selected by the FSEC from volunteer list in a manner similar to the selection of other Faculty Senate Committees
- chair: selected by the FSEC
- term of service: 3 years, staggered; continuity important

B. Course Solicitation

- the BCC will solicit courses, which include detailed descriptions and outlines, from all colleges/departments
- all existing, modified and new courses proposed by individual faculty, groups of faculty, or departments for inclusion in general education would first be approved by an appropriate faculty curriculum committee within the college of origin for submission
- all submissions that deal with science, from outside of the College of Science, would be routed through the College of Science curriculum committee for review and comment before submission to the BCC

- all submissions that deal with writing skills or the 'perspectives' categories, from outside the CLA, would be routed through the CLA curriculum committee for review and comment before submission to the BCC
- all submissions that deal with 'synthesis' categories would go directly from the originating colleges to the BCC

C. BCC Reviews

- the BCC would review all submissions to determine whether they complied with the criteria adopted by the Faculty Senate; those courses meeting these criteria would be approved for inclusion as general education courses
- the BCC would periodically review courses accepted for general education to insure that ^{they} continued to meet the criteria

D. Changes in Core or Criteria or Process

- any changes in the Baccalaureate Core or the supporting criteria or the process would require the majority vote of the Faculty Senate

12/01/87
CRC

Oregon State University

COLLEGE OF BUSINESS

MEMORANDUM

November 24, 1987

To: Sally Malueg, Faculty Senate President

From: Dale D. McFarlane, Chair, Promotion & Tenure Committee
Robert R. Becker
Victor Brookes
Robert L. Krahmer
Frederick W. Obermiller
Dale D. Simmons

Subject: Promotion and Tenure Guidelines Recommendations

As a result of actions taken by the Faculty Senate on November 5, 1987, the Faculty Senate Promotion and Tenure Committee has reviewed their recommendations for changes in the Promotion and Tenure Guidelines document. Our preliminary recommendations for further discussion are presented in this memorandum and the accompanying position paper.

While not obligated to follow any specific motions that were passed on November 5, we believe the amendment which restored the Associate Vice President's position on the Administrative Promotion and Tenure Committee had sufficient support to warrant revision of our recommendations to include that amendment.

The vote on the waiver of right of access to the Promotion and Tenure Dossier was extremely close; and therefore that vote did not provide a clear direction for our Committee. As a consequence, the members of the Committee met on several occasions to review and evaluate the comments that were offered both for and against the amendment to restore the waiver provision. The review concentrated on several different aspects of the waiver provision. First, the members of the Committee examined possible additional measures which could be taken to protect the faculty from having erroneous or misleading information in the confidential file. Second, the Committee examined provisions designed to assure equitable evaluation of all faculty, independent of their signing of the waiver. Next, the Committee members re-examined the voluntary nature of the waiver. Last, the legal and political ramifications of the waiver were reviewed.

Summary statements regarding these discussions are provided below. As a result of this re-examination of the issues, the members of the Committee became even more firmly convinced that retaining the waiver provision would not be in the best interests of the University.

The reasons for our preliminary recommendations against retention of the waiver provision are elaborated in the attached Faculty Senate Promotion

and Tenure Committee position statement. It is the Committee's understanding that our, or alternative, promotion and tenure guideline recommendations, if passed by the Faculty Senate, would not take effect prior to the 1988-89 academic year.

POSITION STATEMENT

Concerns Addressed By the Faculty Senate P&T Committee Relative to Retention of Waiver Provisions

Can a requirement to have the department chair/head summarize the content of all evaluative letters (confidential or otherwise) protect the faculty from the possible inclusion of critical and possibly erroneous material in the P&T Dossier?

At the request of the Vice President for Academic Affairs, the provision to require summary evaluations of the confidential letters was considered for inclusion in the latest revision of the P&T Guidelines document (see flag). However, the members of the P&T Committee do not believe the provision provides the necessary protection for faculty. Knowing the conditions under which a critical comment is made and by whom, often represents the foundation of formulating a rebuttal. Having a summary of the content of a letters containing critical and possibly erroneous information, without knowledge of the context in which the erroneous statements were made puts the faculty member at a great disadvantage in attempting to correct a critical and possibly erroneous statement. The situation is made worse when one considers the opinions expressed by some reviewers of the documents who have stated that they believe the confidential letters are more objective than open letters. This implies that information contained in a confidential letter has greater face value than a similar statement made in a non-confidential letter, and that the errors in fact or judgement may be perpetuated in the summary review.

Can we devise means for assuring equitable treatment for faculty who do not sign a waiver?

A number of faculty members have voiced concern about signing the waiver as a result of intimidation, not free choice. Faculty members who choose not to sign the waiver must be protected from reprisal if the waiver is to be "voluntary". Furthermore, faculty members should have the assurance that materials in the open files are given equal consideration to materials in the closed files in the review and evaluation of the faculty members dossier. During the 1986-87 promotion evaluation process, faculty members who signed the waiver (versus those who did not) were clearly identified. Faculty Senate representatives observed that signing, or not signing, the waiver often was noted and apparently considered by the Administrative Promotion and Tenure Committee in their review of candidates dossiers. At the Faculty Forum and the Senate meeting several schemes for protecting the identities of those not signing the waiver were suggested. We have examined the viability of those suggestions and have not found a satisfactory solution. Because the faculty member has the right of access to the non-confidential portion of the files until the time they are transmitted to the Office of the Academic Vice President, those who have signed the waiver are easily identified by the two-file organization of the dossier. We might be able to overcome this problem, but only with significant administrative effort and expense. The problem is further complicated by the fact that those who write the confidential evaluations often indicate in their evaluations the confidential status of their response.

Is it in the best interest of Oregon State University to condone a practice which violates the intent of the legislature?

The arguments we have heard concerning the need to have confidential information to do an effective job of evaluating the performance of a faculty member are not new arguments. These same statements were presented to the legislature by notable scholars and members of the Chancellor's Office prior to the passage of the act prohibiting the solicitation and holding of confidential files. The legislators were fully aware of the problems associated with non-confidential evaluations when they passed the act. Subsequently, two different attorneys general (Lee Johnson and James Redden) have provided additional clarification of the ruling supporting the broad and all inclusive language of the Act. Even if the practice of holding confidential files were to be found to be a legal practice, the members of the Committee believe it would not be in the best interest of the University to violate the intent of the legislature. While we are governed by a State Board and State System of Higher Education, we are responsible to the Oregon Legislature Assembly.. Recently the legislature has shown a distinct distaste for some of the current practices of the Chancellor's Office and the associated universities (eg. administrative salary raises) and has acted accordingly. Now is the time to show the legislature that we respect their desires and authority, not the time to indicate that we will find ways to circumvent their actions.

The arguments that confidential evaluations are common practice or that the practice of confidential evaluations are similar to the process one must encounter in obtaining research grants or having papers published in referred journals are not compelling.

This is a specious argument. The policies of editors and agency directors, although confidential, are constructive. Criticisms are made of a specific piece of work and the reviewer need have no personal knowledge of the individual. If personal knowledge exists, it is easily concealed. Authors of rejected papers and grant applications have the right to resubmit an improved version, and quite often a major purpose of the review is to help the author improve the submission. This clearly is not the situation when one is asked to evaluate the work of a specific individual for purposes of promotion and tenure decisions.

Can the University guarantee confidentiality?

The legal advisor to the University has indicated that confidential letters may not be protected in the event of litigation. Universities in states where the holding of confidential letters is not prohibited, apparently are concerned about the legal liabilities associated with having custodial responsibility for such material. For example, the University of California's request for confidential evaluations now includes a disclaimer indicating the University cannot guarantee the confidentiality of the response. This may have an influence on the construction of the evaluation; and the whole purpose of confidentiality and the waiver therefore may be negated.

RECEIVED NOV 12 1987

Vice President
Academic Affairs
and Provost



Corvallis, Oregon 97331-2128

(503) 754-2111

November 10, 1987

To: Sally Malueg, Faculty Senate President
Academic Deans
O. E. Smith, Director, OSU Extension

From: D. S. Fullerton *D. S. Fullerton*
Associate Vice President for Academic Affairs

Subject: Teaching Evaluations

The new teaching evaluations approved by the Faculty Senate are in two parts: 1) an optically scanned form to be read and tabulated by Computing Services after the instructor has submitted final grades for the course; and 2) a form on which students may add comments about the course and instructor. The latter form is to be given directly to the instructor without review by the department chair or head, or dean.

Each unit will be responsible for purchase of the optical scan forms and "header" sheets (1 per class or section) from Computing Services (Milne Room 204). They will be sold at cost. Additional copies of the student comment form will also be available there to be used as quick copy originals.

Academic Affairs will pay for scanning of the forms, preparation of summaries of Section I data, and tabulation of Section II data. For questions about scanning and processing, contact Terry Kelley (x4609).

Computing Services (Dave Fuhrer x4183) will, upon request, provide raw data in machine readable form (floppy, magnetic tape, etc.) to permit further analyses. Requests should be made at the time scanning services are completed. However, such special services must be paid by the units requesting them.

We encourage all faculty members to conduct teaching evaluations in all courses each term.

DSF/daj

c: Vice Presidents
Joe Snyder
Terry Kelley
Dave Fuhrer

Please circulate to faculty in your department.

REPORT TO THE FACULTY

Vice President for Academic Affairs and Provost

December 3, 1987

Proposal for New Language Requirement

The Academic Council of the Oregon State System of Higher Education has recommended a one year delay in the implementation of the new foreign language requirement. The proposal was to go into effect in the fall of 1989, but will now be delayed to the fall of 1990. There will be an initial requirement that all students have one year of university-level language proficiency before graduation followed in 1992 by a two-year proficiency requirement for all baccalaureate degrees. The one-year delay will allow the OSSHE to request special funding in the 1989 legislative session to implement the plan. Should new funds not be available, it is doubtful that the requirement could be implemented, since the incremental costs for such a program are significant. Planning for the new requirement continues. Sally Malueg, Chair of the Department of Foreign Languages and Literatures, and Robert Frank, as Acting Dean of the College of Liberal Arts, represented OSU on the statewide planning committee.

Capital Construction Request

Oregon State University this week submitted about 20 projects for initial consideration for Capital Construction Funding during the coming legislative session. The recommendations will be considered by the Chancellor's office and the State Board of Higher Education before being submitted to the Governor. The requests were developed in relation to priorities and guidelines established earlier by the Board.

Among OSU's highest priority requests are:

- * Health and safety-related laboratory modernization and renovation, particularly replacement of fume hoods for scientific laboratories
- * Kerr Library expansion and modernization
- * Agricultural Sciences II-related modernization for Cordley and Weniger Halls
- * Weatherford Hall modernization
- * University classroom modernization program, Phase I

Allocations for New Equipment

I am pleased to announce that we have just allocated \$600,000 for equipment purchases throughout the campus. These funds will provide a significant boost to our instructional and research base, but there can be no doubt that additional equipment is urgently needed.

Purchases to help the entire campus include a new video distribution switcher for CMC, and the first phase of an electronic mail system for the

campus. The CC Mail system (manufactured by PCC/Systems, Inc.) has been selected by the Computer Steering Committee after extensive review of commercially available products and their use on other campuses. Distribution switchers are the electronic heart of any university's video capabilities, including for video production, instructional television, satellite down linking, and microwave broadcast.

Oregon State University Extension Annual Conference: FAMILIES-- Extension's Common Denominator

Oregon State University county and campus Extension faculty have been meeting this week for Extension's Annual Conference. Included are all of the 264 county faculty. These faculty make invaluable contributions to Oregon State University's Land Grant and Sea Grant missions, and we are delighted to have them all here. The Conference Planning Committee, chaired by George Bengtson (Forestry) scheduled an exceptional program. The program has focused on topics related to Oregon's families and Oregon's future, faculty development, economic and environmental improvement throughout Oregon, and effective communication.

Special L. L. Stewart Award Cycle

We are very pleased to announce a special competition for faculty development funds through the L. L. Stewart endowment. The fund will be used to assist OSU faculty in responding to changes resulting from our comprehensive re-examination of curriculum and general education requirements for graduation, the new Baccalaureate Core. This effort may require development of new components for existing courses, creation of entirely new courses, and innovative approaches to instruction. In an effort to help faculty make needed changes, Academic Affairs welcomes applications from faculty, individually or in teams, which focus on this activity. The maximum award will be \$2500.

Applications and specific guidelines will be available in Winter Term and awards will be announced in time for use beginning Summer 1988.

1987-88 Examinations Committee

This year's Examination Committee has been appointed with two primary charges: 1) to review all of the University's examinations policies, including the way examinations are scheduled and the process by which students obtain waivers from assigned examination times; and 2) to make recommendations about final examination policy for the new semester system--length of the examinations themselves and the number of days over which they will be scheduled.

Members include:

Lisa Ede, Communications Skills Center, Chair
Francie Faulkenberry, Student Affairs
Ted Vinson, Civil Engineering
Robert Larson, Pharmacy
Mary LaRiviere, Junior in Business
Ralph H. Reiley, Registrar's Office, Ex-Officio

Student Retention and Freshman Orientation (Ed199F)

The retention impact of the Ed199F (Freshman Orientation, 1 credit) class supervised by staff in New Student Programs and taught by upper class students is proving significant. Students who take this orientation class tend to remain in school longer and graduate at a higher rate than students who do not. This fall, there were almost 800 students enrolled.

Kudos

Oregon State University faculty each month present a remarkable array of cultural, theatrical, and musical events, as well as lectures, convocations and symposia. I want to mention just a few of the upcoming events that show that the contributions and talents of our faculty are truly exceptional.

If you haven't seen any of the Oregon State University Constitution Bicentennial Project lectures, you may wish to attend this evening's symposium (7:30 p.m., LSC). It features John M. Murrin, Professor of History at Princeton and James N. Hutson, Head of Manuscripts, Library of Congress.

Don Reed gave the fall term Sigma Xi lecture last week on "Living in a Sea of Oxygen: How Cells Prevent Oxidative Stress."

"The Crucible" continues on stage at Mitchell Playhouse this evening, Friday, and Saturday. This OSU production of the well-known Arthur Miller play is directed by Lloyd Crisp, Chair of Speech Communication, with stage design by Caren Prentice (Speech) and costumes by Marie Chesley (Speech).

The OSU Art Faculty exhibit continues through December 18 in the Fairbanks Gallery.

The Oregon Dance company, directed by Carol Soleau (Physical Education), presented an outstanding performance in late November. The company will perform again in April.

The Music Department faculty continues to enrich the campus and community. The OSU-Corvallis Symphony Orchestra, directed by Marlan Carlson, presented two concerts in late November, and the OSU Piano Trio (Rachelle McCabe, Marlan Carlson, and Tom Megee) performed earlier today at the Music a la Carte series. The Chamber Singers and the University Singers (both directed by Lisa Mammoser) are performing tomorrow and Saturday nights in dinner theater presentations in the OSU Forum (tickets are sold out). Finally, there will be a faculty chamber music recital on December 9 at LSC, and a Christmas concert with the OSU-Corvallis Symphony Orchestra and the University Choir on December 12 at the First Methodist Church.

The campus is grateful to these faculty for their contributions to the intellectual and cultural life of the University.

BEST WISHES FOR A HAPPY HOLIDAY SEASON

DIVISION OF STUDENT AFFAIRS

December 3, 1987

REPORT TO FACULTY SENATE

I am pleased to have the opportunity to report to you about programs currently underway in the Division of Student Affairs. The division includes the departments of Admissions, New Student Programs, Financial Aid, Student Housing and Residence Programs, Counseling Center, Student Health Center, the Memorial Union (Educational Activities, Union operations and food service, Recreational Sports), Student Services (student discipline, living groups, programs for disabled students, commuters, older-than-average, off-campus students), and Career Planning and Placement.

A number of programs may be of particular interest to you. Education 199F, the freshman orientation course, is proving valuable as a retention tool. This course was first offered to 200 students in the fall of 1983. In tracking these students, we found that by the end of fall term 1987, 43% of these students will have graduated. Last June, 36% of those students had graduated. A number of others are still in school so we expect an even higher graduation percentage. These percentages are significantly higher than the average graduation rate for that period. Similar retention figures are demonstrated for the succeeding classes (see attached data). We plan to continue with and to expand these programs.

Another change is the merger of the food services in the residence halls and the Memorial Union. By merging the operational aspects of these services (purchasing and warehousing as well as many elements of production), we will be able to effect economies that should allow us to keep our costs reasonable. As you are probably aware, the recent contract settlement, which included across-the-board as well as pay equity increases, has had a significant impact upon the costs in our food service operations. The employees are loyal and well trained, and we continue to offer a high quality food service both in the student union and in the residence halls.

This year our residence halls offer a wide range of living experiences -- halls and cooperatives for women, for men, co-educational halls and cooperatives, halls for upper classmen, for students over 21, "quiet" halls, as well as fraternities, sororities, and family housing. We are developing more programs to involve faculty in the activities of the residence halls. You can look forward to opportunities to visit residence halls and to talk with students over lunch or dinner and to spend time with these students discussing topics of interest to you as well as to them.

You are all aware that a group of 36 minority students were selected for special tuition and fee awards this year. We have placed each of those students with a faculty mentor in addition to their contacts with an academic advisor whose responsibility it is to have contact several times a term with these minority students, to become acquainted with them, and to assist them in their adjustment to the campus. We find this is a fine group of young men and women who are interested in and excited about their experiences at Oregon State University.

At the beginning of winter term we will be forming an AIDS task force. This all-campus task force is designed to include representatives from many areas -- health education, research, safety and prevention, psychological and ethical issues. We believe our greatest responsibility at this point is to educate people about AIDS and to help people understand the impact that it is having and will continue to have on our lives.

The Faculty Senate Executive Committee is evaluating our request to provide representation to a regular on-going committee which is an outgrowth of the DART program -- Drug and Alcohol Resource Team. Faculty, students, and staff who are interested in and concerned about issues of drug and alcohol abuse by members of the university community and in working to alleviate those problems will be represented.

The area of financial aid has created a number of concerns for us this year. Federal regulation changes at the last minute created overwhelming processing problems. We have been able to resolve these and will be ready for the new financial aid year which begins shortly. Staff will be holding workshops to inform students about new regulations and procedures necessary to follow in completing applications for the 1988-89 academic year. It is too early at this time to predict what further changes might occur with financial aid, but we hope any changes will not be significant.

Those of you who use the Dixon Recreation Center and its facilities will be interested to know that the weight rooms at Dixon are being expanded and enhanced; the work should be completed sometime during winter term. Dr. Coate informs me that the work on the Langton swimming pool has begun, but it is proving to be exceedingly difficult because of the large amount of custom work necessary to replicate the beams needed to replace the ones that were rotting. We have requested priority consideration on the auxiliary building request list to build the new Dixon aquatic center which would come from student building fees. We hope that will be approved.

The Office of Student Services continues to work closely with the programs for disabled students, as many more of these students are coming to campus each year. There are 111 in the program this year. If you have questions as you work with these students, we hope you will call that office for assistance and direction as there are many special kinds of programs available for disabled students.

A cooperative education continues to be popular and we would solicit your support of this program. Dr. Shirley Dudzik has assumed responsibility for this program in the Career Planning and Placement Center and may have already contacted you or your department heads. Students have found that cooperative education experience not only gives them experience in their field of interest but enhances their opportunity for employment after the completion of their degree. This fall all 13 colleges have at least one cooperative education program. There are at least 70 programs in 60+ departments and additional placement sites are being added every day.

lmb

Attachments

Retention
ED 199 F Students

YEAR ENTERED AND # IN CLASS	RETENTION STATISTICS BY YEAR PER CENTAGE STILL ENROLLED					
1983 200 FR	1984 94% SOPH	1985 87% JUN	1986 75% SR	1987 42% RET 33% GRAD 25% Drop	1988 * *	1989
1984 200 FR		92% SOPH	83% JUN	69% SR		
1985 784 FR			91% SOPH	82% JR		
1986 372 FR				93% SOPH		
1987 789						

* WE HAVE IDENTIFIED 12 PEOPLE WHO WILL GRADUATE
AT THE END OF FALL 87. THIS WILL INCREASE THE
GRAD RATE TO 43%

DEMOGRAPHIC/RESIDENCY INFORMATION - FALL TERM 1987
(As of November 1, 1987)

College Inn	419
Residence Halls	2,858
Cooperatives	349
Fraternities	1,326
Sororities	<u>654</u>
TOTAL - - - - -	5,606
Off-Campus	9,593

TOTAL ENROLLMENT	<u>15,199</u>
------------------	---------------

Total Undergrads	12,511
Total Grads	2,688
Undergrad Men	7,169
Undergrad Women	5,342
Grad Men	1,730
Grad Women	958
Total Men	8,899
Total Women	6,300

Residence Halls	_____	2,858
-----------------	-------	-------

Men	-	1,480
Women	-	1,378

Cooperatives	_____	349
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University-Owned	-	266
Men	-	102
Women	-	164
Privately-Owned	-	83
Men	-	83

College Inn	_____	419
-------------	-------	-----

Men	-	278
Women	-	141

Greeks	_____	1,980
--------	-------	-------

Men	-	1,326
Women	-	654

Vice President
Academic Affairs
and Provost



Corvallis, Oregon 97331-2128

(503) 754-2111

November 10, 1987

To: Sally Malueg, Faculty Senate President

From: D. S. Fullerton
Associate Vice President for Academic Affairs

Subject: Revision for Promotion and Tenure Guidelines Draft

The discussion of the Promotion and Tenure Guidelines draft at the November Senate meeting was thoughtful and, in balance, very constructive. In a separate memorandum, I will address the responsibilities of Associate Vice President, for it was clear that those roles may not be well understood.

The Senate Promotion and Tenure Committee will be discussing revision of the draft to reflect the kinds of compromise language suggested by several members. One suggestion was that the faculty should be provided a summary of comments made by individuals from whom letters of evaluation have been solicited. I think this is a very good idea, both for candidates who have signed waivers and those who have not. Most faculty are simply uncomfortable in reading solicited letters. A number of other good ideas were presented, but I wanted to follow up on this one in particular.

As noted on a copy of the Tom McClintock-edited draft:

1 - page 4, (add back the top paragraph). Discussion: waivers were used last year and some have already been signed this year. Whether the "waiver provision" stays in the P & T Guidelines or not, the letters solicited when a waiver was signed will stay confidential.

2 - page 20. Add: It will be the responsibility of the department chair, head, or unit promotion and tenure committee chair to include in their own letter of evaluation a summary of the positive and negative assessments contained in evaluative letters solicited during a promotion and tenure review, whether or not the candidate has signed a waiver of non-confidentiality. Identities of the reviewers will not be revealed in the summary, but where necessary for clarity of the discussion, they may be identified by a coded reference number or letter. The faculty candidate's written response, if any, will be placed in the dossier.

DSF/daj

**GENERAL INSTRUCTIONS FOR ADMINISTERING THE
STUDENT ASSESSMENT OF TEACHING FORM**

The following procedures should be followed in administering the Student Assessment of Teaching forms:

1. The evaluation process should be done during the TWO WEEK PERIOD PRIOR TO THE LAST WEEK OF CLASSES.
2. Please allow 10 minutes at the BEGINNING of a class period for the students to complete the evaluation forms.
3. The following instructions should be read to the students at the time the evaluation forms are passed out:

"Our Department/College would appreciate your assistance in improving our courses and teaching. The information that you provide will be anonymous. All of your comments will be made available to your instructor AFTER final course grades have been processed. Please use a NUMBER 2 PENCIL and select only the one most appropriate response per item. Your written comments should be in the form of constructive criticisms. Positive aspects of the course and instructor should also be identified."
4. After completions of the evaluation, a staff member or a class representative should collect the completed forms, place them in an envelope, seal the envelope and take the package to the departmental office. A designated staff member of the department will then take the forms to the computer center for tabulation. After the course grades have been submitted to the Registrar, the tabulated results of the computer-read sheets will be given to the instructor and to the appropriate administrator. The completed forms with the written comments will be returned to the instructor. ONLY THE INSTRUCTOR WILL SEE THE WRITTEN COMMENTS.

OSU Faculty Senate
1987

OREGON STATE UNIVERSITY
STUDENT ASSESSMENT OF TEACHING

Instructor	Department	Term, Year
Course	Section	

Section III: Written Comments (Items 20 and 21).

The written comments in Section III will ONLY be seen by the Instructor and will NOT be used by Administrators to evaluate instruction.

20. If any item in Section I was scored below average (1 or 2), please explain your reason for making this decision. Your explanation may help the Instructor improve the quality of the course.

21. Please comment on any aspects concerning this course or the Instructor (such as the strong points, weaknesses, or recommendations concerning how this course or instruction might be improved).

If you would like written comments to be placed in Instructor's personnel file, you need to write a SIGNED letter to the appropriate departmental Chair, Head, or Dean.

Vice President
Academic Affairs
and Provost



Corvallis, Oregon 97331-2128

(503) 754-2111

12-3-87
RECEIVED NOV 12 1987

November 10, 1987

To: Sally Malueg, Faculty Senate President
Academic Deans
O. E. Smith, Director, OSU Extension

From: D. S. Fullerton *D. S. Fullerton*
Associate Vice President for Academic Affairs

Subject: Teaching Evaluations

The new teaching evaluations approved by the Faculty Senate are in two parts: 1) an optically scanned form to be read and tabulated by Computing Services after the instructor has submitted final grades for the course; and 2) a form on which students may add comments about the course and instructor. The latter form is to be given directly to the instructor without review by the department chair or head, or dean.

Each unit will be responsible for purchase of the optical scan forms and "header" sheets (1 per class or section) from Computing Services (Milne Room 204). They will be sold at cost. Additional copies of the student comment form will also be available there to be used as quick copy originals.

Academic Affairs will pay for scanning of the forms, preparation of summaries of Section I data, and tabulation of Section II data. For questions about scanning and processing, contact Terry Kelley (x4609).

Computing Services (Dave Fuhrer x4183) will, upon request, provide raw data in machine readable form (floppy, magnetic tape, etc.) to permit further analyses. Requests should be made at the time scanning services are completed. However, such special services must be paid by the units requesting them.

We encourage all faculty members to conduct teaching evaluations in all courses each term.

DSF/daj

c: Vice Presidents
Joe Snyder
Terry Kelley
Dave Fuhrer

OREGON STATE UNIVERSITY STUDENT ASSESSMENT OF TEACHING



INSTRUCTOR'S NAME

DEPARTMENT

COURSE NUMBER/TITLE

SECTION #

DATE

THIS QUESTIONNAIRE GIVES YOU AN OPPORTUNITY TO EXPRESS YOUR VIEWS OF THIS COURSE AND THE WAY IT HAS BEEN TAUGHT.

SECTION I: Information for Evaluating Teaching and for Improving Instruction. (Items 1-12)

(PLEASE FILL-IN THE APPROPRIATE RESPONSE,
MARK ONLY ONE CIRCLE PER QUESTION)

	NO BASIS FOR OPINION	STRONGLY DISAGREE				STRONGLY AGREE
	①	②	③	④	⑤	
1. Course objectives and requirements were clearly presented to me.	①	②	③	④	⑤	
2. The Instructor was well prepared and organized.	①	②	③	④	⑤	
3. The Instructor explained the material clearly.	①	②	③	④	⑤	
4. The Instructor was sensitive to my/the class' ability to understand the material.	①	②	③	④	⑤	
5. The Instructor stimulated enthusiasm for the subject matter of the course.	①	②	③	④	⑤	
6. The Instructor provided scheduled office hours or was readily available for consultation with me.	①	②	③	④	⑤	
7. The Instructor was fair and impartial in dealing with me.	①	②	③	④	⑤	
8. The Instructor encouraged me to think for myself.	①	②	③	④	⑤	
9. The examinations were relevant to the reading assignments and to the material presented in class.	①	②	③	④	⑤	
10. The Instructor used good communication skills.	①	②	③	④	⑤	
11. As a result of having this Instructor, I have learned a significant number of new ideas and/or skills.	①	②	③	④	⑤	
12. All things considered, I was favorably impressed by this instructor.	①	②	③	④	⑤	

SECTION II : DEMOGRAPHICS (ITEMS 13-19)

PLEASE FILL-IN ONE RESPONSE CIRCLE FOR EACH OF THE FOLLOWING ITEMS WHICH BEST DESCRIBES YOUR SITUATION.

13. THE REASON YOU ARE ENROLLED IN THIS COURSE:

- (A) IT IS REQUIRED.
(B) IT IS AN ELECTIVE.

16. IS THIS COURSE IN YOUR MAJOR?

- (Y) YES
(N) NO

14. GRADE YOU EXPECT TO RECEIVE IN THIS COURSE:

- (A) A (F) SAT/PASS
(B) B (G) UNSAT/NO PASS
(C) C (H) AUDIT
(D) D (I) OTHER
(E) F

17. PERCENT OF THIS CLASS YOU ATTENDED:

- (A) 0-20% (D) 61-80%
(B) 21-40% (E) 81-100%
(C) 41-60%

15. CLASS STATUS:

- (A) FRESHMAN
(B) SOPHOMORE
(C) JUNIOR
(D) SENIOR
(E) GRADUATE STUDENT
(F) OTHER

18. OVERALL GRADE POINT AVERAGE:

- (A) 0-1.49 (E) 3.00-3.49
(B) 1.50-1.99 (F) 3.50-4.00
(C) 2.00-2.49 (G) 1ST QUARTER FRESHMAN
(D) 2.50-2.99

19. SEX:

- (M) MALE
(F) FEMALE

12-3-87

Academic Affairs—
Curriculum



Corvallis, Oregon 97331

(503) 754-2111

November 19, 1987

TO: Faculty Senators, Academic Deans, Department
Chairs/Heads, Curriculum Council, and Graduate Council

FROM: Bruce Shepard, Chairman 
Curriculum Council

SUBJECT: Curricular Program Proposals for the Colleges/Schools
for 1988-90, Category I

Category I curricular proposals for new programs or program changes for 1988-90 are enclosed. The curricular proposals are from the Colleges of Agricultural Sciences, Forestry, Health and Physical Education, and Liberal Arts, and include the following:

College of Agricultural Sciences

Proposal for the initiation of new major and minor programs in Agricultural and Resource Economics in the Oregon State University Agriculture Program at EOSC.

College of Forestry

Proposal to rename the Department of Resource Recreation Management.

College of Health and Physical Education

Proposal for the initiation of a new conjoint instructional program leading to a Master of Science Degree in Health and Safety Studies with majors in Health Care Administration, Health Promotion, and Safety.

College of Liberal Arts

Proposal for a New Instructional Program Leading to the Doctor of Philosophy and Master of Arts and Master of Science Degrees in Applied Economics. The proposal also provides for terminating the Master of Science and Doctor of Philosophy Degrees in Resource Economics.

These proposals have been reviewed by the departments and college/school curriculum committees, as well as the academic deans, the Curriculum Council and, where appropriate, the Graduate Council. All have been approved by these groups. It is the policy of the Faculty Senate to take formal action on the Category I program proposals. Hence, the Curriculum Council recommends approval to the Senate.

Please feel free to call me (x2811) or Nan McNatt (x2111) if we can be of any further help to you in your examination of these proposals.

BS/nm
Enclosures

cursumm2.N19

12-3-87

CATEGORY I 1988-90

T A B L E O F C O N T E N T S

Agricultural Sciences	I
Forestry	II
Health and Physical Education	III
Liberal Arts (Economics)	IV

I

OREGON STATE UNIVERSITY

**COLLEGE OF AGRICULTURAL SCIENCES
DEPARTMENT OF AGRICULTURAL AND RESOURCE ECONOMICS
OREGON STATE UNIVERSITY AGRICULTURE PROGRAM AT EASTERN OREGON STATE COLLEGE**

**PROPOSAL FOR THE INITIATION OF NEW MAJOR AND MINOR PROGRAMS
IN AGRICULTURAL AND RESOURCE ECONOMICS
IN THE OREGON STATE UNIVERSITY AGRICULTURE PROGRAM AT EOSC**

**OREGON STATE UNIVERSITY
COLLEGE OF AGRICULTURAL SCIENCES
DEPARTMENT OF AGRICULTURAL AND RESOURCE ECONOMICS
OREGON STATE UNIVERSITY AGRICULTURE PROGRAM
AT EASTERN OREGON STATE COLLEGE**

**PROPOSAL FOR THE INITIATION OF NEW MAJOR AND MINOR PROGRAMS
IN AGRICULTURAL AND RESOURCE ECONOMICS
IN THE OREGON STATE UNIVERSITY AGRICULTURE PROGRAM AT EOSC**

I. Definition of Academic Area

This proposal would allow the Agricultural and Resource Economics (AREc) major and minor programs that are approved for the OSU campus to be offered in the OSU/EOSC cooperative program at LaGrande. In the fall of 1984, the OSU College of Agricultural Sciences implemented the "OSU Agriculture Program at Eastern Oregon State College." The Program leads to Baccalaureate Degrees as well as minors in Agricultural Business Management (ABM), Crop Science (CRS), and Rangeland Resources (RNG). Courses required for majors and minors in these three disciplines are equivalent to those required in the parent departments at OSU in Corvallis.

Enrollment in the OSU/EOSC Agriculture Program, including pre-agriculture majors, has grown from 32 in 1984 to an estimated 61 in Fall Term 1987. Of these, 52 are ABM majors, nine are RNG majors, and two are CRS majors.

Compared to the ABM program, AREc is a broader and more flexible field of study including the economics of natural resource use and rural community and development. Growing areas of application include water management, land use, environmental quality, marine resource management, and international trade and development. These applications add depth to the understanding of social problems, complementing the continued emphasis on the problems of commercial agriculture. As an academic area, agricultural and resource economics seeks to understand how economic factors affect the consequences of decisions, and how to use this knowledge to improve the decision-making process in the natural resource based rural sector of our economy.

The coursework for the ABM degree already offered at OSU/EOSC is similar to that required for the AREc degree presently offered (along with the ABM major and minor) at OSU in Corvallis. Although many of the courses are the same, the overall requirements for the two degrees differ. The ABM major must complete a 6-12 credit hour internship (AREc 410) and must also complete a technical minor in one of the other agricultural disciplines (i.e., in CRS or RNG if majoring in ABM at OSU/EOSC). Neither the internship nor the technical minor requirement applies to AREc majors.

At the present time, the ABM degree requirements are so structured that if a student completes that degree with the minimum institutional credit hour requirement (192 credit hours), only 17 hours of free electives will be available. The AREc major allows not less than 30 additional credit hours of free electives. Addition of the AREc major to the OSU/EOSC program would make it possible for the AREc major at OSU/EOSC to take more classes in several different disciplines, both inside and out of agriculture. For example, the AREc major could take coursework in CRS and RNG and concurrently concentrate in other fields offered at EOSC.

The proposed addition of the AREc major and minor to the OSU/EOSC Agriculture Program would, if approved, be immediately operational.

II. Department, School, or College Responsible

The Department of Agricultural and Resource Economics in Corvallis would be responsible for overall supervision of both the AREc and ABM majors and minors. No administrative reorganization or realignment would be necessary, and the new AREc degree would be implemented within the existing resource base at OSU/EOSC.

III. Objectives of the Program

The general goal of the College of Agricultural Sciences in implementing the OSU Agriculture Program at EOSC was to serve the agricultural needs of Eastern Oregon. Adding the AREc degree option will enhance the attainment of this objective by providing a flexible, while at the same time, an academically rigorous degree program that will fulfill some of the special needs of a select group of students in Eastern Oregon. This group generally consists of either transfer students from community colleges and/or older students just beginning their university studies or returning to complete their degree requirements in agriculture after several years away from school. Many of these individuals have been in the work force for some time.

The AREc program would better fit the needs of these transfer and/or older students who have worked a number of years before returning to college and do not need additional work place experience provided by the internship required in the ABM program. Also, those students who definitely are going to continue into graduate school may benefit from work experience, but may benefit more from additional coursework in such areas as mathematics, statistics, and economic theory. With the AREc degree, these and other students would be allowed to take courses from different agricultural disciplines rather than specializing in a single technical agricultural area.

The addition of the AREc degree to the OSU Agricultural Program at EOSC would allow students flexibility that the ABM degree does not provide. If the proposal is approved, performance evaluation procedures will follow the guidelines set forth by the Department of Agricultural and Resource Economics at Oregon State University.

IV. Relationship of Proposed Program to Other Programs in the Institution

As previously noted, the Department of Agricultural and Resource Economics at Oregon State University offers a Baccalaureate Degree in Agricultural and Resource Economics. The curriculum of the proposed degree at LaGrande will be equivalent to that of the parent department in Corvallis. It is anticipated that a certain amount of student movement between Corvallis and LaGrande will occur. That movement would be facilitated for AREc (vis-a-vis ABM) majors at OSU/EOSC. To elaborate, students transferring from OSU/EOSC as ABM majors, and who subsequently elect to change from ABM to AREc majors at OSU, frequently find it necessary to remain in school for extra terms to complete AREc degree requirements in chemistry, biology, and business (which differ in some respects from ABM degree requirements). This transfer/change of major problem would be alleviated if the AREc degree were to be offered at LaGrande.

V. Course of Study

The course of study for the proposed OSU/EOSC AREc major is identical in substance to that of the Agricultural and Resource Economics major curriculum at OSU in Corvallis. Many of the support courses carry EOSC numbers, but content is equivalent.

<u>Field and Course Title</u>	<u>Code and No.</u>		<u>Hours</u>	
	<u>OSU</u>	<u>EOSC</u>	<u>OSU</u>	<u>EOSC</u>
Agricultural and Resource Economics				
AREc Orientation	AREc 101	AREc 101	1	1
Farm Ranch Management	AREc 211	AREc 211	4	4
Applied Economic Analysis	AREc 312	AREc 312	4	4
Applied Economic Analysis	AREc 313	AREc 313	4	4
Ag. Price Analysis	AREc 371	AREc 371	3	3
Sem/Career Planning	AREc 407C	AREc 407	1	1
Public Policy Ag.	AREc 411	AREc 411	4	4
15 or more agriculture credit hours, of which eight or more must be upper division AREc			≥ 15	≥ 15
Business Administration				
Financial Accounting	BA 211	BA 211	4	5
Social Science				
Principles of Economics	EC 213,214	EC 201,202	8	10
Macroeconomic Theory	EC 475	EC 375	4	5
Electives			≥ 6	≥ 6
Communications				
English Composition	WR 121	WR 121	3	5
Inform. Speaking	SP 112	SP 112	3	3
Electives			≥ 3	≥ 3
Humanities			≥ 12	≥ 12
Chemistry			1 yr.	1 yr.
Biology			3 terms	3 terms
Mathematics				
Math Biol. Management SSC	MTH 163	MTH 109	4	5
or				
Diff. Calculus	MTH 200	MTH 200	4	5
and				
Calculus	MTH 210	MTH 201,203	4	8

<u>Field and Course Title</u>	<u>Code and No.</u>		<u>Hours</u>	
	<u>OSU</u>	<u>EOSC</u>	<u>OSU</u>	<u>EOSC</u>
Statistics				
Principles of Statistics	ST 311,312	ST 315,316	6	5
	or			
Intro. Statistic Methods	ST 351,352	NA	8	NA
Physical Education	PEA	PE	3 terms	3 terms

The course of study for the proposed AREc minor at EOSC/OSU is identical in all respects at the two institutions with the exception that certain AREc electives are not offered at OSU/EOSC, and vice versa.

<u>Course Title</u>	<u>Code and No.</u>	<u>Hours</u>	<u>Comment</u>
Applied Economic Analysis	AREc 312	4	
Applied Economic Analysis	AREc 313	4	
Ag. Price Analysis	AREc 371	3	
16 or more credit hours from the following:			
Farm and Ranch Management	AREc 211	4	
Public Policy Ag.	AREc 411	4	
Economics Marine Firms	AREc 413	3	OSU only
Adv. Farm Management	AREc 414	5	4 credits at EOSC/OSU
Agricultural Finance	AREc 431	4	
Land and Water Economics	AREc 461	3	
International Ag. Devel.	AREc 462	3	
Agribusiness Mgmt. Strat.	AREc 471	3	
Nat. Resource Policy	AREc 481	3	
Agricultural Law	AREc 408	3	EOSC only

All elements of the curriculum presented above presently are in place at Eastern Oregon State College. There will be no need to add to our institutional offerings, either within the Agriculture Program at OSU/EOSC or within the support areas provided by the College itself.

VI. Admission Requirements

Admission requirements will be equivalent to those presently in effect for the ABM degree at OSU/EOSC. Students are advised as pre-agriculture until formally admitted to the program upon completion of a set of foundation courses. This generally occurs at the end of the Sophomore year or, in the case of transfer students, as soon as possible after being admitted to EOSC. Upon approval of the application for admission, the students then become Oregon State University students enrolled in the College of Agricultural Sciences. This is consistent with the Memorandum of Agreement between Oregon State University and Eastern Oregon State College. At the present time, there are no enrollment limits on the agriculture courses offered at Eastern Oregon State College; and with the exception of

some of the basic lower division courses, there also are no enrollment limits on Eastern Oregon State College courses.

VII. Relationship of Proposed Program to Future Plans

This proposal was not an initial part of the overall plan for the OSU Agriculture Program at OSU/EOSC. The new AREc degree could very well enhance our overall attractiveness to the extent of reaching our goal of 100 students earlier than anticipated. How significant this will be remains unknown. The AREc major will only be recommended for a select group of special students as mentioned earlier. Therefore, its overall impact may not be great.

VIII. Accreditation of Program

There is at this time no formal accreditation agency for this degree. This is true throughout the U.S. land grant university system.

IX. Evidence of Need

Agricultural and resource economics is a broad, diversified field with a number of employment and advancement opportunities, that exceed the number of well-trained college graduates. Agricultural economists are employed in a wide range of careers. For example, there are public service employment opportunities with the Bureau of Reclamation, Soil Conservation Service, Agricultural Stabilization and Conservation Service, Bureau of Land Management, Oregon Department of Agriculture, Department of Revenue, Oregon Department of Land Conservation and Development, and Oregon Department of Economic Development.

Agricultural and resource economists are employed in rural service work and in community development activities. AREc graduates also work internationally with the U.S. Foreign Agricultural Service, various foundations, international agencies, and private U.S. businesses. International agricultural trade has emerged as one of the most important phases in agricultural marketing and employment opportunities.

The need for a major in Agricultural and Resource Economics has become more apparent as the number of older and community college transfer students in the ABM program at EOSC have increased. The additional flexibility of the AREc program would allow the OSU Agriculture Program at EOSC to better serve these students in terms of their needs, their desires, and their goals.

It is estimated that about 12 students per year would be enrolled as AREc majors within the Agriculture Program at LaGrande. It also may be that the addition of the AREc option would attract students who might otherwise attend out-of-state institutions. The additional flexibility provided by the AREc degree would increase our service potential to part-time students within the region.

X. Similar Programs in the State

As mentioned earlier, the proposed AREc degree at LaGrande would be identical to that offered at the Corvallis campus by the Department of Agricultural and Resource

Economics. Also as mentioned earlier, these two programs will complement one another by allowing a greater degree of flexibility at both institutions. It is believed that because of this complementarity, the addition of the AREc major to the EOSC program will better utilize the resources of both institutions.

XI. Faculty

The faculty presently working in the OSU Agriculture Program at EOSC, along with the support faculty employed by Eastern Oregon State College, are fully qualified, prepared, and are indeed presently offering all the courses necessary for the AREc degree. There would be no additional faculty required, nor would there be any additional support personnel, such as clerical, administrative, etc.

XII. Library

Students enrolled in the Oregon State University Agriculture Program at EOSC have access to not only the Walter M. Pierce Library on the EOSC campus, but also the library on the Oregon State University campus in Corvallis through the interlibrary loan program. In addition, the Agriculture Program at EOSC has a small library of its own containing such journals as The American Journal of Agricultural Economics, The Western Journal of Agricultural Economics, The Journal of Range Science, The Journal of Agronomy, The Journal of Crop Science, and a fairly complete set of The American Journal of Animal Science. These facilities are proving adequate at the present time and it is believed that they will continue to be adequate. A statement by the Director of Libraries on the EOSC campus is attached to this proposal.

XIV. Budgetary Needs

The addition of the AREc degree to the Oregon State University Agriculture Program at EOSC will require no additional funding on the part of Oregon State University, the Oregon State System of Higher Education, or Eastern Oregon State College. All resources are presently in place and the addition of this program would merely involve a realigning of an individual student's course sequence. In addition, no existing resources, either at Oregon State University or at Eastern Oregon State College, would have to be reallocated in order to offer this degree at Eastern Oregon State College. Because of this, the Summary of Estimated Costs and Sources of Funds for Proposed Program Category I reflects a budgetary impact of zero.

Liaison Letters Have Been Requested From:

Sheldon L. Ladd, Head
Crop Science
Oregon State University

William C. Krueger, Head
Rangeland Resources
Oregon State University

James W. Hottois
Dean of Academic Affairs
Eastern Oregon State College

SUMMARY OF ESTIMATED COSTS AND SOURCES OF FUNDS FOR PROPOSED PROGRAM (CATEGORY I)

Program Oregon State University Ag Program at EOOSC
 Addition of AREC Degree
 Institution Oregon State University

I. Resources Required

A. Personnel

1. Faculty
2. Graduate Assistants
3. Support Personnel
4. Fellowships & Scholarships

TOTAL

Percentage of Total
from State Funds

First Year	Second Year	Third Year	Fourth Year
Amount FTE	Amount FTE	Amount FTE	Amount FTE
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$ 0	\$ 0	\$ 0	\$ 0
0 %	0 %	0 %	0 %

B. Other Resources

1. Library
2. Supplies & Services
3. Movable Equipment

TOTAL

Percentage of Total
from State Funds

Amount	Amount	Amount	Amount
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$ 0	\$ 0	\$ 0	\$ 0
0 %	0 %	0 %	0 %

C. Physical Facilities

Construction of New Space
or Major Renovation . . .

Percentage of Total
from State Funds

Amount	Amount	Amount	Amount
\$	\$	\$	\$
0 %	0 %	0 %	0 %

GRAND TOTAL

Percentage of Total
from State Funds

\$ 0	\$ 0	\$ 0	\$ 0
0 %	0 %	0 %	0 %

II. Source of Funds

- A. State Funds--Going-Level Budg.
- B. State Funds--Special Approp.
- C. Federal Funds
- D. Other Grants
- E. Fees, sales, etc.
- F. Other

TOTAL

Amount	Amount	Amount	Amount
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$ 0	\$ 0	\$ 0	\$ 0

AGREEMENT

BETWEEN

OREGON STATE UNIVERSITY, COLLEGE OF AGRICULTURAL SCIENCES

AND

EASTERN OREGON STATE COLLEGE

This Agreement between the OREGON STATE UNIVERSITY, COLLEGE OF AGRICULTURAL SCIENCES, herein referred to as "OSUCAS," and EASTERN OREGON STATE COLLEGE, herein referred to as "EOSC," is made within the context of the Memorandum of Understanding between Eastern Oregon State College and Oregon State University dated June 27, 1980, and is consistent with the guidelines contained therein.

The following terms and conditions of this Agreement relate to the cooperative OSUCAS academic program in agricultural sciences for resident students at EOSC.

I. General Provisions of the Agreement.

- A. The name of the program shall be the OSU College of Agricultural Sciences Academic Program at Eastern Oregon State College.
- B. The initial program offered at EOSC will consist of one major program leading to the Baccalaureate degree in Agricultural Business Management and three minor programs in Crop Science, Rangeland Resources, and Agricultural Business Management.

- C. The initial program was implemented in September 1984 following approval by the Oregon State Board of Higher Education and allocation of resources to support the program.
- D. Liaison shall be provided between OSUCAS and EOSC through a coordinator appointed by the Dean of the OSUCAS working with the Dean of Academic Affairs at EOSC.
- E. Interinstitutional liaison shall be between the President of EOSC and the President of OSU or their designees.
- F. Pending funding approval from the Chancellor, two other Bachelor degree programs in Agriculture (Range Management, Crop Science) will be added with one to begin no later than September 1985 and one to begin no later than September 1986.

II. Academic Affairs

- A. The curriculum of this program at EOSC will include agriculture courses taught by OSU faculty in residence at EOSC, nonagriculture courses taught by EOSC faculty, and courses transferred from other accredited institutions. The curriculum of the agricultural courses will be determined by the faculty and administration of OSU. The specific nature and content of the nonagriculture courses at EOSC and other accredited institutions will be determined by the faculty and administration of EOSC and other accredited institutions;

however, they must meet the requirements set by OSU for majors and minors offered by the OSUCAS at EOSC.

- B. Problems related to articulation, content, chronology of content, or scheduling of specific courses will be worked out between appropriate faculty, committees and/or administrations of OSUCAS and EOSC as they arise.
- C. Students in the OSUCAS Program at EOSC will be subject to academic policy, regulations, and procedures consistent with those employed on the OSU Corvallis campus. These policies, regulations, and procedures will be in accordance with standards set forth by the Northwest Association of Schools and Colleges.
- D. Students in the OSUCAS Program at EOSC will be under the regulations for academic progress and standards administered by OSU faculty. Registration procedures, drop and add dates, and grade reporting of OSUCAS courses at EOSC will be consistent with other EOSC courses.
- E. Students will apply for admission to EOSC indicating interest in this program and will be admitted following EOSC admission regulations and standards. OSU admission standards must be met prior to admission to the OSUCAS Program at EOSC. Admission to the OSUCAS Program at EOSC shall constitute admission to residency at OSU and will

count as residency for purposes of graduation requirements as required in OSU Academic Regulation 26e.

- F. Advertisement of this program will be the responsibility of OSUCAS but will be coordinated with EOSC. Both OSU and EOSC will have responsibility for recruiting students for the program.
- G. OSU agriculture students at EOSC will be permitted to enroll in EOSC courses if they meet course prerequisites and there is space available. EOSC students will be permitted to enroll in OSU agriculture courses offered at EOSC if they meet the course prerequisites and there is space available.
- H. The instructors of the agriculture courses in this program at EOSC will be faculty of OSU. They will have the full rights, privileges and benefits of other OSU faculty members.
- I. OSU faculty in the OSUCAS Program at EOSC will be given the status of adjunct faculty at EOSC. This status will give them the same rights and privileges as regular EOSC faculty in terms of use of facilities, such as library, bookstore, gymnasium, etc., attendance and participation in athletic activities, extra-curricular and social activities. Further benefits and privileges may be extended to these faculty upon the recommendation of the President of EOSC and/or the appropriate faculty governance body.

III. Student Affairs and Services

- A. Students enrolled in the OSUCAS Program at EOSC will register through the normal registration processes available to EOSC students. Special registration records will be maintained for these students indicating those agriculture courses in which students are enrolled that are being taught by OSU faculty. Courses in nonagriculture disciplines within the usual course offerings of EOSC will be recorded and registered in the same manner as other EOSC courses.
- B. Students accepted into the OSUCAS Program at EOSC will pay the same Instruction and Incidental Fees that are paid by all EOSC students, including the Health and Building Fees. Students enrolled on the Corvallis campus will pay the same instruction and incidental fees that are paid by all OSU students, including the health and building fees.
- C. Students enrolled in the OSUCAS Program at EOSC will have all rights and access to all programs and facilities supported by EOSC incidental and other fees including participation in intercollegiate athletics as EOSC students.
- D. Students accepted into the OSUCAS Program at EOSC will be eligible for financial aid in the same manner as students enrolled at EOSC. EOSC will have full responsibility for maintaining student aid records and program reporting.

- E. Services for minority students will be provided through the Office of Special Services at EOSC.
- F. Students enrolled in the OSUCAS Program at EOSC will be given the same priority as other students on the EOSC campus with respect to dormitory room assignments and other dormitory related services including dormitory scholarships and dormitory related employment.
- G. Students enrolled in OSUCAS agriculture courses will be allowed access to academic computing services on the same basis as other EOSC students.
- H. Students enrolled in the OSUCAS Program at EOSC will receive counseling through EOSC and formal academic advising from OSU faculty in residence at EOSC. This does not preclude informal consultation by students with other faculty.
- I. Students enrolled in the OSUCAS Program at EOSC will be subject to the academic regulations and grievance review process of the OSU faculty and administration for academic matters related to agriculture courses and overall academic performance. In the case nonagriculture courses and nonacademic matters, these students will be subject to the student behavioral policies, regulations and grievance review process of EOSC.
- J. Students completing the OSU agriculture program major requirements at EOSC will be invited to participate in the

regular commencement/graduation program of EOSC, and will be invited to participate in the commencement ceremonies of OSU. The diploma will be awarded by OSU.

IV. Administration and Finance

- A. Office space for OSU faculty in residence at EOSC, classrooms, laboratories and other campus facilities will be provided by EOSC at no cost to OSU. Office equipment is the responsibility of OSU.
- B. Course scheduling, registration and academic recordkeeping will be handled consistent with EOSC policies. The OSU Registrar will be responsible for developing and maintaining official transcripts for all students admitted to the OSUCAS program at EOSC. The two institutions will coordinate these recordkeeping procedures.
- C. For the purposes of dividing Instructional Fees between OSU and EOSC, students enrolled in the OSUCAS Program at EOSC will be counted as EOSC students for that portion of the program offered by EOSC and will be counted as OSU students for that portion of the program offered by OSU. EOSC will retain all Incidental, Health and Building Fees. Special care will be taken to properly report student credit hours and other workload data to the Oregon State Board of Higher Education and other governing authorities and jurisdictions,

so that each institution receives proper credit for hours taught and other academic workload.

- D. The OSUCAS will be responsible for funding library acquisitions and subscriptions to support its agriculture program at EOSC. EOSC will assume responsibility for cataloging, shelving and maintaining the collection along with providing normal professional library support. Library materials acquired using OSUCAS funds will be inventoried to OSU and will become the property of the Oregon State Board of Higher Education.
- E. OSU faculty in residence at EOSC may participate in grants and contracts following the same procedures for approval and administration as faculty on the OSU-Corvallis campus. The indirect costs provided by grant and contract funds for OSU faculty at EOSC will be shared between OSU and EOSC depending on the use of physical plant, buildings, equipment, library, general administration, and research administration for that particular grant or contract.
- F. Equipment acquired with State or Federal funds for the OSUCAS Program at EOSC will be inventoried to OSU and become the property of the Oregon State Board of Higher Education. OSU A/V and computer equipment located at EOSC will be shared by the two faculty. EOSC A/V and computer equipment will be shared by the two faculties. Students enrolled in

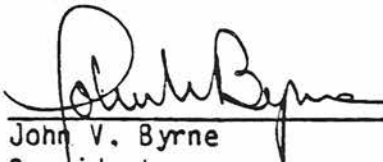
agriculture courses will have the same access to generally available computer equipment and facilities as other EOSC students.

- G. Other equipment at EOSC may be shared at the discretion of the administration unit to which it is inventoried. Maintenance costs will be proportional to actual use. Damage and loss incurred will be the responsibility of the user's administrative unit.
- H. Faculty and students in the OSU agriculture program at EOSC will be permitted to utilize State motor vehicles available to EOSC through its own motor pool or other State facilities in La Grande and other communities in Eastern Oregon. These faculty and students will be subject to the same rules, regulations and procedures, including equal status for priorities and scheduling, as for EOSC students, faculty and staff.
- I. This Agreement may be amended by mutual agreement and approval in writing by both parties and the Chancellor or his/her designee.
- J. This Agreement shall become effective upon approval by both parties and the Oregon State Board of Higher Education. It may be terminated upon written agreement by both parties and with the approval of the Oregon State Board of Higher Education. Any request to consider termination of this

Agreement must involve at least one year's written notice of
the intent to terminate.

Oregon State University

Eastern Oregon State College

 12 April 85

John V. Byrne Date
President

 April 2, 1985

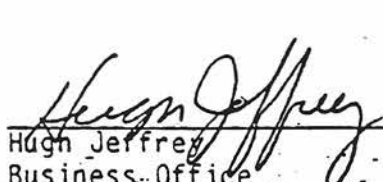
David E. Gilbert Date
President

 3/25/85

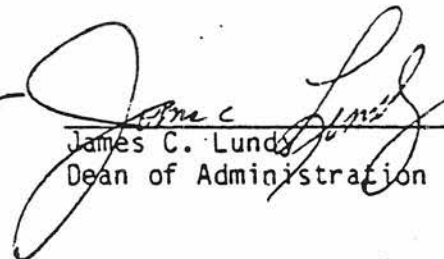
Ludwig M. Eisgruber Date
Acting Dean
College of Agricultural Sciences

 4/2/85

James W. Hottel Date
Dean of Academic Affairs

 4/15/85

Hugh Jeffrey Date
Business Office

 4/2/85

James C. Lund Date
Dean of Administration

II

**OREGON STATE UNIVERSITY
COLLEGE OF FORESTRY
PROPOSAL TO RENAME THE DEPARTMENT OF
RESOURCE RECREATION MANAGEMENT**

Oregon State University
College of Forestry
Proposal to Rename the Department of
Resource Recreation Management

1. Proposed name: Forest Recreation Resources
2. The Department will continue to be a department within the College of Forestry at Oregon State University.
3. The department mission will not change with this proposed name change. The Department will maintain its focus on planning and management for recreation occurring on forest and range lands (natural resource oriented recreation). The new title will more clearly indicate the Department focus and its location within the College of Forestry. Considerable confusion regarding the Department mission and location stems from the present name.
4. No additional resources (personnel or physical) are needed to implement this name change.
5. There are no additional funding requirements as a result of this name change.
6. The subject matter focus of the Department fits the Land Grant mission of OSU and is disseminated via instruction, research, and continuing education. The instructional, research, and continuing education efforts by the Department contribute to the University's mission of providing quality education in the professions. The Department serves as a reservoir of information for two of Oregon's largest industries: forestry and tourism.
7. No new funds or request for new funds are associated with this proposed name change. It will not set in motion any planned or anticipated changes. It is made solely to better align the Department image with the College and to better communicate the Department mission to external audiences. Long range goals of the department focus on increasing the number of students served in balance with employment opportunities, and increasing the volume of research and continuing education activities. A modest increase in number of students can be accommodated within existing funding and research and continuing education activities will be increased with funds from external sources.

III

OREGON STATE UNIVERSITY

COLLEGE OF HEALTH AND PHYSICAL EDUCATION

DEPARTMENT OF HEALTH

HEALTH CARE ADMINISTRATION PROGRAM

PROPOSAL FOR THE INITIATION OF A NEW CONJOINT INSTRUCTIONAL PROGRAM

LEADING TO A MASTER OF SCIENCE DEGREE

IN HEALTH AND SAFETY STUDIES WITH MAJORS IN

HEALTH CARE ADMINISTRATION, HEALTH PROMOTION, AND SAFETY

EXTENDED OSSHE FORMAT FOR CATEGORY I PROPOSALS

Oregon State University

College of Health and Physical Education
Department of Health

**PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM
LEADING TO A MASTER OF SCIENCE DEGREE
IN HEALTH AND SAFETY ADMINISTRATION**

Description of Proposed Program

1. Definition of Academic Area

- a. Define or describe the academic area or field of specialization with which the proposed program would be concerned.

The Department of Health within the College of Health and Physical Education herewith proposes to offer a Master of Science curriculum in health and safety administration. The program will provide for concentrations in health promotion, safety studies or health care administration. The proposed training program is a natural extension of on-going curricular efforts within the College of Health and Physical Education (both on- and off-campus), is indicative of state needs and national health-related concerns, and is congruent with Oregon State University's long range plans. The College has, for example, over the past several years been involved in the design and development of new areas of study to include a masters program in environmental health and a pending masters program in special movement studies. Further, it has initiated and now sustains an active off-campus effort in safety studies. State needs for the proposed program are indicated in several ways--foremost among which are (1) expressed interest by respondents to formal surveys by the College, and (2) the apparent success of out-of-state programs which actually operate in Oregon. Finally, Oregon State University through its long-range planning efforts has made a major commitment to the health and welfare of the Oregon population by reaching out to all areas of the

state and to devise new ways to attract students. As will be seen, our proposal deals explicitly with training programs by which those plans can be effected.

The program described herein proposes to join and offer in unique fashion, three critical professional areas of study. These areas of study while distinct, involve a common framework of basic knowledge requirements, similarities in practice, and shared professional objectives. Each is ultimately concerned with enhancement of the health, safety and welfare of the population. The proposed concentration in health promotion is concerned with the development and management of efforts (educational, organizational, economic and environmental interventions) targeted towards specific lifestyle behaviors and environmental conditions harmful to health. The proposed safety studies concentration is concerned with management of business and industry operations to counteract hazards/risks resulting in economic and social loss. These losses are usually related to individual work injury, disaster, other emergencies and regulatory non-compliance. The proposed health care administration concentration is concerned with direction of a broad spectrum of inpatient, ambulatory and other health service programs in both the public and private sectors. Graduates of the proposed program will possess skills in administration and management of the various enterprises within their areas of interest. Importantly, they will possess analytical/investigative skills necessary for analysis, design, and evaluation of programs and services.

- b. What subspecialties or areas of concentration would be emphasized during the initial years of the program?

The three areas of concentration to be deployed in the proposed program are as shown in Figure 1. Each of the concentrations provides an array of specialty courses appropriate for advanced study. The minor provides for additional specialization in the concentration and corollary areas. Options within the minor include long term care administration, general health care administration, health promotion administration, health promotion consultation, and safety administration.

- c. Are there other subspecialties the institution would anticipate adding or emphasizing as the program develops?

None

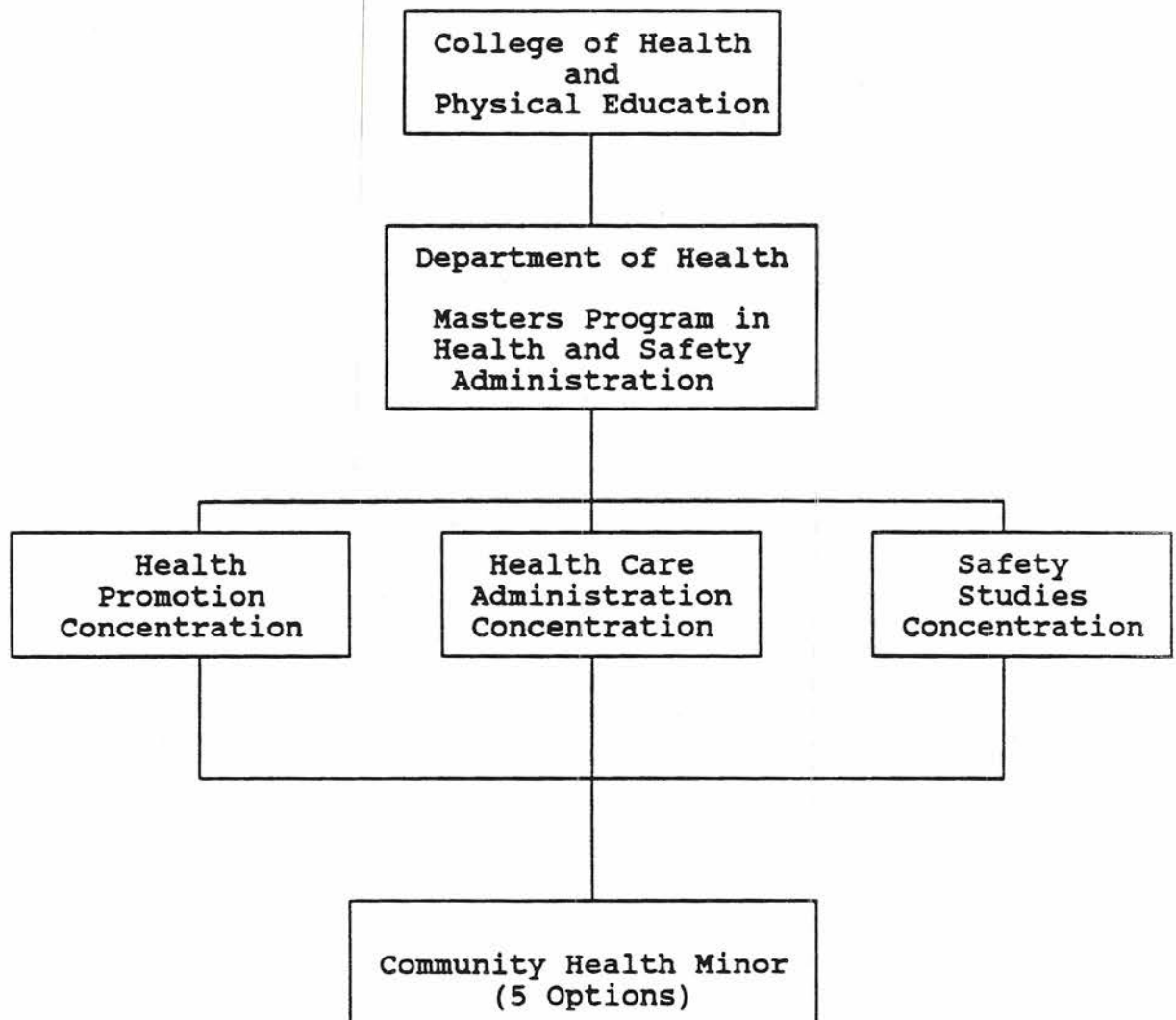


Figure 1. Proposed Schematic of the Master of Science Degree Curriculum in Health and Safety Administration.

- d. Are there any subspecialties that the institution intends to avoid, in developing the program?

None

- e. When will the program be operational, if approved?

This program would become operational the fall term following approval. We will have completed preliminary planning and design work for a semester-based program to coincide with the planned systemwide conversion in 1990.

2. Department, School or College Responsible

- a. What department and school or college would offer the proposed program?

The program would be offered by the Department of Health in the College of Health and Physical Education.

- b. Will the proposed program involve a new or reorganized administration unit within the institution?

Not at this time. The Department of Health (DOH) is an administrative entity within the College of Health and Physical Education. The DOH provides undergraduate programs in health education, environmental health, industrial hygiene and safety studies as well as masters programs in environmental health and interdisciplinary studies. In addition, the Department, in consort with the School of Education, offers graduate training at the masters and doctoral level. A second independent unit within the College, the Health Care Administration Program (HCAP), will become a part of the Department of Health within the next year. The HCAP now operates an undergraduate program with concentrations in long term care and general health care administration.

3. Objectives of the Program

- a. What are the objectives of the program?

1. Prepare students to be cognizant of the social and economic implications of the fields comprising health and safety administration.
2. Prepare students with skills and knowledge appropriate to the administration and management of the various activities, programs, and enterprises within their sphere of influence.

3. Prepare students with adaptive skills capable of response to professional fields characterized by change, innovation, competition and regulation.
 4. Prepare students with capabilities to make effective contributions to their respective bodies of knowledge through applied research and writing.
 5. Through off-campus programming efforts respond to state and regional educational personnel needs in health promotion, safety studies and health care administration.
 6. Contribute through programmatic service and research to both public and private sectors.
- b. How will the institution determine how well the program meets these objectives? Identify specific post-approval monitoring procedures and outcome indicators to be used if the program is approved.

The institution will determine the relative worth of the proposed effort and the meeting of the objectives through a formal evaluation protocol involving measures of effort, performance, efficiency, and process. Measures of programmatic effort reflect overall programmatic expenditures and allocation of faculty and staff, equipment and facilities. Performance measures reflect program activities in terms of: (1) number of students advised, taught and graduated, (2) nature and number of courses taught, (3) faculty teaching assignments, (4) service activities undertaken by faculty and technical staff and (5) evidence of research activities. Adequacy of performance will be reflected through: (1) student course evaluations, (2) systematic long term follow-up surveys of students and student employers to determine effectiveness of training vis a vis needed job skills, (3) formal curriculum reviews by faculty and an outside advisory committee. The advisory committee concept--now in use by the Health Care Administration Program--involves field-based practitioners and managers from the public and private sectors. These reviews will be structured so as to provide oral and written advice about possible curriculum direction given field-based perceptions of need. Efficiency measures shall be concerned with costs expended per student and course--both on and off campus. Finally, measures of process shall systematically identify the impact (both positive and negative) of other programmatic elements to include location of off-campus sites, timing of course offerings, program marketing, program descriptive materials, student advisement procedures prior to and during

matriculation, internship/ preceptor effectiveness and student placement. Process measurements shall be gathered largely through student and employer evaluations.

The Chairman of the Department of Health shall be directly responsible for collection and analysis of evaluation data. The Chair will initiate each of the elements of the protocol using a variable schedule. Effort, performance, efficiency, and process measures shall be collected and analyzed annually. Measures of adequacy of performance shall be conducted through specific surveys at two and four year intervals following graduation as well as our periodic general alumni surveys. The results of each measurement shall be collectively prepared in report form by the Chair and shared with departmental faculty, the Dean's Advisory Council, and the Advisory Committee for the Department of Health. The faculty shall at appropriate times review (but no less than biannually) the evaluation results and use such to make fine tuning adjustments in the program and its offerings.

- c. How is the proposed program related to the mission and academic plan of the institution?

Oregon State University's mission and strategic plan provides a fundamental base for the proposed program. Oregon State University serves as the state's land-grant and sea-grant university. It is also recognized as a comprehensive research university which reflects breadth and quality in its academic programs, research activity, and extensive service function activities conducted by its various schools and colleges. Embedded in Oregon State University's mission is a commitment to excellence and a commitment to provide the educational programs necessary to develop and utilize our human resources; our program as proposed is congruent with this mission.

The specific goals contained within OSU's 1987 strategic plan provide a more explicit base for the proposed program. These goals and our assessment of program relationships thereto are as follows:

1. Develop new graduate programs within existing faculty, facility, and funding resources. The proposed program is being developed and will operate largely within existing resources.
2. Contribute to the social and economic development of Oregon through programs which are explicitly concerned with human service/social needs of the aged, family

and the work force. The program is specially oriented to human service needs of the aged, the family, and the work force.

3. Develop curricula that are responsive to change in the disciplines and the socio-economic environment. The proposed curriculum is in effect a major response to needs of the field-based disciplines within our areas of expertise.
 4. Expand educational opportunities for minorities, women, and the disadvantaged. The conjoint program embraces professional work areas which stress opportunity for minorities, women, and disadvantaged.
 5. Strengthen the University foundation for research through enhancement of visibility and reputation. The areas of study embodied by the proposed program are, in fact, now making active contributions to OSU's research base.
 6. Expand frontiers of knowledge by strengthening interdisciplinary attributes in teaching and research. The program is an effort which involves several disciplines in the field of health. Collectively the curriculum as designed provides a commingling of these disciplines in unique ways thereby, we believe, facilitating knowledge expansion.
- d. What are the employment outlets and the employment opportunities for persons who would be prepared by the proposed program?

The employment outlets and opportunities are substantial in each of the major study areas. Appendix A provides an indication of the specific employment outlets/settings and in turn opportunities for persons trained in the proposed program areas. The health care service industry is a vast enterprise comprised of many settings, resources, programs and activities; it currently makes up about 11 percent of the Gross National Product. Further, the industry is dynamic in nature and over the past decade has experienced major changes in technology, new delivery settings and finance mechanisms--all of which have enhanced opportunity for new and existing health care administrators. Employment outlets and opportunities in the area of health promotion and safety (also shown in Appendix A) are equally promising. Formal health promotion programs are becoming widespread in large and small businesses and industry because of social concerns and the potential for health care cost savings. Formal safety programs are also wide spread in both small and large business and industry. The growth

of these programs is directly related to emerging concerns over the health and welfare of workers, costs related to safety issues, and health and safety regulation.

4. Relationship of Proposed Program to Other Programs in the Institution.

List the closely related programs and areas of strength currently available in the institution which would give important support to the proposed program.

The Department of Economics provides an advanced Health Economics course which will be required in the Health Care Administration concentration and an health promotion option. A gerontology course is also required in the health care administration concentration as well as in the minor option concerned with long term care administration. An exercise physiology course in the Department of Physical Education are also included in this proposal.

5. Course of Study.

a. Describe the proposed course of study.

The proposed course of study for the Masters Program takes the form shown in Table 1. The basic framework consists of several levels or sets of courses for each of the proposed study areas.

The first level within the major includes a set of three core courses which are quantitative in nature and deemed essential to the various areas of practice. A second level within the major includes a set of concentration courses comprising three distinct areas: health care administration, health promotion, and safety studies. The student will choose one of these areas for his field of study. Included in each concentration is a thesis option or a non-thesis option consisting of a 6-hour projects course. The non-thesis option shall include: (1) an in-depth investigation of a specific problem of significance relating to the concentration area; and (2) an examining committee and process as prescribed by OSU's master degree program requirements in the Graduate Catalog. Typical areas of investigation might include study of private sector financing for long term care, the impact of health promotion on health care costs, and assessment of risk management procedures in hazardous environments.

Table 1. PROPOSED AREAS OF STUDY FOR MASTERS PROGRAM IN HEALTH AND SAFETY ADMINISTRATION

			<u>CORE AREA (9 credits)</u>		
			H 425	Epidemiology	(3)*
			H 515	Research Methodology in Health and Safety	(3)
			H 424	Health Data Analysis	(3)*
<u>HEALTH CARE ADMINISTRATION CONCENTRATION (27 credits)</u>			<u>HEALTH PROMOTION CONCENTRATION (27 credits)</u>		
HCA 460	Health Policy	(3)	H 476	Systematic Approach to Health Education	(3)*
HCA 465	Health Care Marketing	(3)	H 463	Administration of Health Programs	(3)*
HCA 520	Health Care Information Systems	(3)	H 576	Advanced Topics: Issues and Problems in Health Promotion Management	(3)
HCA 530	Management of Human Resources in Health Care Settings	(3)	H 575	Measurement and Evaluation in Health Promotion Programs	(3)
HCA 475	Health Care Law	(3)	H 570	Proposal Writing in Health and Human Services	(3)
EC 465	Health Economics	(3)*	H 471	Biomedical Principles in Health Promotion	(3)
HDFS445	Perspectives on Aging	(3)*	HCA465	Health Care Marketing	(3)
H 503	<u>or</u> Thesis	(6)*	H 503	Thesis	(6)*
H 506	Projects (non-thesis option)	(6)*	H 506	<u>or</u> Projects (non-thesis option)	(6)*
<u>SAFETY STUDIES CONCENTRATION (27 credits)</u>					
H 532	Environmental Safety Assurance	(3)			
H 534	Disaster and Security Preparedness	(3)			
H 452	Safety Law	(3)			
H 440	Environmental Health	(3)*			
HCA 460	Health Policy	(3)			
HCA 520	Health Care Information Systems	(3)			
HCA 530	Management of Human Resources in Health Care Settings	(3)			
H 503	<u>or</u> Thesis	(6)*			
H 506	Projects (non-thesis option)	(6)*			

MINOR IN COMMUNITY HEALTH (18 credits)

OPTION A: GENERAL HEALTH CARE ADMINISTRATION

OPTION B: LONG TERM CARE ADMINISTRATION

OPTION C: HEALTH PROMOTION CONSULTATION

OPTION D: HEALTH PROMOTION ADMINISTRATION

OPTION E: SAFETY ADMINISTRATION

OR OTHER MINORS (15-18 credits)

GERONTOLOGY

ECONOMICS

PSYCHOLOGY

* Indicates an existing course.

The third set of courses are associated with a minor in community health. The minor is configured to provide several study options to include specialized study (5-6 courses) in long term care administration, general health care administration, health promotion administration, health promotion consultation, and safety administration. Other existing minors (such as gerontology, economics and psychology) may also be appropriate for certain qualified students. Typical options for the minor will be found in Appendix B.

Overall, the program totals no less than 51 credits (assuming a 6 credit thesis or project); about one third of the course credits are associated with the minor, two thirds with the major course credits.

- b. What elements of this course of study are presently in operation in the institution?

The elements of the course of study presently in operation are of two types. The first type includes courses that are listed in OSU's current catalog; these courses are shown in Table 2.

Table 2. Currently Approved Courses Available at Oregon State University to be Used by the Masters Program in Health and Safety Administration.

No.	Name	Credits
EC 465	Health Economics	3
H 410	Internship	3
H 422	Control of Chronic Disease	3
H 424	Health Data Analysis	3
H 425	Epidemiology	3
H 440	Environmental Health	3
H 463	Administration of Health Programs	3
H 470	Worksite Health Promotion	3
H 476	Systematic Approach to Health Education	3
H 503	Thesis	6
H 506	Projects	6
H 585	Organization, Administration and Supervision of Safety Programs	3
PE 433	Physiology of Exercise	3
HDFS445	Perspectives on Aging	3
Graduate	Elective in Health	3
Graduate	Elective in Gerontology	3
Graduate	Elective in Finance or Health Economics	3

Table 3 represents those courses now in operation including typical enrollments but being taught under a temporary designation. These temporary courses are included in this proposal and have been systematically developed and operated over the past several years so as to provide a natural transition to our program as proposed herein. Permanent Course Requests for each of these temporary courses are included in the proposal.

Table 3. Courses Now Being Taught Under a Temporary Designation to be Used by the Proposed Masters Program in Health and Safety Administration.

No.	Name	Credits	Typical Quarterly Enrollment During Previous Years
HCA 475	Health Care Law	3	18
HCA 460	Health Policy	3	7
HCA 465	Health Care Marketing	3	20*
HCA 487	Financial Management for Health Services	3	18*
H 478	Community Health Problems: Alcohol and Drug Abuse	3	13
H 570	Proposal Writing in Health and Human Services	3	4
H 576	Advanced Topics: Issues and Problems in Health Promotion Management	3	14
H 514	The Safety Function	3	15
H 452	Safety Law	3	17
H 532	Environmental Safety Assurance	3	16*

* Projected enrollments for 1987-88.

- c. How many and which courses will need to be added to institutional offerings in support of the proposed program.

Newly designed courses to be added to institutional offerings in support of the proposed program are shown in Table 4. These entirely new courses are drawn in equal proportion from the Department of Health and the Health Care Administration Program.

Table 4. Proposed New Courses to be Added to Institutional Offerings in Support of a Masters Program in Health and Safety Administration.

No.	Name	Credits
H 515	Research Methodology in Health and Safety	3
H 471	Biomedical Principles in Health Promotion	3
H 534	Disaster and Security Preparedness	3
H 575	Measurement and Evaluation in Health Promotion Programs	3
HCA 510	Organization, Financing and Delivery of Health Care	3
HCA 520	Health Care Information Systems	3
HCA 530	Management of Human Resources in Health Care Settings	3
HCA 591	Advanced Topics in Health Care Administration	3

Finally, note that the program has also been preliminarily configured for the planned system-wide quarter to semester conversion. The proposed semester credits to be associated with our program are shown in Table 5.

Table 5. Conversion to a Semester Credit Curriculum for the Proposed Program.

Curriculum Area	Semester Credits
Core Area (3 courses @ 3 credits each)	9
Concentration Area (4 courses @ 3 credits each)	12
Thesis or Project Option	3
Minor (4 courses @ 3 credits each)	12
Total Credits	36

6. Admissions Requirement.

- a. Please list any requirements for admission to the program that are in addition to admission to the institution.

The proposed Program will employ the general entrance requirements specified in the Graduate Catalog as well as several additional requirements. Those include (1) a baccalaureate or advanced degree with a major in an area related to the Program concentrations and or (2) professional work experience related to the Program concentrations. In addition, competency in elementary administration practice areas including economics, accounting and finance are required. A procedure will be established by Program faculty to provide guidance to students needing additional course work in the basic competency areas.

- b. Will any enrollment limitation be imposed? Please indicate the limitation and rationale therefor. How will those be enrolled be selected if there are enrollment limitations?

No enrollment limitations will be imposed though it is expected that (1) annual admissions for the on-campus component will not exceed 60 students per year distributed among the three areas of concentration, and (2) annual admissions for the off-campus component will not exceed 60 students per three-year course of study--again uniformly distributed over the three areas of concentrations. Should enrollment demand exceed program resources, additional selection criteria will be developed so as to contain enrollment. These criteria may include, among others, past academic experience, field experience, and disadvantaged status.

7. Relationship of proposed Program to Future Plans.

- a. Is the proposed program the first of several steps the institution has in mind in reaching a long-term goal in this or a related field?

It is anticipated that the proposed effort may eventually provide the foundation for a doctoral program. This decision will be predicted on several factors including masters program evaluation, faculty interests, field demand, and anticipated students.

- b. If so, what are the next steps to be, if the Board approves the program presently being proposed?

No developmental action is planned over the next three years.

8. Accreditation of the Program.

- a. Is there an accrediting agency or professional society which has established standards in the name in which the proposed program lies? (Please give name.)

The accrediting agencies/professional associations of relevance to the proposed program are:

1. Safety Management Studies (undergraduate): American Society of Safety Engineers.
2. Health Care Administration (undergraduate and graduate): Association of University Programs in Health Administration (AUPHA).
3. Health Care Administration (graduate): Accrediting Commission on Education for Health Services Administration (ACEHSA).

There are currently no accrediting bodies in the area of health promotion. Efforts are being made to do so and we expect something to develop within the next five years. Professional associations which address in part the issue of academic standards in programs such as that proposed includes the Association of Schools of Allied Health and the Council of Education for Public Health.

- b. If so, does the proposed program meet the accreditation standards? If it does not, in what particulars does it appear to be deficient? What steps would be required to qualify the program for accreditation?

The Program would apply for graduate association with AUPHA and accreditation by ACEHSA within the minimum prescribed operating period of three years following initiation. Dr. Jerry Hallan, current Director of the undergraduate Health Care Administration Program, has made application to serve as an accrediting Fellow for the ACEHSA during the 1988-89 academic year. In that capacity, he will review written applications for accreditation, undertake four accrediting site visits, and make formal recommendations on accreditation status for various institutions. That experience should be a considerable asset to the proposed program.

- c. If the proposed program is a graduate program in which the institution offers an undergraduate program, is the undergraduate program fully accredited? If not, what would be required to qualify it for accreditation? What steps are being taken to achieve accreditation?

Currently the undergraduate program in safety studies is posturing itself for formal review by the Portland Chapter of the American Society of Safety Engineers and the corporate chapter in Des Plaines, IL. That effort involves modification of the existing undergraduate courses to comply with the standards established by the Society.

Oregon State University's undergraduate program in Health Care Administration is a member of the Association of University Programs in Health Administration. It is one of 34 such undergraduate programs in the United States. Within that group, it is one of three Programs with extensive course contributions by a College of Business and one of two such Programs which offer a concentration in long term care administration. Dr. Hallan (director of the Health Care Administration) Program has recently served a term as a member of the Undergraduate Advisory Board for AUPHA.

Need

9. Evidence of Need

- a. What evidence does the institution have of need for the program? Please be explicit.

A detailed review of program need will be found in Appendix C. It may be summarized as follows:

1. The health and safety service system in the United States is vast, dynamic and complex. Neither its costs nor potential benefits have peaked and as a consequence there is great interest for change--change ultimately that will efficiently enhance the general health and welfare of the population. The training specialties identified in this proposal are, we believe, critical to the viability and effectiveness of this service area.
2. The changing training needs of the health and safety fields we purport to serve are not being met by existing state-wide programming efforts. As described in Question 10 (below), a limited perspective on field needs and academic credentialing now dominate our area. The closest schools with recognized training programs in the general areas proposed herein include the University of Washington at Seattle and the University of California at Berkeley. Thus, in-state residents in need of training now must consider: (a) going out of state for graduate training, or (b) using the off-campus training efforts of other states such

as that of the University of Southern California (which interestingly enough, operates a health care administration masters program in Portland, Oregon at a Kaiser Permanente, Inc. site), and the regional graduate programs offered by the University of Colorado at Denver and the University of North Carolina at Chapel Hill. Note that each of these three out-of-state programs are concerned only with health administration and do not address health promotion or safety studies.

- b. What is the estimated enrollment and the estimated number of graduates of the proposed program over the next five years? If the proposed program is an expansion of an existing one, give the enrollment in the existing program over the past five years.

Is the proposed program intended primarily to provide another program option to students who are already being attracted to the institution, or is it anticipated that the proposed program would draw its clientele primarily from students who would not otherwise come to the institution were the proposed program not available there?

1. ENROLLMENT PROJECTIONS

Our expected enrollment is predicated on several sources of data including the observations set forth in 9 (a) and the detailed evidence of Program needs as provided in Appendix C. These may be summarized as follows:

- a. Current enrollment in our ongoing safety management courses taught at Portland and Eugene. The Department of Health currently provides regular courses in safety management during the evenings at locations in Portland and Eugene through OSU's Division of Continuing Education Program. Enrollment during the period of 1986-87 is shown in Table 6. Average enrollment since Winter 1987 has been about 15 students per course. Importantly, the majority of these students have expressed interest in enrollment in a formal off-campus degree program.

On-campus enrollments in the area of health promotion have averaged 15-20 students per course. These students have been drawn from various disciplines, including those who are actively pursuing concentrations in a community health minor through the School of Education.

- b. Monthly telephone inquiries from persons in Oregon, California, Washington and Idaho about the existence of a masters level program and their interest in en-

rollment. The Health Care Administration Program receives on the average some four telephone inquiries per month.

- c. The results of specific surveys (see Appendix D for the instrument used) sent to business/industry, professional associations and public agencies. Over the past six months, 155 persons have responded to these surveys indicating specific interest in enrollment in the program we have proposed.

Table 6. Safety Studies Enrollment in 1986-87
Courses Taught Through OSU's Division of Continuing Education.

Advanced Safety Studies Course	Term	Portland Enrollment	Eugene Enrollment
H 491-V--Safety Practice	Fall 1986	8	6
H 491-M--Safety Management	Winter 87	17	13
H 491-V--Safety Practice	Spring 87	16	13
H 491-T--Safety Law	Fall 1987	20	14

Source: DOH Student Enrollment Records.

As a result of our survey data, spontaneous inquiry, and demonstrated interest by students in current off-campus efforts and program marketing efforts, we project enrollment for the first six years as shown in Table 7.

The students may be divided into two major groups as follows:

ON-CAMPUS STUDENT

We estimate that upon program maturation at six years post initiation, we will admit some 60 students per year. Depending on student attrition (which we expect to be small), the Program should have about 110 students in residence at any given time. Note that our planned marketing efforts--particularly in out-of-state areas may well increase our current best estimates of on-campus

Table 7. Projected Masters Program Enrollment

Program Year	ON-CAMPUS				OFF-CAMPUS
	First Year Students	Second Year Students	Part-Time Students	Non-Major Students	Students
1	35	--	12	30	45
2	40	33	15	32	45
3	45	38	18	36	45
4	50	42	21	40	60
5	55	48	24	45	60
6	60	52	24	50	60

Sources: (1) Telephone communications with the proposed applicants; (2) Surveys initiated by the Health Care Administration Program and the Department of Health; (3) Current course loadings in both DOH's on-campus and off-campus effort.

enrollment. We expect our total on-campus enrollments to be more or less uniformly divided among each of the three concentrations. Two other types of students will clearly influence our Program, its enrollment and student utilization of courses. The first of these involves part-time students who will join the Program on an intermittent basis--taking 1 to 2 courses per quarter. Based on our current experiences with part time students, we expect that each of the three concentrations will at Program maturation attract some 8 students each year for a total of 24 students.

The second type of student who will influence our course loading (though not enrollment) will be those non-major students who find study in one or more of the Program concentration areas to be an appropriate corollary. These non-majors will likely be associated with pharmacy, psychology, sociology, gerontology, and business. We expect based on prior experiences to service about 50 different non-major students per year--each of whom will take at least one course. We expect that about one half of the group will take two or more courses.

OFF-CAMPUS STUDENT

As will be described in section 3 (g) below, the Program as proposed will operate an off-campus component at a single location in the state. The off-campus Program sequence will involve a three year course of study at a rate of 2 courses per quarter and we will admit a cohort of students to that Program every three years. We expect this Program to be highly successful in attracting committed students based on our survey data identified earlier.

To assure proper utilization of resources, we shall not initiate the off-campus program until we have achieved a minimum enrollment of about 15 students in each concentration for a total of 45 students. After the first cohort has graduated, we expect the second and subsequent sequence off-campus enrollment cohorts to be about 60 students.

Our rationale for serving these different student groups is straight forward; we intend to serve both regular on-campus students as well as those not normally able to so enroll. First, the proposed program is intended to extend offerings off-campus to persons in an area within the State now ineffectively served. It is anticipated that the off-campus component of the proposed program would draw its clientele primarily from employed professionals

and others who would not otherwise enroll on a full-time basis. As is the case with off campus efforts of this nature in other states, we expect that many such students will be willing to travel considerable distance to attend such a program. Second, the program shall also provide a traditional setting. Thus, we expect a second group of students (from in and out of state) whose interest would be in an on-campus location. These students will be influenced by the programmatic study areas, the ongoing research and service emphasis, the potential for graduate assistantships and the reputation of faculty and programs. We also expect that because of accessibility to and availability of the various courses a number of persons in the immediate area will elect to become part-time students.

2. PROGRAM MARKETING

To assure appropriate enrollments, we expect to conduct a vigorous marketing effort to attract both on and off campus students. Our on campus program marketing efforts will involve:

- a. The development of a formal marketing plan which provides a statement of intent to the state, region and nation. That plan will carefully delineate our student "product", our intended source of students, methods to attract that population, and anticipated results. We expect to compete vigorously for students in Oregon, in surrounding states, and in areas of the country where our academic program interests are largely absent. We are particularly interested in attracting that in-state population which now use out-of-state regional programs operating in Oregon as well as that population going out of state for training. Equally of interest will be those persons who will move to OSU from out of state for specialized training largely unavailable or inadequate in other locations. We expect to: systematically blanket potential student sources with appropriate information, utilize local and national professional associations for support, and engage with state and national public and private sector organizations that can aid directly or indirectly in our quest for students.

Two other populations will be actively sought, the first of which is the minority and disadvantaged as has been described in Section "e" below. The second population is international in scope. Given both advances and deficiencies in health and safety administration in other countries, we expect over time modest student representation from a variety of countries. To aid in attraction of students, we expect to

use among others existing formal and informal contacts and associations in other countries and to expand our existing contacts and efforts with the World Health Organization.

- b. Using ongoing research and service activities, we intend to provide for deliberate articulation of DOH's services and research activities with state, public, and private sector organizations. This will, we believe, enhance our potentiality for off-campus enrollment.
 - c. Release time arrangements to facilitate student participation. In our off-campus marketing efforts, we shall strive to negotiate informal arrangements with state agencies and other large scale employers to facilitate release time for attendance by employees during a full working day or a portion thereof. This technique has merit and has been highly effective in off-campus programs operated in other states.
 - d. Materials which display our program, its concentrations, related service and research activities, faculty resources, other academic resources, and the university environment. We expect to prepare and deploy attractive printed advertising materials. We also expect to develop nontypical video tape presentations oriented towards special markets represented by our concentrations.
- c. Identify statewide and institutional service area manpower needs the proposed program would assist in filling.

We perceive that statewide and institution service area manpower needs are (1) in effect no different than those identified in our review of program needs described in Appendix C and (2) approximated to a limited degree by our survey efforts in 9 (b) above.

- d. What evidence is there that there exists a regional or national need for additional qualified persons such as the proposed program would turn out?

To our knowledge solid evidentiary data concerning regional and national needs for programmatic graduates is not effectively addressed in the technical literature. Our assessment of status and trends as provided earlier does however provide a reasonable base for assessment of training needs.

- e. Are there any other compelling reasons for offering the program?

There are two other compelling arguments for offering the proposed program. First, it allows OSU to deal more effectively with the issue of attracting minority and disadvantaged students. To that end, the Health Care Administration Program and the Department of Health were involved with the Office of Economic Opportunity in the securing of a Health Career Opportunity Program (HCOP) grant-in-aid from the U. S. Public Health Service. The HCOP effort (funded at a level of about \$750,000) was initiated in the Fall of 1987 and is specifically designed to attract minorities and the disadvantaged into health care fields. The Director of the Health Care Administration Program has worked extensively in this area and serves on U. S. Public Health Service Disadvantaged Assistance Program review panels which examine and fund national training efforts in this area.

Second, the proposed program will provide an excellent opportunity for Oregon State University to actively recruit students from previously untapped markets, particularly those interested in a part-time program of study. Importantly, this program will be one of the first programs of its kind which is truly responsive to the health service and safety marketplace. By combining the professional experiences from the disciplines involved, Oregon State will be able to provide graduates who will fit exceptionally well into future multi-faceted job marketplaces. They in turn will no doubt be influential with others seeking advanced training.

- f. Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups.)

A variety of agencies and professional associations and other groups have expressed interest and support in the proposed program (See Appendix E). These include, among others:

Federal: The Honorable Ron Wyden, U. S. House of
Representatives
United States Public Health Service:
Indian Health Service.
United States Department of Agriculture,
Office of the Secretary

State: Office of the Governor
 Department of Human Resources, Office of
 the Director
 Department of Human Resources, Office of
 Alcohol and Drug Abuse Programs
 Department of Human Resources, Adult and
 Adult and Family Services Division
 Department of Insurance and Finance

County: Multnomah County

Professional: Oregon Health Care Association
 American Society of Safety Engineers

Other: Private Industry
 Graduates students in the Health Care
 Administration Program and the Department
 of Health
 OSU Liaison Contacts

- g. Have any special provisions been made for making the complete program available for part-time or evening students.

The program described herein is an on-campus program which expects to provide an off-campus component using (1) established courses and curriculum, (2) full-time OSU faculty, and (3) adjunct faculty drawn from specialized fields in certain courses. The planned off-campus program is described in detail in the following section.

1. Overall Provisions/Guidelines for the Off-Campus Component:

Our planned off-campus program efforts are governed by the provisions contained in "Guidelines for Conduct of Off-campus Programs" as approved by the OSU Faculty Senate (Meeting #401, 6/2/83). This document sets forth various requirements concerning needs assessment, financial support, site evaluation and selection, program design, program evaluation, faculty, administrative services, academic records, advising, and degree requirements. The proposed program has followed explicitly the aforementioned guidelines in its work to date (e.g., needs assessment, financial support, program design, evaluation, and faculty). The other guideline areas (administrative services, records, site selection, advising and degree requirements) shall be employed as we develop and operate the proposed program.

2. Admissions:

Admissions shall be the same as that used for on-campus students and shall be guided by the three additional requirements described in Section 6 of this proposal.

3. Off-campus Course of Study:

The off-campus course of study will be exactly that used in the on-campus effort (described in Section 5 above) except that it will be provided over a full three-year period in a "lock-step fashion." As such the courses will be given in a prescribed sequential fashion during the three years. Thus, we expect to provide at a given location (with two exceptions described in 6 below) each of the courses required for the masters program concentration and minor. Two designated courses will be taught each term during a single day per week or two evenings per week. The courses will be taught by regular full-time and adjunct program faculty using syllabuses and reference materials used in on-campus courses. It should be noted that this lock-step off-campus programming model closely resembles that in operation by the Oregon Executive MBA Program and the University of North Carolina, Health Policy and Administration Program throughout the State of Carolina. Note also that the Director of OSU's Health Care Administration Program taught in four such programs while on the faculty at the University of North Carolina.

4. Off-campus Program Timing and Location:

A single off-campus program will be offered at a deliberately determined site every three years. The program site will be determined by potential student demand using our formal surveys (Section (9) above) and the aforementioned off-campus guidelines. The program will, however, not become operational until we have enrolled a cohort of approximately 45 students who will commit to the Program for a full three years. This minimum enrollment loading procedure will be used with all subsequent off-campus cohorts. Figure 2 provides a graphic display of our anticipated timing for our planned off-campus effort contrasted with on-campus classes.

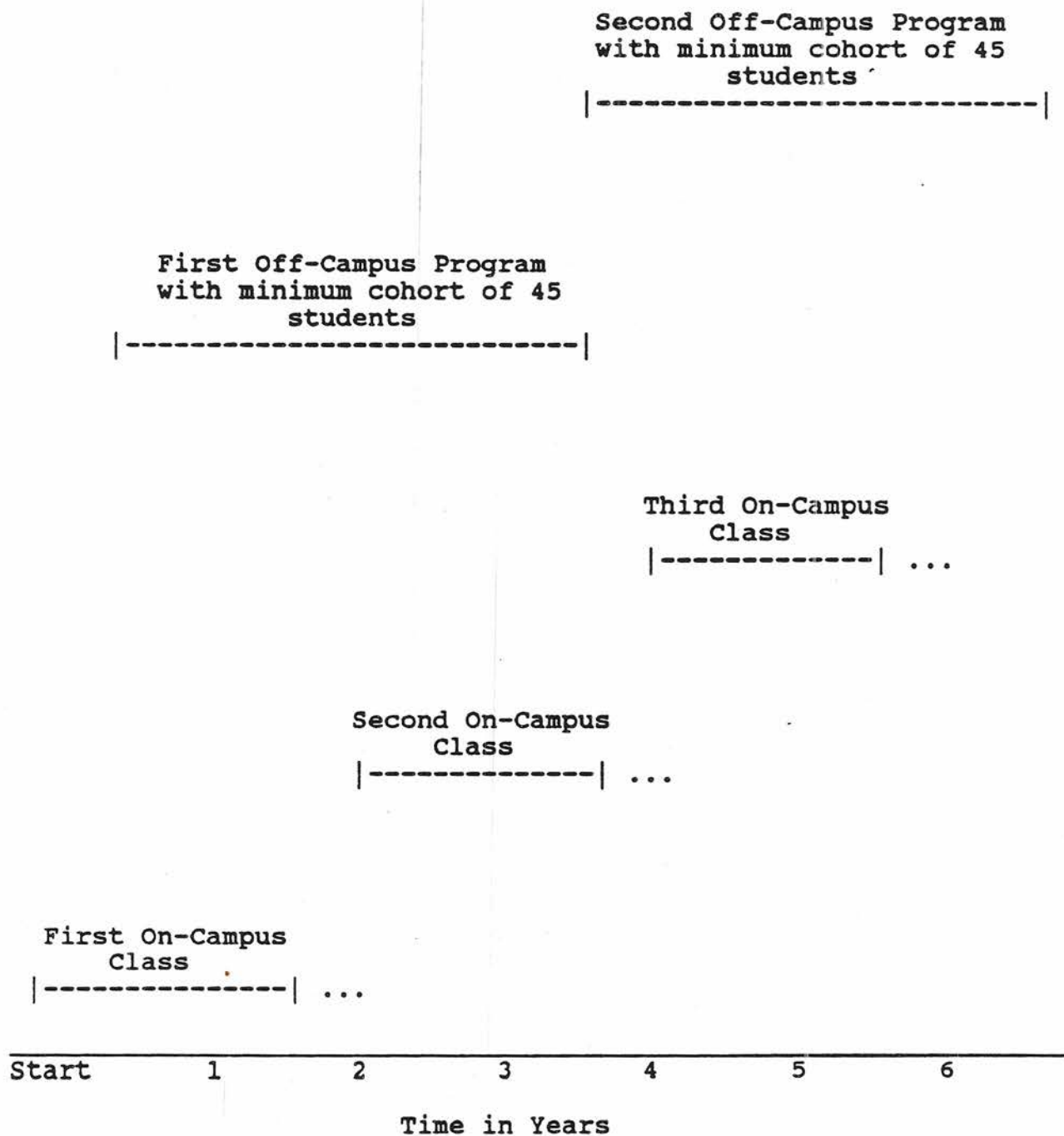


Figure 2. Time Relationships of On- and Off-Campus Program from Program Initiation to Six Years Post Initiation.

5. Student Advising

Advising of off-campus students will take place at the off-campus training site, through telephone contacts between student and adviser and through student visitations to the OSU campus. The program will establish one general advising day per term at the training site for all students. From that session, student-faculty assignments will be made based on areas of interest. Subsequent advising shall be made directly between student and adviser using the aforementioned methods. Some advising will, of course, take place following instructional periods on site. Finally, we perceive that the camaraderie achieved by the typical cohort will generally facilitate individual advising.

6. Articulation between On-campus and Off-campus Programs

As indicated in 1-5 above, the off-campus and on-campus activities shall not operate independently of one another. Several crucial elements of such inter-program articulation should be mentioned to include:

- a. Library Resource/Reference Materials: It is expected that course reference materials used in on-campus and off-campus locations shall be the same. These include required texts and handout materials such as special readings, data sets and case studies. In addition, library and other resources for the off-campus student that may be useful in course research, projects and theses shall be drawn from several locations. First and perhaps critical, many of the students will be associated with an organizational subunit which acquires and circulates various technical journals, technical reports, and data sets of relevance. Second, the bulk of the off-campus students will be associated with an organization (such as state or local government agencies) which has a formal technical library, e.g., State Library in Salem, OR. Third, the technical library at OSU will likely be within reasonable driving distance for most students. Finally, technical libraries and interlibrary loan capabilities of various components of the Oregon State System of Higher Education can be used.
- b. Program Courses: The bulk of the courses in the proposed program will be provided in a conventional manner, i.e., a faculty person traveling to the

off-campus site and providing instruction. Several variations to that approach may be employed for certain courses. First, we expect to use a course in health economics and two in gerontology all of which are taught by non-health department faculty. To facilitate the use of these courses without undue hardship or overload to the faculty involved we will seek to schedule those particular courses to meet one time per week on-campus. Off-campus students would then be required to travel to the campus for that instruction. Second, for certain health department courses, it may be appropriate to transport our on-campus class to the off-campus location. Finally, it may be feasible, though not necessarily desirable, to consider microwave transmission for 1-2 courses provided it is cost effective and more critically, palatable to students. Our proposed budget reflects meeting of non-Health Department courses on campus and a second-year budget line item to reflect the testing of a microwaved course. If microwaving is found an effective teaching mechanism, we may continue its application but for no more than 2 courses per three-year cohort of students.

- c. Non-cohort Students: The on-campus component of the proposed program will encourage enrollment of part-time students and non-majors in courses. The off-campus program will admit a cohort of students every three years and will likely choose as a matter of policy not to admit part-time students or non-majors. Exceptions to the general policy will, of course, occur from time to time given extraordinary timing, circumstances of the proposed student, student background, etc.

7. Contingency Planning

It is expected that the off-campus effort will be reasonably prepared to cope with the potentiality of student, faculty, or site calamities. Should a student for whatever valid reason be unable to complete a course, he/she will be given an opportunity to take the course on-campus at OSU or a readings and conference course focusing on the same area. Should a faculty person become incapacitated, resign or for other reasons be unable to complete a course, the Program will expend extraordinary efforts to assure course completion. Finally, should the off-campus site become unavailable, the Program will assure a non-disruptive transition to a new locations.

8. Program Assurances

It is the intent of the College to initiate and operate the off-campus program for as long as a clear need exists. While we think that time period will be extensive, if anticipated enrollment is low we shall cease off-campus operation. Further, if student attrition from an existing program is so great as to jeopardize its existence, we will expand all reasonable resources to honor our commitments but within the guidelines established by OSU in such matters.

Duplication of Effort

10. Similar Programs in the State.

a. List any similar programs in the state.

There are no programs in the state that are similar to that proposed. The University of Oregon (UO) operates a masters program (MA or MS) in Community Health; Portland State University (PSU) operates a non-degree interdisciplinary effort in general public health and a masters program in public administration with an option in health administration. Based on our review of current catalog offerings by both the University of Oregon and Portland State University, it is apparent that there is similarity in several of their existing courses and those contained in this proposal. That overlap is, however, largely historical and is quite limited in nature. What clearly differentiates the proposed programmatic effort, however, is the following:

1. Neither Portland State University or University of Oregon has programs concentrating on health promotion, long term care administration, or safety administration.
2. Neither Portland State University or University of Oregon has demonstrated a marketplace sensitivity with respect to the need for off-campus degree programming efforts in any of the proposed areas of study.
3. Both Portland State University and University of Oregon have made few commitments to development of faculty resources trained in our proposed areas of interest.

4. Neither Portland State University or University of Oregon are accredited or affiliated with the Association of University Programs in Health Administration, the Accrediting Commission in Education for Health.

As a result of these indicators/actions demonstrated by Portland State University and University of Oregon, neither program is viewed as similar to that proposed in terms of apparent interest, demonstrated history, targeted student population, or accreditation.

- b. If similar programs are offered in other institutions in the state, what purpose will the proposed program serve? Is it intended to supplement, complement, or duplicate existing programs.

None

- c. In what way, if any, will resources of any other institutions be utilized in the proposed program?

None

Resources

11. Faculty

- a. List any present faculty who would be involved in offering the proposed program, with pertinent information concerning their special qualifications for service in this area.

Tilahun Adera, Ph.D. (expected in Fall 1987 from OSU)
M.P.H., (University of Washington), Assistant Professor,
Department of Health

Specialist in biometry and environmental health;
research background in chronic disease and environmental health.

Chad Cheriell, Ph.D., (University of Oregon), Assistant
Professor, Health Care Administration

Specialist in health policy and finance; research
background in public sector finance and provision of
uncompensated health care.

Rebecca Donatelle, Ph.D., (University of Oregon),
Assistant Professor, Department of Health

Specialist in worksite health promotion; research
background in health promotion and substance abuse.

Jerome B. Hallan, Dr.P.H., (University of North Carolina at Chapel Hill), Professor and Director, Health Care Administration

Specialist in health care administration and health care finance; research background in health care finance, substance abuse, employee assistance programming, and health status of the disadvantaged.

Craig Huddy, Ph.D., (Purdue University), Assistant Professor, Department of Health

Specialist in health promotion; research background in assessment of individual health status.

David Lawson, Ed.D., (West Virginia University), Associate Professor, Chairman, Department of Health

Specialist in safety; research background in personal transportation safety and risk.

David Phelps, Ed.D., M.P.H. (University of California, Berkeley), Professor, Department of Health

Specialist in biometry and mental health; research interests in mental health, community health and program evaluation.

Annette Rossignol, D.Sc., (Harvard University), Associate Professor, Department of Health

Specialist in biometry and environmental health. Research background in consumer product safety.

Anthony Veltri, Ed.D., (West Virginia University), Assistant Professor, Department of Health

Specialist in safety and risk management; research and background in assessment and management of industrial/business risk.

Faculty Within Other
Disciplines at OSU

Anthony Wilcox
Kenneth Patterson
Clara Pratt
Terry Wood

Area of Specialization

Exercise Physiology
Health Economics
Gerontology
Measurement and Evaluation

Adjunct Faculty
Virginia Williams
John Hogan

James Park, J.D.
Douglas Atkinson
Michael McCracken

Area of Specialization
Health Care Organization
Long Term Care Administration
Health Law
Health Care Marketing
Health Policy

- b. Estimate the number, rank, and background of new faculty members what would need to be added to initiate the proposed program; that would be required in each of the first four years of the proposed program's operation, assuming the program develops as anticipated in item 8b. What kind of commitment does the institution make to meet these needs.

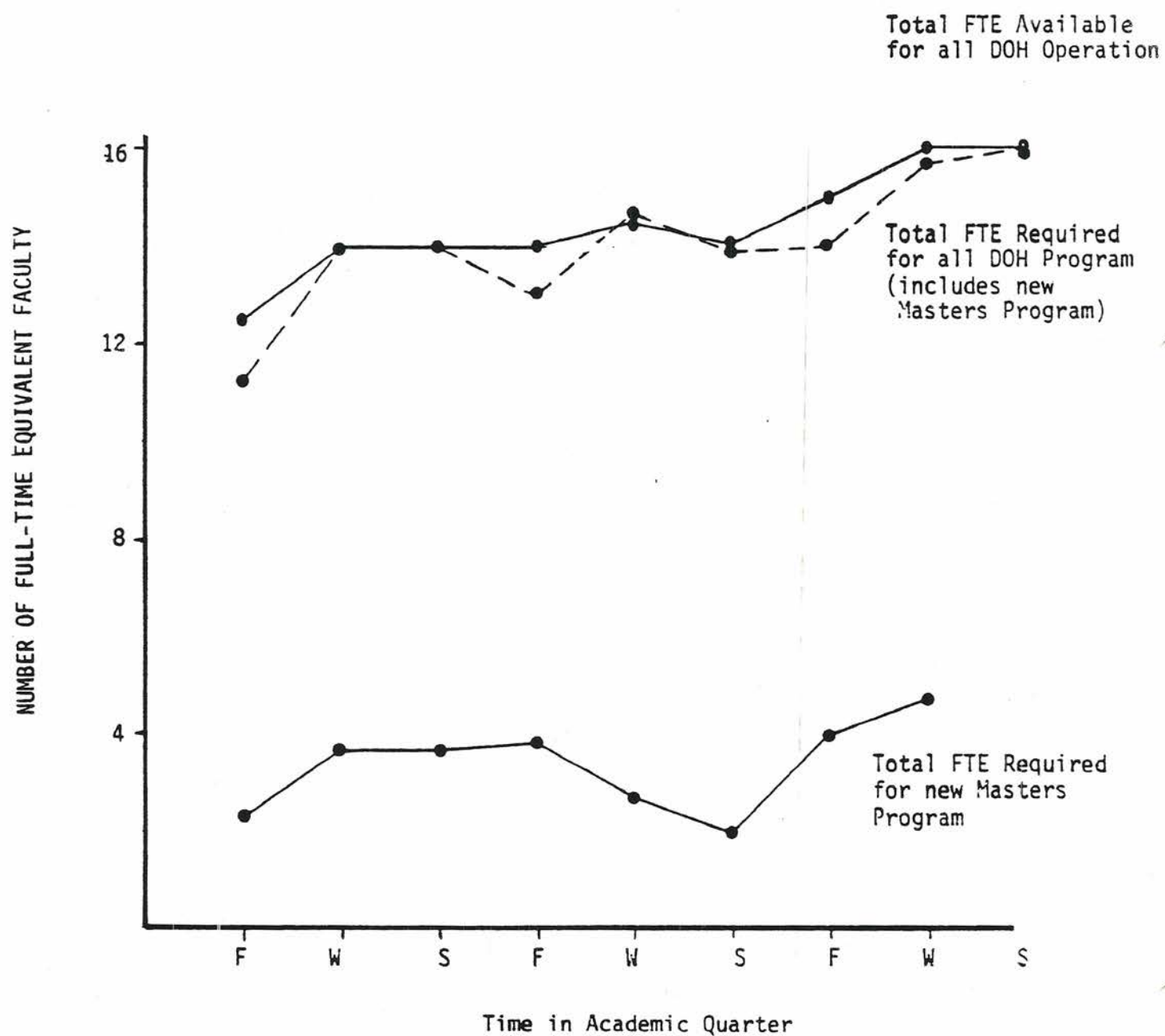
Effecting programmatic change within the general framework of existing resources requires substantive analysis of actual programming need. To this end, we have carefully assessed the resource requirements (full-time faculty, adjunct faculty and graduate assistants) necessary to effectively implement the proposed M. S. degree proposal at both on- and off-campus locations. These requirements have been combined with existing departmental requirements and subsequent detailed projections of total resources needed versus resources available have been made. These projections are graphically displayed in Figure 3. They reveal that available resources in the form of full-time faculty, adjunct faculty, and graduate assistants closely approximate total full-time equivalent (FTE) requirements for programming efforts.

It should be noted that in our planning assumptions, teaching assistants were utilized to cover certain 100 and 200 level courses currently being covered by graduate faculty members. In addition, we have assumed the phaseout of a number of industrial hygiene courses--again freeing up certain graduate faculty commitments. Existing adjunct faculty in the Health Care Administration and the DOH will also supplement faculty loads. During the third year of program operation, it will be necessary to hire one additional faculty member. In summary, the proposed program will become operational with only modest budgetary increases for faculty (i.e., a single faculty person during the third year).

Finally, it seems most appropriate at this point to contrast the obvious cost in adding faculty to the obvious benefits derived therefrom. These include:

1. Income generated from in-state and out-of-state tuition.
2. Improved relations with business/industry, the health care industry and government agencies which may foster an improved climate for institutional support and cooperative research efforts.

Figure 3. Projected FTE Faculty Resources by Academic Quarter of Program Operation in the Department of Health.



3. Substantial impact on the direction of health and safety efforts within the state, region, and nation.
- c. Estimate the number and type of support staff needed in each of the first four years of the program.

Secretary (part-time) and graduate assistants (three).

12. Library

- a. Describe, in as objective terms as possible, the adequacy of the Library holdings that are relevant to the proposed program (e.g., if there is a recommended list of library materials issued by the American Library Association or some other responsible group, indicate to what extent the institution's library holdings meet the requirements of the recommended list).

The current library holdings are in general adequate to meet the needs of the proposed program though certain additional holdings have been recommended by the Library. It has extensive book and journal holdings in the proposed areas and an effective interlibrary loan service with other institutions. Library staff in this area are sensitive to our needs and have facilitated interlibrary efforts. Their staff has also been helpful and effective in information searching and acquisition of needed documents. The library actively seeks our advice on the acquisition of new holdings. Further, technical library staff are actively involved in a library research methods course (HCA 230X) for our undergraduate program in Health Care Administration. Finally, the governmental documents section of the library also has extensive holdings of interest to the proposed program.

- b. How much, if any, additional library support will be required to bring the Library to an adequate level of support for the program?

The library has reviewed the proposed course offerings and estimates that some \$1,135 per year will be necessary to acquire journals and newsletters of use to the program concentrations. The amount recommended by the Library has been included in the budget estimate for the proposed program.

- c. How is it planned to acquire these Library resources?

Not applicable.

- d. A statement from the Director of Libraries indicating present resources and finding of future needs must be attached to the proposal. (This is an OSU requirement exclusively.)

See Appendix Section of Proposal.

13. Facilities and Equipment

- a. What special facilities in terms of buildings, laboratories, equipment, are necessary to the offering of a quality program in the field and at the level of the proposed program?

There are no special on campus facilities that are required for the proposed program.

- b. What of these facilities does the institution presently have on hand?

Not applicable

- c. What facilities beyond those now on hand would be required in support of the program?

Off-campus program efforts will take place at a single and possibly two locations in the state. These locations will be a function of geographic concentrations of part-time students and will require a configuration of two rooms capable of being used as classrooms holding 20-25 students. A location of immediate potential interest is Salem, Oregon. In that area we would negotiate the use of (1) conference rooms in state buildings, (2) classrooms in community college settings, (3) conference rooms in federal office buildings, and/or (4) classrooms owned by the Indian Health Service.

- d. How does the institution propose these additional facilities and equipment shall be provided?

We expect the facilities identified in "c" above would be provided at no cost to OSU.

14. Budgetary Needs

- a. Please indicate the estimated cost of the program for the first four years of its operation, following the format shown following this document.

The summary of estimated costs and sources of funds for the proposed program are shown on the following page. Note that costs are expected to increase incrementally over the first three years commensurate with expected course offerings at both on-campus and off-campus locations. During the fourth year, costs reduce to reflect a new off-campus program and as in the case with each new program a more limited variety of courses for that first year.

- b. If a special legislative appropriation is required to launch the program (as shown in item 4b of the estimated budget), please provide a statement of the nature of the special budget request, the amount requested, and the reasons a special appropriation is needed. How does the institution plan to continue the program after the initial biennium?

None

- c. If federal or other grant funds are required to launch the program (items 4c and 4d), what does the institution propose to do with the program upon termination of the grant?

None

- d. Will the allocation of going-level budget funds in support of the proposed program have an adverse impact on any other institutional program? If so, which programs and in what ways?

None

- e. If the program will be financed from existing resources, specifically state:

- (1) what the budgetary unit will be doing as a result of the new program that is not now being done, in terms of additional activities; and
- (2) what these new activities will cost and whether financed or staffed shifting of assignments within the budgetary unit or reallocation of resources within the institution.

State which resources will be moved and how this will affect those programs losing resources. (This is an OSU requirement exclusively.)

- (1) It is our posit that to effect real programmatic change (in the absence of budgetary growth) from

SUMMARY OF ESTIMATED COSTS AND SOURCES OF FUNDS FOR PROPOSED PROGRAM (CATEGORY I)

Program Master in Health and Safety Administration

Institution Oregon State University

I. Resources Required

A. Personnel

	First Year		Second Year		Third Year		Fourth Year	
	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE
1. Faculty	\$		\$		\$38,706	1.0	\$39,867	1.0
2. Graduate Assistants	\$14,063	1.5	\$18,750	2.0	\$28,125	3.0	\$28,125	3.0
3. Support Personnel	\$4,485	0.25	\$9,239	0.5	\$9,515	0.5	\$9,880	0.5
4. Fellowships & Scholarships	\$		\$		\$		\$	
TOTAL	\$18,548		\$27,989		\$76,346		\$77,872	
Percentage of Total from State Funds	51	%	50	%	31	%	30	%

B. Other Resources

	Amount	Amount	Amount	Amount
1. Library	\$1,135	\$1,158	\$1,181	\$1,204
2. Supplies & Services	\$1,854	\$2,799	\$7,635	\$7,787
3. Movable Equipment	\$	\$	\$	\$
TOTAL	\$2,989	\$3,957	\$8,816	\$8,991
Percentage of Total from State Funds	100	%	100	%

C. Physical Facilities

Construction of New Space
or Major Renovation . .

Percentage of Total
from State Funds

Amount	Amount	Amount	Amount
\$ --	\$ --	\$ --	\$ --
-- %	-- %	-- %	-- %

GRAND TOTAL

Percentage of Total
from State Funds

\$21,537	\$31,946	\$85,162	\$86,863
44 %	44 %	28 %	27 %

II. Source of Funds

- A. State Funds--Going-Level Budget
B. State Funds--Special Approp.
C. Federal Funds
D. Other Grants
E. Fees, sales, etc.
F. Other

TOTAL

Amount	Amount	Amount	Amount
\$12,162	\$17,883	\$61,725	\$63,426
\$	\$	\$	\$
\$	\$	\$	\$
\$9,375	\$14,063	\$23,437	\$23,437
\$	\$	\$	\$
\$	\$	\$	\$
\$21,537	\$31,946	\$85,162	\$86,863

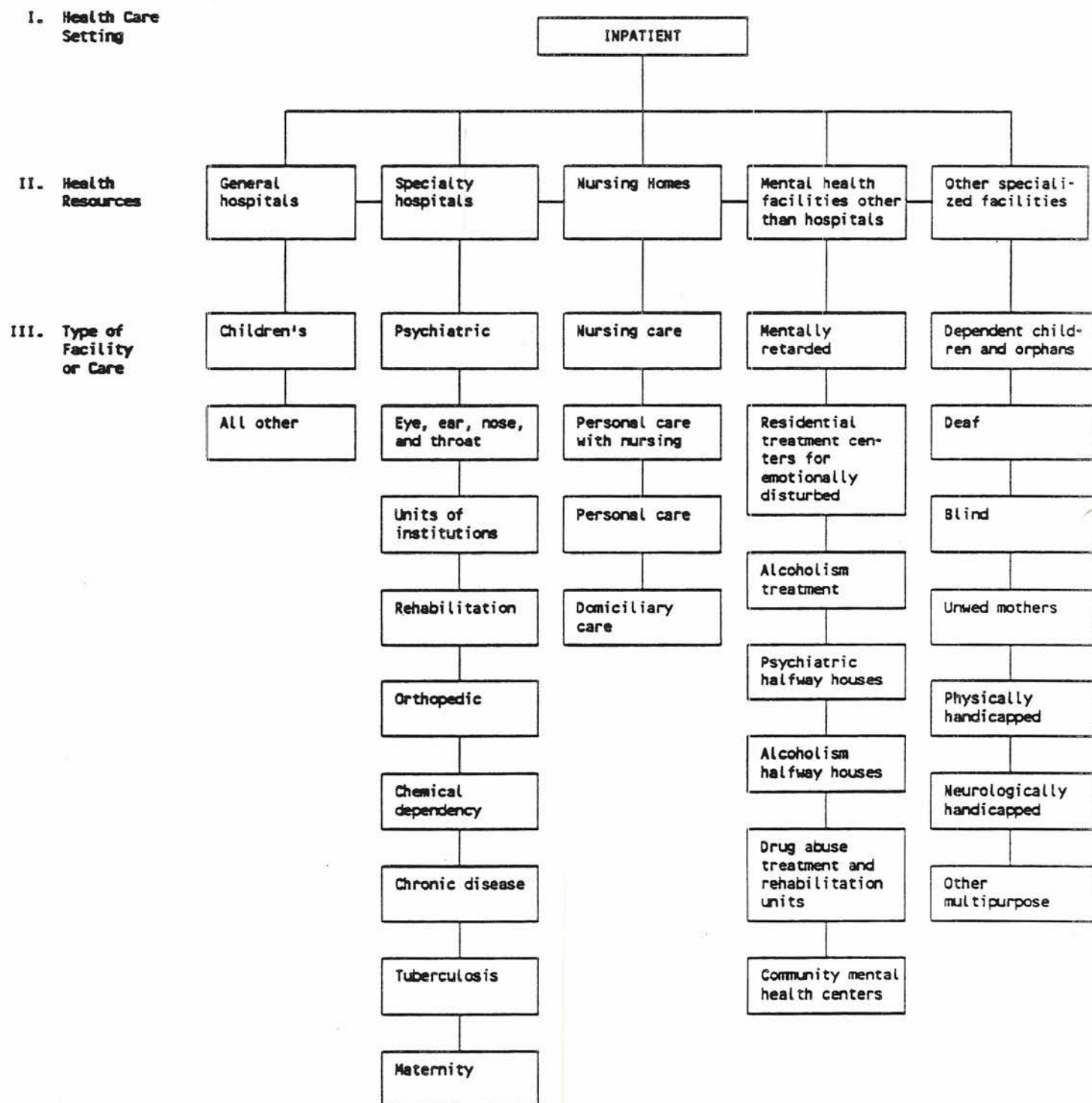
existing resources require several essential and interactive underpinnings. First, and likely foremost, a general environment for change must exist within not only the organization wishing to initiate such change but also their fields of endeavor. Second, a substantive commitment to the profession is essential--a commitment which requires in simultaneous fashion the operation of existing programs and the design, development and implementation of a new enterprise. Third, a strong sense of entrepreneurship and attendant skills in identifying and organizing for new areas of work is essential. In summary, we believe that the environmental conditions identified above and internal interests and energies now existing at OSU favor development of the proposed program.

Given the foregoing, we expect that our existing efforts in curriculum, recruiting, research, and service will be gradually changed to accommodate the new program. We expect, for example, to initiate other field dictated changes in curriculum. As indicated earlier, recruiting efforts including those related to minorities and the disadvantaged will expand to encompass the proposed program. We have initiated new public and private research grant in aid efforts and expect that over time these will significantly augment our program activities. It is also expected that service related activities by the proposed program will expand significantly through faculty and student interests. Finally, and importantly, we anticipate that the proposed program and its related research and service activities will contribute to state human service actions and policies as well as those of a regional and national nature.

- (2) As indicated in (1) above, we believe the program as proposed to reflect natural evolution in our fields of interest. As such, the planned new activities will in turn involve a natural reallocation of assignments and resources with the Department.

APPENDIX A

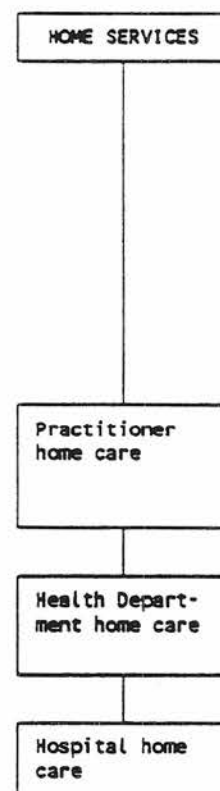
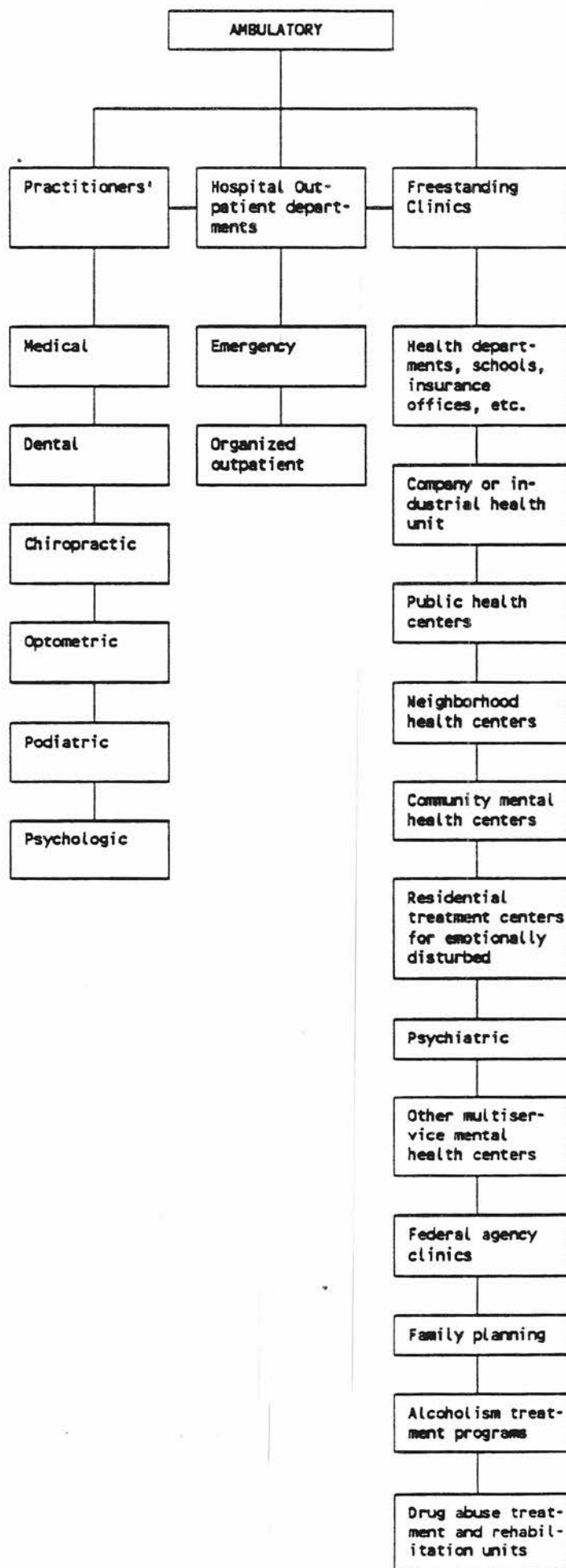
Part A: Health Care Administration Employment Settings



I. Health Care Setting

II. Health Resources

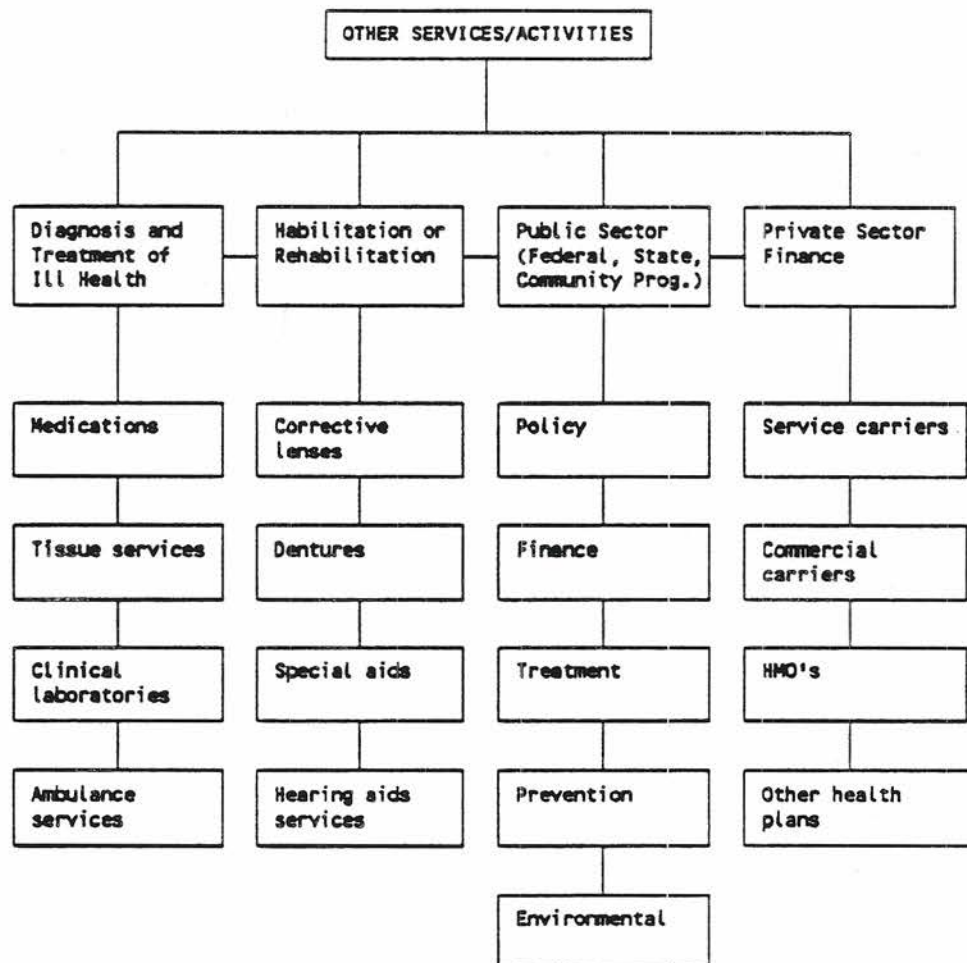
III. Type of Facility or Care



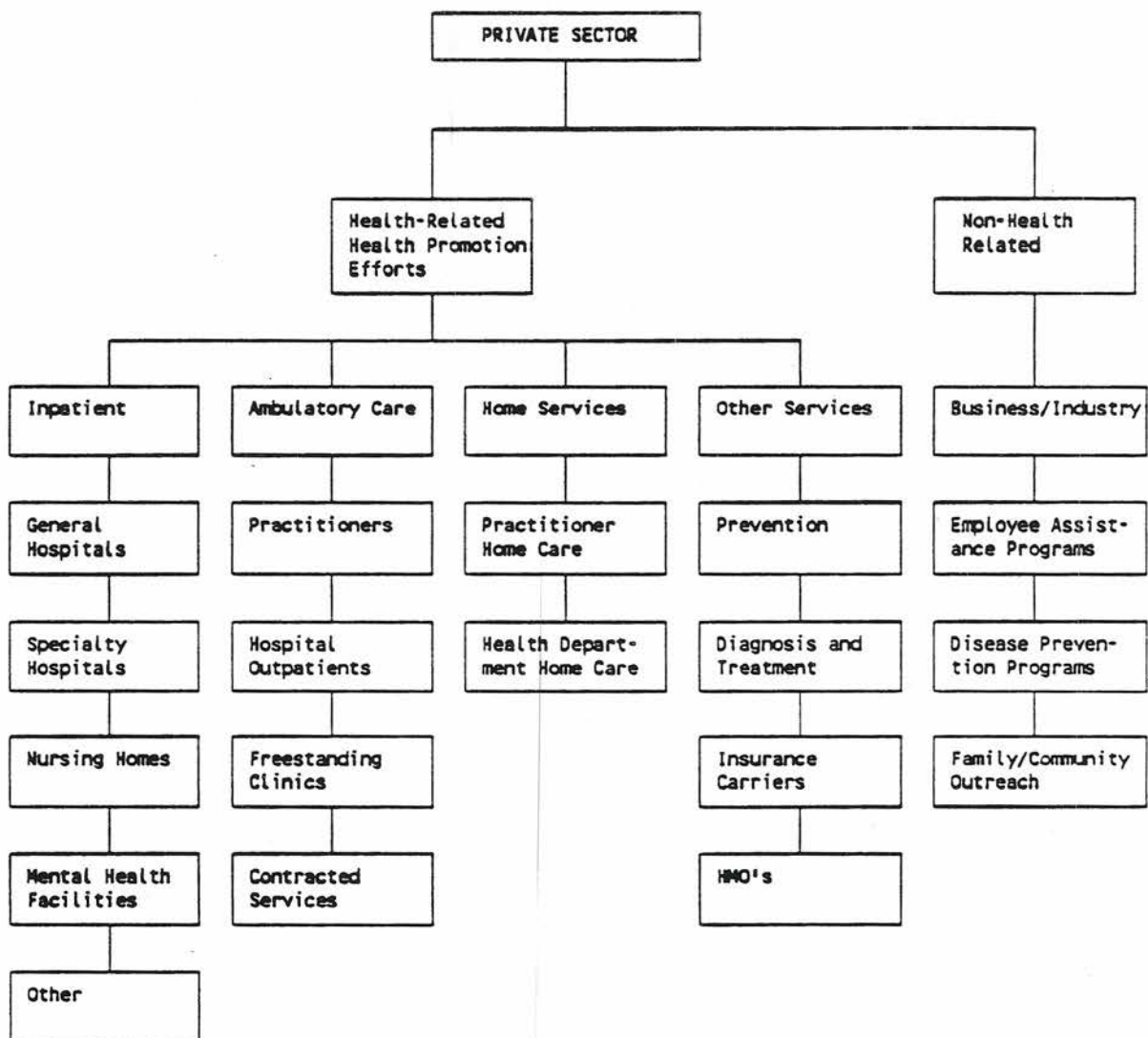
I. Health Care
Setting

II. Health
Resources

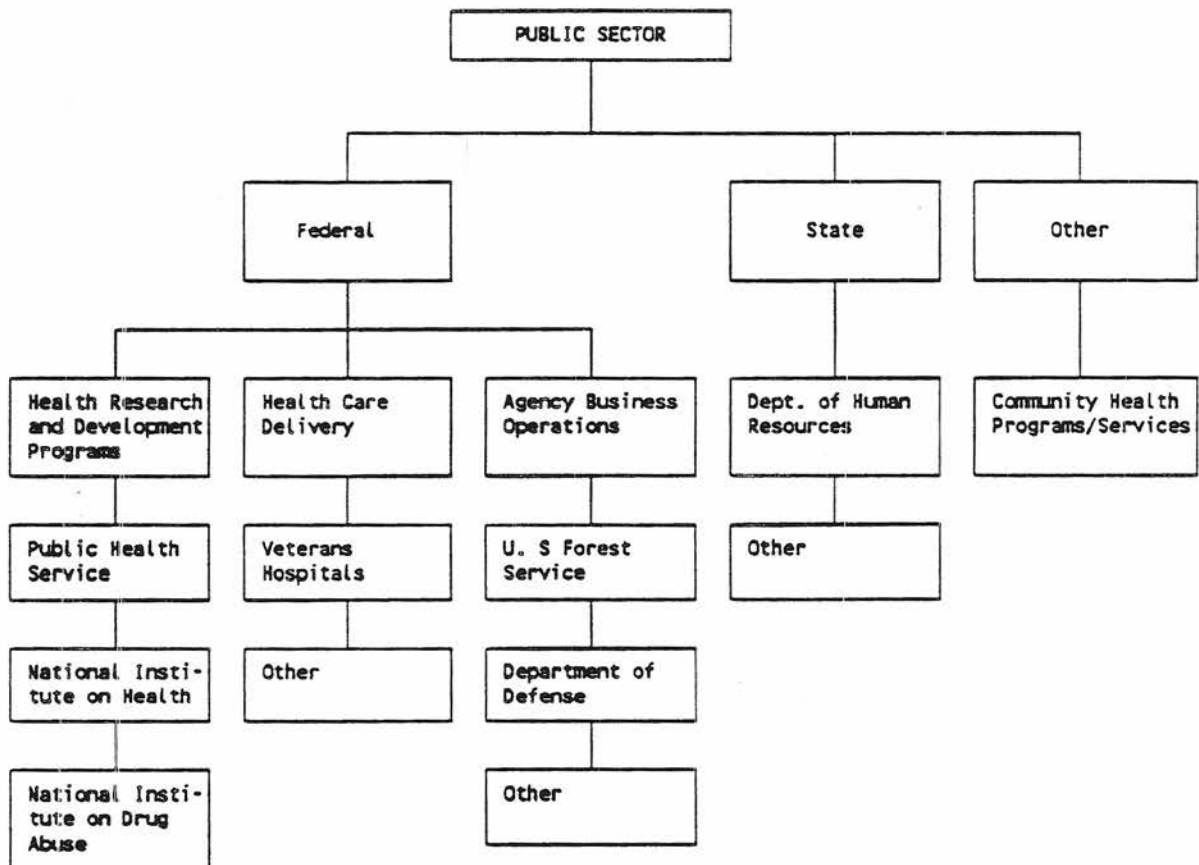
III. Type of
Service
Program



APPENDIX A

Part B: Health Promotion Employment Settings

APPENDIX A

Part 8: Health Promotion Employment Settings

APPENDIX A

Part C: Safety Employment Opportunities

Positions can be as managerial and/or technical specialists

EDUCATION SECTOR

Elementary Schools

Secondary Schools

Colleges and Universities

GOVERNMENT SECTOR

City and County Municipalities

Federal Government

State Government

PRIVATE SECTOR

Agriculture

Consumer

Finance

Fishing

Forestry

Insurance

Mining

Manufacturing

Durable Goods

Non-durable Goods

Retail Trade

Special Services

Amusement and Recreation Services

Hotels, Restaurants, Motion Pictures

Transportation & Public Utilities

Wholesale Trade

APPENDIX B.

OPTIONS IN THE COMMUNITY HEALTH MINOR
FOR THE MASTERS OF HEALTH AND SAFETY ADMINISTRATION

OPTION A: GENERAL HEALTH CARE (GHC) ADMINISTRATION

H 514	The Safety Function	3 credits
H 470	Worksite Health Promotion	3 *
HCA 487	Financial Management for Health Services (GHC Section)	3
HCA 510	Organization, Financing and Delivery of Health Care	3
HCA 591	Advanced Topics in Health Care Administration (GHC Section)	3
xxx xxx	Graduate Elective in Health Care	3

OPTION B: LONG TERM CARE (LTC) ADMINISTRATION

H 514	The Safety Function	3 credits
H 470	Worksite Health Promotion	3 *
HCA 487	Financial Management for Health Services (LTC Section)	3
HCA 510	Organization, Financing and Delivery of Health Care	3
HCA 591	Advanced Topics in Health Care Administration (LTC Section)	3
xxx xxx	Graduate Elective in Gerontology	3

OPTION C: HEALTH PROMOTION CONSULTATION

H 422	Control of Chronic Disease or Graduate Elective in Gerontology	3 credits *
H 478	Community Health Problems: Alcohol and Drug Abuse	3
H 514	The Safety Function	3
H 470	Worksite Health Promotion	3 *
HCA 510	Organization, Financing and Delivery of Health Care	3
PE 433	Physiology of Exercise	3 *

OPTION D: HEALTH PROMOTION ADMINISTRATION

EC 465	Health Economics	3 credits *
H 410	Internship	3 *
H 514	The Safety Function	3
H 470	Worksite Health Promotion	3 *
HCA 510	Organization, Financing and Delivery of Health Care	3
xxx xxx	Elective in Health Care Administration	3

OPTION E: SAFETY ADMINISTRATION

H 514	The Safety Function	3 credits
H 470	Worksite Health Promotion	3 *
H 570	Proposal Writing in Health and Human Services	3
HCA 510	Organization, Financing and Delivery of Health Care	3
H 585	Organization, Administration and Supervision of Safety Programs	3
H 483	Safety Program Management	3

* Previously approved courses.

APPENDIX C.

EVIDENCE OF PROGRAMMATIC NEED

NATIONAL NEED

Current study of health care costs in the United States indicate that average per capita expenditure is approaching \$2,000 a year, or approximately \$450 billion (DHHS, 1986). This amounts to approximately 11 percent of the nation's Gross National Product. New and expensive technology, increased demand by the elderly, inflation, limited cost controls, and inefficient utilization by consumers are among the major contributors to these rapidly escalating costs.

Responding to what many perceive as a crisis situation, the public and private sectors have begun an in-depth examination of the myriad of direct and indirect problems caused by spiralling health care costs. That in turn has begun to generate a need for trained professionals who possess the sophisticated skills necessary to successfully manage dwindling health resources and promote positive health and safety practices. Based on projections provided by the Department of Health and Human Services (1984-85), employment opportunities for health personnel are expected to increase substantially during the next decade. These projections are particularly favorable for persons possessing managerial skills in such areas as long term care, health care management and occupational health promotion and safety.

Evidence of national trends supporting the increasing demand for trained professionals in these areas is provided by the following data:

- a. In 1985, the number of persons aged 65 years or older was 28.5 million, approximately 12 percent of the U. S. population. By the year 2000, people aged 65 and over are expected to represent 13 percent of the American population and this percentage is projected to rise to 21.2 percent by 2030. In addition, Americans are living longer--those who reached age 65 in 1985 had an average life expectancy of an additional 16.8 years (18.6 years for females and 14.6 for males). (Profiles of Older Americans, Washington, DC, 1986). Projections of increased numbers of older individuals (who have historically placed heavy demands on our health care system) have serious implications for future directions in health care delivery. These facts are exemplified by evidence that our present Social Security and Welfare systems seem at best overburdened. As a consequence of this growth in the numbers of the aged, future emphasis is likely to be placed on (a) the provision of

long term care and general health services for this group and (b) the development of programs designed to assist individuals in personal health promotion, illness prevention and safety.

- b. Increasing employer costs for employee benefits and the rise in employee assistance and worker compensation claims have forced numerous enterprises to carefully examine possible methods of cost control. A United States Chamber of Commerce study (Johnson and Rix, 1985), estimated health related costs, such as life insurance, long term disability, health insurance and sick pay to be nearly \$2,500 per employee, or nearly 12 percent of average wages. These figures do not include indirect costs of lost productivity, inefficient or ineffective work time due to illness, substitute worker pay and other items. Many companies now report that employee health/disability plans are among their major operating expense items.

Significantly, these direct and indirect costs can be greatly modified. A recent survey of 750 upper level managers and 250 labor leaders conducted by the International Foundation of Employee Benefit Planning (1985) found that worksite health promotion programs were second in effectiveness, behind changes in insurance plans, as ways of reducing health care costs.

Further, evidence of the growing emphasis on health promotion programming (and related programmatic/managerial needs) is provided by the fact that over 50 percent of the Fortune 500 companies in the United States currently offer health promotion programs and another 20-25 percent are considering offering them. Health related enterprises in the public sector (e.g, hospitals, public and mental health agencies, education, and government) are demonstrating similar interest. These trends provide the basis for a growing need for trained professionals who are capable of successful planning, implementation and evaluation of programming efforts, as well as understanding essential principles of organizational structure, preventive health and cost benefits.

- c. Increasing government support for the role of business/industry in controlling individual health care costs has been demonstrated in recent years. Several states have introduced legislation designed to provide tax credits to employers who provide preventive health programs for their employees. Oregon has provided leadership in this role by providing tax credits to enterprises offering family assistance in the form of day care or child care services to employees.
- d. Government interest in and concern for employee well-being is readily demonstrated by the number and nature of regulations relating to the environmental health and safety of employees. Such regulatory action by definition forces action and com-

pliance with standards. Growing numbers of enterprises now recognize that trained health and safety professionals can readily demonstrate direct financial benefits in the form of reduced worker compensation claims, etc. Consequently, we expect the climate for specialists in these areas will become increasingly favorable.

STATE/LOCAL NEED

From the foregoing information, it is clear that there is substantial need and support for professionals with the sophisticated skills and knowledge which will be provided under the proposed program. By all indications, future trends reveal increasing need for these professionals. Oregon's economic recovery, with an increased improved industrial climate and growing activities concerning the health and well-being of individuals, provides an outstanding opportunity for graduates of the proposed program. The proposed emphasis of this program is sufficiently different from others nationally to provide a highly competent manager with the skills necessary to assist Oregon in its recovery and to serve as an exemplary model for other regions of the United States.

APPENDIX D

Questionnaire Used in Assessing
Potential Student Demand

MASTERS PROGRAM SURVEY

Oregon State University's Health Care Administration Program and the Department of Health are developing a Master's Program which will provide for a major in one of the following: health care administration (long-term care administration or general health care administration), health promotion, and safety studies. The masters program will consist of a set of core courses, specialty courses in the major, cognate courses and a major paper or thesis. The core courses will include introductory courses in each major as well as quantitatively-oriented courses, i.e., epidemiology, research methods, and statistics. Each major will provide a series of advanced or specialty courses as well as cognate-type electives that will allow for systematic conceptual and skills development. The major paper will provide the student an opportunity for an indepth study in a specific area under faculty supervision.

We expect to offer the program at both on-campus and off-campus locations. The off-campus effort will be in geographically attractive areas and will likely be taught in a "lock-step" manner, i.e., a new class will be formed every three years and will receive courses at the same time over that period.

Based on general inquiries received over the past 15 months, there appears to be great interest in graduate education in these areas. We wish to assess possible demand for such a program and hope you will complete and return the enclosed questionnaire. We expect to complete our survey by late Spring and have a report ready for distribution by early Summer. Please indicate if you would like a copy of the report on our findings.

1. Name _____
2. Address _____

Street
City
State
Zip
3. Telephone numbers: Home (_____) _____ Work (_____) _____
4. Academic Background:

** Baccalaureate	Major _____	College _____	Year _____
** Masters	Major _____	College _____	Year _____
** Other	Major _____	College _____	Year _____
5. Current Position _____
6. Current Employer _____
7. Are you interested in completing a Masters program in:

Health Care Administration: Long Term Care _____	Health Promotion _____	Safety Studies _____
General Health Care _____		
8. When could you begin your studies? 1988 _____ 1989 _____ 1990 _____
9. Would you prefer to attend classes: OSU campus _____
 Off-campus: Southern Oregon _____ Northern Oregon _____ Willamette Valley _____ Other (specify) _____
10. If off-campus, what would be most convenient?

Two classes per week: each on a different day _____	both on the same day _____
Would you prefer: Night classes _____	Day classes _____ Weekend classes _____

Please return this survey in an envelope or fold and mail.

IV

**OREGON STATE UNIVERSITY
UNIVERSITY GRADUATE FACULTY OF ECONOMICS
ON BEHALF OF:**

**COLLEGE OF AGRICULTURAL SCIENCES -
DEPARTMENT OF AGRICULTURAL AND RESOURCE ECONOMICS;
COLLEGE OF FORESTRY - DEPARTMENT OF FOREST MANAGEMENT;
COLLEGE OF LIBERAL ARTS - DEPARTMENT OF ECONOMICS.**

OREGON STATE UNIVERSITY
UNIVERSITY GRADUATE FACULTY OF ECONOMICS
ON BEHALF OF:

COLLEGE OF AGRICULTURAL SCIENCES -
DEPARTMENT OF AGRICULTURAL AND RESOURCE ECONOMICS;
COLLEGE OF FORESTRY - DEPARTMENT OF FOREST MANAGEMENT;
COLLEGE OF LIBERAL ARTS - DEPARTMENT OF ECONOMICS.

Proposal for a New Instructional Program Leading to the Doctor of Philosophy and Master of Arts and Master of Science Degrees in Applied Economics. The proposal also provides for terminating the Master of Science and Doctor of Philosophy degrees in Resource Economics.

1. Definition of Academic Area.

The proposed doctorate in Applied Economics is, in large part, a renaming and reorganization of existing programs on campus. The proposed masters programs in Applied Economics does envision a significant curricular initiative in response to needs of the State of Oregon and Oregon State University. If this proposal is accepted, the Doctor of Philosophy and Master of Resource Economics would be discontinued.

Oregon State University was one of the first institutions to develop resource economics as an academic speciality. On July 25, 1968 the Department of Agricultural Economics and the College of Forestry were given permission to offer the doctorate and masters in resource economics. In 1975 the name of the Department of Agricultural Economics was changed to the Department of Agricultural and Resource Economics. As a consequence of this name change there was less need for a special degree in resource economics.

Although resource and environmental economics continues to be an important area of specialization in economics at Oregon State University, other areas of need in applied economics have emerged as well. In particular, as the problems of economic growth and change have become increasingly important in Oregon, nationally and internationally, they have been emphasized more in graduate education in economics at Oregon State University. ATTACHMENT A provides a rationale and description of this emerging area of emphasis.

In effect, although not in name, Oregon State University currently offers the Doctor of Philosophy in Applied Economics with three areas of emphasis: (1) industry economics (traditional agricultural, forestry and marine economics) (2) resource and environmental economics and (3) the economics of growth and change. A required core of courses in economic theory and quantitative methods serve all of these applied areas and is required of all graduate students in economics (ATTACHMENT B). The proposal to establish graduate degrees in Applied Economics enables faculty in the Department of Economics to participate in the program together with faculty of the Department of Agricultural and Resource Economics and economists in the College of Forestry.

The proposed MA/MS in Applied Economics would provide advanced training in economic analysis. Special emphasis would be given to structural change and economic development in sub-regions of the national and world economy and to resource and environmental economics. Founded on the core of economic theory and quantitative methods, taken by all graduate economics students at Oregon State University, this program would focus on methods of developing and evaluating economic policy.

Neither the proposed doctorate or masters would cover areas of specialization traditional to economics and available elsewhere in Oregon (money and banking, labor economics, comparative economic systems, history of economic thought, industrial organization, economic theory, public finance, traditional growth and development.) As noted, the programs are built around a strong core of economic theory and quantitative methods with a choice of structured courses supporting the three areas of specialization. Courses could be taken from fields already available at OSU that would support individual interests and career development. Elective courses in business, agriculture, forestry, statistics, political science and engineering as well as in economics, agricultural economics, resource economics and forest economics are available to complement the theory component and common structured element.

To assist in understanding the relation of what is currently offered to what is proposed the following comparison is presented:

Currently offered:

<u>Major</u>	<u>Degrees</u>	<u>Areas of Concentration</u>	<u>Academic Unit</u>
Resource Economics	M.S. Ph.D.	Resource Economics	Department of Agricultural & Resource Economics, College of Forestry.

Proposed:

Applied Economics	M.A., M.S. Ph.D.	Resource & Environmental Economics, Growth & Change	Department of Agricultural & Resource Economics, Department of Economics, Department of Forest Management
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The remainder of this proposal focuses on that which is proposed but not currently offered.

The program would start the earliest possible fall term following approval. It is anticipated that enrollment would be such that the program would be operating at a high level in a relatively short period of time.

2. Department, School or College Responsible.

The proposal provides that the following academic units would be responsible:

Department of Agricultural and Resource Economics,
College of Agricultural Sciences

Department of Economics, College of Liberal Arts

Department of Forest Management, College of Forestry

The Chairman of the University Graduate Faculty of Economics would provide coordination among the units and would approve admission of students to the program.

During the 1986-87 academic year a University Graduate Faculty of Economics was created. Members of the faculty are those who have graduate faculty status in the Departments of Economics, College of Liberal Arts; Department of Agricultural and Resource Economics, College of Agricultural Sciences; economists in the College of Forestry, primarily the Department of Forest Management. Vitae are included in ATTACHMENT D.

The principal motivation for the formation of the University Graduate Faculty of Economics was to make more effective use of the total resources of the University. To this end the core program (ATTACHMENT B) was established drawing on the resources of several departments. In March of 1986 a Chairman of the University Graduate Faculty of Economics was named with the responsibility and authority to implement the core program. A visiting lecture series in economics has been established which brings nationally and internationally known economists to Oregon State University each quarter. All economists in Oregon are invited to the lecture series and other events on campus of interest to economists. A number have already availed themselves of these opportunities.

3. Objectives of the Program.

As noted, the proposed doctorate is not a major change from that which is offered currently on campus but the more descriptive name, Applied Economics, can be expected to attract additional enrollment.

The proposed masters degree would provide students with broader training than is now available on campus. At present graduate students in economics must specialize in agricultural and resource economics (College of Agricultural Sciences) or forest management (College of Forestry). The proposed masters degree would permit students to work in a new field of specialization--economic growth and change--in addition to resource and environmental economics. Emphasis would be placed on problem solving in real world settings.

Economic development has been established as a goal of Oregon State University. As the university seeks to assist the citizens of the state in achieving economic development, there will be a need for

people who understand the process of economic growth and change--an area of concentration that will be emphasized in the proposed program. Those who graduate from the masters program would be expected to enter one of three areas of activity: 1) government, primarily state government; 2) private sector companies; 3) continue their education and work for the doctorate.

Economic growth and development has become a major objective of many states and regions. There is need in state government for people who understand economic growth and change and who are capable of performing economic analysis of complex problems. In addition there are numerous industries that interface with the public sector in various ways as they comply with government rules and regulations pertaining to their industry. Those who have an in-depth understanding of public policy as well as analytic capacity can be useful in many such organizations. Those students who elect the Master of Arts and have language capability as well as mastery of international economics will be attractive to corporations with international activities.

Some masters graduates will undoubtedly elect to further their education after obtaining the masters.

Careful follow up will be made with graduates of this program to assess both the need for the program as well as the adequacy of their education for the work they will do. Contact is now maintained with those holding graduate degrees from the Departments of Agricultural and Resource Economics and Forest Management. Comparable communication will be established with graduates of the proposed program.

Institutions that have a major scientific and technological mission also often find it to be in their interest to do pioneering research and offer strong graduate programs in economics. Two academically excellent institutions provide examples--Iowa State University and the Massachusetts Institute of Technology. Iowa State University is one of the outstanding scientific institutions in the nation and is a national leader among Land Grant Universities; it also has a nationally ranked graduate program in economics. MIT is generally regarded as one of the leading scientific institutions in the world; it is less generally known that it also has had the highest ranked economics department in the nation for many years. The economic and social ramifications of scientific and technical change are enormous and the social and economic environment does much to affect scientific activity and technical change. Those institutions that are in the vanguard in one arena often strive for excellence in the other.

4. Relationship of Proposed Program to Other Programs in the Institution

The proposed program would draw heavily on existing graduate course offerings in the Departments of Economics, Agricultural and Resource Economics and Forest Management. The proposed program would draw

upon, as well as enhance, existing educational programs in the College of Business. Prior to the adoption of the core program existing courses were reviewed and some were dropped, revised and added.

5. Course of Study.

The proposed PhD would be based on the core program which already is in effect (Appendix B). The course of study for the proposed master of arts and master of science in Applied Economics would be as follows:

REQUIREMENTS FOR
THE MASTER OF ARTS AND
MASTER OF SCIENCE IN APPLIED ECONOMICS

Description of the Proposed Program

The program requires a major of 33 hours and a minor of 15 hours. The major consists of 23 hours of core courses and six hours of selection courses. Four prerequisite courses are required for admission to the program or will be included as a part of other program requirements.

Prerequisites:

1. Econ 483 (Econometrics) or equivalent
2. Econ 480 (Mathematical Economics) or equivalent
3. Intermediate Micro Economics
4. Intermediate Macroeconomics

Core:

	Hours
1. AREc 531, 532, 533 (Prod/Factor Markets)	9
2. Ec 514, 515 (Macroeconomic Analysis)	8
3. AREc 567 (Econometrics)	3
4. Ec 506* (Technical Paper)	3
	23

Selection Courses:

Two of the following: **

1. Ec 530 Public Policy Analysis	3
2. Ec 540 Human Resource Economics and Policy	3
3. Ec 550 Economics of Structural Change	3
4. Ec 560 International Economics: Theory and Policy	3

Electives:

1. A minimum of four hours of AREc, FM (Econ), and Ec courses as approved by the students committee. Selection courses may be taken as electives.

Minor:

1. A minimum of 15 hours of courses as approved by the student's committee.

Summary:

	Hours
1. Major	33
Core	23
Selection Courses	6
Electives	4
2. Minor	15
TOTAL	48

*Students may elect a thesis of 6-9 hours, but the additional 3-6 hours will be in addition to the 33 hour major. The thesis option will be required of students obtaining degrees from the Department of Agricultural and Resource Economics.

**For students who emphasize growth and change and applied policy analysis; students who elect resource and environmental economics as an area of concentration may substitute resource and environmental economic courses carrying major graduate credit in the Departments of Economics, Agricultural and Resource Economics, and Forest Management.

Students seeking a Master of Arts Degree must demonstrate proficiency in a foreign language equivalent to that attained at the end of the second year university course in the language.

6. Admission Requirements.

Applicants must have a baccalaureate from an accredited college or university, and a scholastic record and background or other evidence that indicates ability to do satisfactory graduate work. In addition to university criteria for admission to graduate work, those who wish to become candidates for advanced degrees in Applied Economics will have to provide evidence of, an aptitude for, and a desire to complete work for an advanced degree. The following are necessary but not necessarily sufficient requirements for admission:

Aptitude will be judged by the undergraduate GPA and the Graduate Record Examination. Undergraduate GPAs usually will equal or exceed a 3.00 based on 4.00 scale. GRE scores on both parts of the exam will exceed 500. Those students whose native language is not English and who have not obtained a degree from a U.S. institution will be expected to obtain a score of at least 550 on the Test of English as a Foreign Language (TOEFL).

No enrollment limitations are likely to be necessary in the early years of the program. If it becomes necessary to limit enrollment, admission standards will be raised.

7. Relation of Proposed Program to Future Plans.

There are no plans to request additional degrees in this academic area.

8. Accreditation of the Program.

There is no accreditation program for graduate work in economics, nevertheless the Graduate School at Oregon State University periodically reviews all graduate programs. It is expected the Graduate School would review the graduate programs in Applied Economics at the end of five years.

9. Evidence of Need.

There is a growing need for people capable of doing applied economic analysis. Graduates of existing economic programs at OSU have been in demand and that demand will be enhanced by having a more descriptive name, Applied Economics, for graduate work in economics at OSU. Because the proposed PhD program in Applied Economics is in place, the effort to assess need was directed to those who would obtain an MA/MS in Applied Economics. To that end a survey was made of prospective employers in state government, private industry and agencies such as the Bonneville Power Administration and the Port of Portland. The letters appended to this proposal as ATTACHMENT C provide reactions. It is clear there is a demand for people educated through the masters who are capable of doing economic analysis of important problems. The demand for those who have the MS in resource and environmental economics and the PhD in Applied Economics has already been established.

The proposed program would appeal to three groups of students:

1. Those who would be attracted to the MA/MS in Applied Economics- a new program.
2. Those who would be attracted to the PhD in Applied Economics but who are not likely to come to Oregon State because they do not wish to be labeled "agricultural", "forest" or "resource" economists.
3. Those masters and PhD students now at OSU who would elect Applied Economics in preference to that in which they are currently enrolled. There are likely to be a small number in this category and they are not included in the following estimates.

Estimated enrollment:

<u>Year</u>	<u>MA/MS</u>	<u>PhD</u>
1	10	3
2	18	5
3	22	8
4	27	10
5	30	13

In summary, there is a demand by students for the program, graduates will be able to obtain employment, the cost of the program will be low and it will improve the quality of other work on campus. It will enhance faculty development, especially in the Department of Economics, where the faculty will be provided the opportunity to supervise and work directly with graduate students. It will strengthen the entire University by enhancing the capacity of the University to understand the social and economic ramifications of science and technology.

10. Similar Programs in the State.

There is no other graduate program in Applied Economics in Oregon. The University of Oregon offers graduate work in economics with traditional areas of emphasis. The proposed program will concentrate on those problems of particular interest and competence at OSU--resource and environmental economics and the economics of growth and change.

There are no plans to utilize the resources of any other institution. Nevertheless, the University Graduate Faculty of Economics has established liason with all economists in Oregon and opportunities to utilize educational resources elsewhere in the State will be seized if they arise.

11. Faculty.

Curriculum vitae of the graduate faculty in the three departments that would offer work in Applied Economics are provided in ATTACHMENT D.

Initiation of this program would require an additional .40 faculty FTE exclusive of .60 FTE for graduate teaching assistants. These individuals would teach introductory courses which would permit senior faculty to teach the three selection courses in the MA/MS proposal in Applied Economics. One selection course (Ec 560) would be offered in support of graduate economics independent of approval of this proposal. (See Summary of Estimated Costs)

Administrative work associated with the proposal would add incrementally to the duties of the Chairman of the University Graduate Faculty of Economics. This would amount to no more than .05 FTE and would be absorbed by the existing budget allocated to this position.

The clerical workload related to recruiting, course materials, project assignments and placement of graduates would require a half time, 9 month clerical assistant beginning in the second year of the program. (See Summary of Estimated Costs)

12. Library.

During this past academic year, the Oregon State University Library has conducted an in-depth evaluation of holdings in economics and has identified important weaknesses for support of graduate work in that field. A copy of the evaluation report is attached. Because this proposal emphasizes master's level work, these inadequacies may have greater implications for existing Ph D work than for the proposed degree program.

The President and Provost of Oregon State University have placed a high priority on strengthening library holdings. As the attached letter from the Director of Libraries indicates, some of the indentified deficiencies will be corrected by the use of increased fund allocations to the Library. Nevertheless the three academic units most affected by this proposal -- the Colleges of Agricultural Sciences, Forestry and Liberal Arts -- have pledged to work with the

Library in meeting these inadequacies. The Chairman of the University Graduate Faculty of Economics will work jointly with the subject matter Librarian in providing the necessary coordination for meeting this need.

13. Facilities and Equipment.

No special facilities are necessary to offer these programs. Some additional office space for GTAs and the part time faculty member would be necessary. The additional space would be provided through internal re-allocation and/or remodeling.

14. Budgetary Needs.

The attached summary and sources of funds indicates that no special legislative appropriation is required nor that federal or other grant funds are required. Nevertheless, the establishment of this program will enhance the capacity of the OSU faculty to obtain grant and contract funds.

One half of the estimated financial requirements of providing adequate library holdings for support of graduate work in economics has been shown in the attached Summary of Costs. The reason for including only part of the total is that these needs must be addressed whether or not the proposed program is put in place; it would be inappropriate to show the full costs as being the responsibility of the proposed program.

The costs in the attached summary will be financed from reallocation of reserves within the University. The costs identified in the budget are for the College of Liberal Arts and the Library.

One faculty position has already been provided the Department of Agricultural and Resource Economics and one to the Department of Economics. These positions will strengthen existing graduate work as well as work that will be offered under the proposed programs even though they are not shown in the budget.

Resources for this program will be provided by internal realignment of university funds and will not affect other university programs.

SUMMARY OF ESTIMATED COSTS AND
SOURCES OF FUNDS FOR PROPOSED PROGRAM

Program MA/MS ^{Applied} ECONOMICS
Institution OREGON STATE UNIVERSITY

I. Resources Required

A. Personnel

1. Faculty
2. Graduate Assistants
3. Support Personnel
4. Fellowships & Scholarships

TOTAL

Percentage of Total
from State Funds

First Year	Second Year	Third Year	Fourth Year
Amount FTE	Amount FTE	Amount FTE	Amount FTE
\$ 15,430.40	\$ 15,750.40	\$ 16,500.40	\$ 17,325.40
\$ 8,510.60	\$ 9,250.60	\$ 9,700.60	\$ 10,660.60
\$	\$ 5,975.50	\$ 6,285.50	\$ 6,600.50
\$	\$	\$	\$
\$ 24,090	\$ 30,975	\$ 32,485	\$ 34,585
100%	100%	100%	100%

B. Other Resources

1. Library
2. Supplies & Services
3. Movable Equipment

TOTAL

Percentage of Total
from State Funds

Amount	Amount	Amount	Amount
\$ 6,375	\$ 4,154	\$ 5,593	\$ 8,577
\$ 500	\$ 300	\$ 300	\$ 300
\$ 500	\$ -	\$ -	\$ -
\$ 7,375	\$ 4,454	\$ 5,893	\$ 8,877
100%	100%	100%	100%

C. Physical Facilities

Construction of New Space
or Major Renovation

Percentage of Total
from State Funds

Amount	Amount	Amount	Amount
\$	\$	\$	\$
%	%	%	%

GRAND TOTAL

Percentage of Total
from State Funds

\$ 31,465	\$ 35,429	\$ 38,378	\$ 43,462
100%	100%	100%	100%

II. Source of Funds

- A. State Funds--Going-level Budg.
- B. State Funds--Special Approp.
- C. Federal Funds
- D. Other Grants
- E. Fees, sales, etc.
- F. Other

TOTAL

Amount	Amount	Amount	Amount
\$ 31,465	\$ 35,429	\$ 38,378	\$ 43,462
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$ 31,465	\$ 35,429	\$ 38,378	\$ 43,462

ATTACHMENTS

ATTACHMENT A - The Economics of Growth and Change: A New Non-Traditional Field of Emphasis at OSU.

ATTACHMENT B - The Core Program for Masters and Ph D programs in economics at Oregon State University.

ATTACHMENT C - Letters pertaining to the establishment of a Master's program in economics at Oregon State University.

ATTACHMENT D - Vitae of Faculty.

ATTACHMENT E - Statement from Director of Kerr Library.

ATTACHMENT A

THE ECONOMICS OF GROWTH AND CHANGE: A NEW NON-TRADITIONAL
FIELD OF EMPHASIS AT OSU

THE ECONOMICS OF GROWTH AND CHANGE: A NEW NON-TRADITIONAL FIELD OF EMPHASIS IN ECONOMICS AT OSU

Graduate work in economics at Oregon State University has been centered largely in the Departments of Agricultural Economics and Forest Management and supported by teaching in the Department of Economics. As one might expect, these Departments have given considerable attention to the firm management and industry problems of agriculture, forestry and fisheries.

Beginning in the 1950's the Department of Agricultural Economics was among the leaders in developing resource economics as a field of specialization in economics. This work was heavily utilized and supported by forest economics work in the College of Forestry. Resource and environmental economics became a nationally recognized field of specialization in economics in the 1970s and Oregon State became an attractive place to do graduate work in resource and environmental economics. When OSU became a Sea Grant University in the late 1960s, a strong component of marine economics was included. Marine economics, in turn, drew heavily on both the traditional approaches of agricultural economics and the more recent work in resource economics. In 1975 the name of the Department of Agricultural Economics was changed to the Department of Agricultural and Resource Economics.

In 1985 OSU established an economics core program which combined at the graduate level the resources of the Departments of Economics, Agricultural and Resource Economics and Forest Management. The three departments have agreed upon and cooperate in offering required courses in economic theory and quantitative methods for both masters and doctoral students. Excellence in research as well as an outstanding course of instruction is necessary for a superior graduate program and OSU cannot realistically aspire to do research in every aspect of economics. Therefore it needs to establish areas of specialization and to communicate these to prospective graduate students. As noted, there are two areas of traditional strength at OSU where competence has long existed--problems of the agricultural, forestry and marine industries and resource and environmental economics.

To these areas of traditional strength, a new, non-traditional field of economic study has been deemed necessary - the economics of growth and change. Because the economy of Oregon and the Pacific Northwest cannot be isolated from developments elsewhere in the Nation and the world, it is appropriate that economic growth and change as a general phenomenon be addressed. Traditionally the economic development literature has been directed, quite understandably, to the problems of the developing economies. Growth and change problems of the more developed economies have been isolated and treated under such topics as regional economics, macroeconomics and international trade. Within the new field of specialization at OSU--economic growth and change--these traditional fields of study will be related and interpreted in the broader context of general economic development. Economic growth and change will be viewed as a fundamental process affecting all societies as they move through time. Viewed in this way, the problems of a community in (say) Eastern Oregon can be related to economic change in (say) Thailand, the Philipines, and Columbia.

A wide range of practical policy issues are appropriate areas of study within the context of economic growth and change. Some examples:

1. What is the effect of resource conservation and preservation policies on income and employment over time considering such long run influences as improvements in per capita income and technical change?
2. How are primary industries in Oregon such as fishing, agriculture, and forestry affected by such external variables as exchange rates, monetary and fiscal policy, and inflation?
3. To what extent do the primary industries of agriculture, forestry and fishing provide a base for future economic growth? What are the forces influencing the processing of products from these industries near where they are produced? How has technical change affected employment in these industries in the past and what are the prospects for the future? What will be the effect of changed employment patterns on national and regional income distribution?
4. How will rural communities meet the problems resulting from economic change? What will influence the creation of jobs in such areas? How can communities adjust to depopulation? How can they solve the unique social problems of rural areas, especially those of health and education? How can they compensate for the loss of economic base resulting from changes in the natural resource related industries such as agriculture, forestry, mining, energy, and fishing?
5. Given international development, especially in Pacific Rim countries, what are probable areas of economic opportunity in Oregon and the Pacific Northwest? What are the areas of increasing competition or opportunities for joint ventures?
6. How do problems of environmental quality affect economic growth for economies at different stages of development? Are the techniques for analyzing environmental quality issues and policies of the more advanced societies appropriate for those economies that are less well developed?

The above questions are suggestive of the kinds of practical issues that will be addressed. The underlying premise is that humankind is engaged in a massive activity of global economic growth and change. Even though the manifestations of economic growth and change may well be different for (say) a rural area of Oregon than for one in Mexico, both are influenced by the same basic fundamental economic forces and are linked by international markets.

Much of the literature of economics is based on the concept of equilibrium. The concept facilitates generalizations about complex systems--in this case economics systems. The theory and empirical work related to this concept has told us much about the way economies adjust to policies and forces both endogenous and exogenous to the economic system. However there is a limit to the usefulness of the concept when problems of

growth and change are considered. If growth is to occur, a disequilibrium situation must develop or be created. In the more traditional societies, it is logical to focus attention on agriculture and the primary industries because that is where a large percentage of the resources are concentrated. Greater efficiency in production in these industries is not a sufficient condition for economic progress. Effective demand must also exist so that the more efficient production can be utilized, and resources shifted to other goods and services important to the society.

The growth of global markets has resulted in interdependent economies and national economies need to be viewed as open rather than closed systems. The realization of cost economies in (say) Korea because the markets of the U.S. and Europe are being tapped may have an immediate effect on the rural economy of (say) Tennessee that produces a manufacturing component of a good that has been displaced by the Korean production. Of course additional purchasing power in Korea will create an opportunity for production someplace in the world, even perhaps, in Tennessee. Typically, improvement in knowledge and technology is necessary for economic growth and change but this knowledge need not only be about how to reduce the costs of production directly by (say) increasing plant yields through improved varieties, but rather may increase the capacity of decision makers to accommodate and manage change. The question of how best to stimulate change is one that is common to societies at all stages of development, but the best means of developing that capacity may well vary with the stage of development and the nature of the economy.

The systematic consideration of problems of growth and change will require that certain fundamental but often latent questions in economics be faced squarely. What public policies can best stimulate economic change? Once stimulated, what are the problems of adjustments created by the resulting disequilibrium both in the domestic as well as in other economies? What constitutes equitable compensation when disequilibrium is the rule rather than the exception? What periods of time are required to again approximate equilibrium conditions after disequilibrium has been created--a year, a decade, a generation or a century? What kinds of adjustments are required by such change on the part of individuals, communities, regions and nations?

A thorough examination of the issues raised in the previous paragraph will require that the institutional framework within which change occurs be examined as well as the functioning of economies at different stages of development. When change is rapid, societies may wish to guide change in such a way as to insure that certain important functions will be performed and to avoid exceedingly unfortunate outcomes; this is in contrast to striving for an ideal or optimum state which requires stability in order to be realized. Thus the rules of the game as well as the game itself become appropriate subjects for study.

OSU's traditional areas of strength--industry economics (agricultural, forestry and marine) and resource and environmental economics--will be both heavily utilized and much affected by the new area of specialization. The natural resource related industries are the traditional industries of most societies; they are necessary for food, shelter and energy --the essentials of survival. If a society is to experience economic growth it must either improve the efficiency of such industries or have access to other economies

which are more efficient in the production of these essentials. As a society progresses, its attitude toward the natural resource environment necessarily will change. In this way the new field will both draw upon and inform the traditional fields of emphasis at OSU.

Oregon State University possesses the fifth largest university program in international agricultural development and assistance. The College of Forestry, a long-time leader in its field, is now in the process of moving into the rapidly growing areas of international forestry and agro-forestry. Several members of the faculty of the Department of Economics have strengths that are highly relevant to this area of work. There is a growing body of international students at OSU coming from diverse developing and more developed countries.

As stated, strong course work in international economics will provide the core for the new area of emphasis. The emphasis in international studies will include not only the traditional role of trade and finance in developing economies, but also the increasingly complex interactions of developed and developing economies. This point of view will influence the teaching of existing courses in domestic labor markets, macroeconomics, and development. Not only will it be necessary to draw upon the different areas of specialization described previously, but also to utilize new methodological approaches. The strong current emphasis in economics on static equilibrium systems must be supplemented by greater attention being given to the processes of change.

There is substantial existing course work at OSU that will be utilized as the new area of emphasis is developed. A partial list is given below:

EC 414 (4 hrs.)	Regional Economics
EC 440, 441 (4 hrs. each)	International Economics
EC 445, 446 (3 hrs. each)	Economic Development
EC 550 (3 hrs.)	Regional-Location Economics
EC 560 (3 hrs.)	International Economic Theory and Policy
AREC 462 (3 hrs.)	International Agricultural Development
AREC 552 (3 hrs.)	Economics of Rural Development
BA 484 (4 hrs.)	International Marketing
BA 485(4 hrs.)	International Financial Management

As new knowledge is acquired from research on the economies of growth and change, existing courses will be modified, revised and supplemented. New areas of specialization in an established field typically evolve over time from the work of a core of qualified scholars. As a literature develops, it will be reflected in courses of instruction; while there are exceptions, it usually is a mistake to try to reverse the process.

ATTACHMENT B

THE CORE PROGRAM FOR MASTERS AND PH D PROGRAMS IN ECONOMICS
AT OREGON STATE UNIVERSITY

The Core Program. A core program has been established for the Master of Science and Doctor of Philosophy degrees in economics. Course and thesis requirements in addition to the core program are determined by the student's committee.

Master of Science Core Program.¹

	Credits
Economic theory	
Microeconomic theory (AREC 531, 532, 533)	(9)
Macroeconomic theory (EC 514)	(4)
Research and quantitative methods	
Econometrics (EC 483, AREC 567)	(7)
Mathematics (EC 480)	(3)
Electives or departmental requirements	(13)
Thesis	(9)
Minimum credits, thesis option	(45)

Students may take more advanced courses if they are prepared to do so.

Doctor of Philosophy Core Program.¹

	Credits
Economic theory	
Microeconomic theory (AREC 535, 536, 537)	(12)
Macroeconomic theory (EC 515)	(4)
Research and quantitative methods	
Mathematical statistics (ST 421)	(3)
Econometrics (AREC 568)	(3)
Electives and departmental requirements ²	
Thesis ²	

Preparation for Graduate Work.

Master of Science Degree Courses.³ The courses identified below are offered at Oregon State University, but students may substitute similar courses taken elsewhere.

	Credits
Prerequisites	
Microeconomic theory (AREC 312, 313)	(8)
Macroeconomic theory (EC 475, 476)	(8)
Statistics (ST 311, 312)	(6)
Mathematics (MTH 200, EC 480)	(4)

Doctor of Philosophy Degree Courses. Students taking doctorate core courses are expected to have had the equivalent of the master's degree requirements and prerequisites in microeconomic and macroeconomic theory, econometrics, statistics, and mathematics. In addition, MTH 341 or the equivalent is a prerequisite for AREC 568 and EC 481 for AREC 535, 536, 537.⁴

Thesis Research. Economics graduate students at Oregon State University usually do their research on some aspect of Oregon's economy or on the Pacific Northwest. This region of the United States has less industry than much of the nation, but is noted for its great natural beauty. The primary industries of agriculture, forestry, and fishing are important. There are numerous problems related to industry adjustment, resources and the environment, and economic change.

¹Courses indicated as required represent minimal competency levels.

²At least three years of full-time work beyond the bachelor's degree is required. Course and thesis requirements in addition to core program requirements are determined by the student's committee.

³Master of Interdisciplinary Studies degree students must have fulfilled requirements for the bachelor's degree.

⁴Participating Departments may have additional degree requirements; for example the Department of Agricultural and Resource Economics requires a written preliminary examination in quantitative methods. All Ph.D. candidates are required to write a preliminary examination in Economics.

PRELIMINARY

Revised Draft of the

BACCALAUREATE CORE

and

First Draft of the

Supporting Criteria for Course Evaluation

Presented to the OSU Faculty Senate for Review and Comment

by the

CURRICULUM REVIEW COMMISSION

November 5, 1987

DRAFT

BACCALAUREATE CORE

The OSU General Education Model

SKILLS

Writing I ¹	3 credits
Writing II ²	3 credits
Mathematics	3 credits
Fitness	2 credits

PERSPECTIVES

Physical Science ³	4 credits
Biological Science ³	4 credits
Western Culture	3 credits
Non-Western Cultures	3 credits
Literature and the Arts	3 credits
Social Processes and Institutions	3 credits

SYNTHESIS⁴

Science, Technology and Society	3 credits
Contemporary Global Issues	3 credits
WIC ⁵	0 credits

TOTAL 37 credits

Notes:

1. includes composition and critical thinking
2. second-level writing course (options)
3. laboratory experience included
4. upper division
5. WIC: Writing Intensive Course: significant writing component in course in major

10/20/87

NOTE: The General Education model proposed by the Curriculum Review Commission is shown on the reverse side. The same model is presented below in the 'original' format to show comparisons with existing University requirements.

BACCALAUREATE CORE: the OSU General Education Model

A. Communications (6)*

Writing I ¹	3 credits
Writing II ²	3 credits
WIC ⁵	0 credits

	6 credits

B. Math/Science (10)*

Mathematics	3 credits
Biological Science ³	4 credits
Physical Science ³	4 credits

	11 credits

C. Humanities/Social Sciences (16)*

Western Culture	3 credits
Non-Western Cultures	3 credits
Literature and the Arts	3 credits
Social Processes and Institutions	3 credits
Science, Technology & Society ⁴	3 credits
Contemporary Global ⁴	3 credits

	18 credits

D. Fitness (2)*

2 credits

TOTAL: 37 credits

(current: 34 credits)

*values in () are the 'semester equivalent' of current requirements

SCIENCE

Rationale

In view of the importance of science both as a way of describing and understanding the natural world and as a way of thinking, a scientific experience is an essential part of a university education. General education courses, in particular, should portray science as an achievement of human culture, conveying the nature of scientific endeavor.

Criteria

Science courses shall:

1. convey the meaning of basic concepts and theories of science in its fundamental context;
2. emphasize the nature, value and limitations of scientific methods;
3. illustrate and demonstrate natural phenomena and systems; and
4. present the role of science in social contexts.

WESTERN CULTURE

Rationale

Knowledge understanding and appreciation of our Western cultural heritage is an essential part of a liberal education. Because contemporary U.S. society in all its institutional, cultural, and social complexity is largely a product of events, ideas, movements, and traditions in Western Civilization, knowledge of the origins and evolution of that civilization can be invaluable in understanding U.S. culture and institutions and anticipating their future directions.

Criteria

WC courses shall:

1. study the origins and evolution of various important features of Western culture;
2. place events, movements, ideas or other creative achievements of Western Civilization in a larger context including the degree to which they have influenced contemporary U.S. culture and institutions; and
3. focus on a broad subject area and time period and, in orientation, be non-professional.

NON-WESTERN CULTURES

Rationale

Not only is our world a multi-cultural one but also most of its cultures are in sharp contrast to Western culture. Furthermore even within the United States such non-European, non-U.S. cultures have had and continue to have considerable influence on American society and institutions (e.g., Afro-American, Native American and Asian cultures). Consequently, if our students are to avoid parochialism, they must acquire knowledge and appreciation of non-Western cultures such as those of Asia, Africa and the Near East. As they become aware of the contrasts between those and Western culture, they should develop greater understanding of the latter. Acquiring an appreciation of the creative achievements of non-Western cultures also will be an aesthetically enriching experience for our students.

Criteria

NWC courses shall:

1. examine civilizations and cultures that are either non-Western in origin or have evolved in distinctly different ways than Western culture (e.g., Russia);
2. apply a cross-cultural perspective; and
3. focus on a broad subject area and time period and, in orientation, be non-professional.

LITERATURE and the ARTS

Rationale

The study of literature and the arts develops the critical and analytical skills which allow the recognition of the metaphors and symbols, the types and archetypes, that give shape to experience. Through literature and the arts we engage our culture, discover our common values, and define our hopes, fears, and aspirations.

Criteria

L & A courses shall:

1. engage students in significant works of literature or the arts;
2. include a historical perspective; and
3. explore the nature of aesthetic values and compare to other 'ways of knowing'.

SOCIAL PROCESSES and INSTITUTIONS

Rationale

Humans are social beings and operate in social groups. Individuals need to understand how they participate, influence, and are influenced by these social groups. They, moreover, need to understand the dynamic changes in groups and among different levels of social organization. The disciplines of social science (as well as certain interdisciplinary subjects) study institutions and social forces and deal with the human values that form and change them. An understanding of social processes and institutions and the acceleration of social change is, therefore, an essential part of a liberal education.

Criteria

SPI courses shall:

1. present methods, concepts, and theories for studying the individual as part of a social group and for understanding the structure and change of social institutions;
2. examine levels of social organizations or institutions (e.g., the family, corporation, state, etc.);
3. compare social science perspectives and methods with those of natural sciences and the humanities; and
4. provide perspective on the evolution of major theories and ideas.

SCIENCE, TECHNOLOGY, and SOCIETY

Rationale

Science and technology are major forces in the modern world and are the focus of much of OSU's educational emphasis. STS courses are ones that study the interaction of science and technology with society. They do so in a number of ways. Some look at the historical, philosophical, or sociological dimensions of science and technology to understand different facets of the nature of scientific and technical thinking, the historical development of science and technology, and the complex interaction of social and scientific forces. Literary and artistic reflections of the influence of science and technology on technique and ideas as well as the reciprocal aesthetic dimension in science and technology are presented in some STS course.

The political and economic dimensions of science and technology are explored in some STS courses; both the political and economic impact and implications of scientific and technological change as well as the politics and economics of science and technology. Cross-cultural comparisons are often used in STS courses to contrast and compare scientific with non-scientific cultures, or to compare different national traditions of science and technology.

Criteria

STS courses shall:

1. explore the integration and interaction of science or technology with its social context;
2. focus on a detailed humanistic and/or social perspective on science or technology; and
3. aim at placing science or technology into our broader attempt to understand and control the world.

CONTEMPORARY GLOBAL ISSUES

Rationale

Our world has become increasingly interconnected and interdependent. One crucial consequence of this fact is that social, economic, political and other issues and problems originating in one part of the world often have far reaching ramifications in other parts of the world as well. Therefore, if our students are to acquire understanding of and to seek effective responses to those issues and problems, they must become familiar with the society and culture in which they occur, their historical origins and the nature of their global impact. It is particularly important that students acquire knowledge and understanding of societies and cultures in key areas of the world such as Asia, the Near East, Africa and Central and South America.

Criteria

CGI courses shall:

1. focus on the origin and nature of such critical global issues as those involving population growth, health care, food production, human and resource exploitation, warfare and other forms of international rivalry, peace movements, racial and ethnic exploitation, and ideological conflicts, including religious;
2. emphasize the interconnectedness and interdependence of the global community;
3. focus in particular on a key region of the world such as Asia, the Near East, Africa, or Latin America;
4. be multidisplinary; and
5. be upper division.

CURRICULUM REVIEW COMMISSION

Oregon State University

Frank D. Schaumburg, Civil Engineering (Chair)

Arnold Appleby, Crop Science

Berkley Chappell, Art

Thomas McClintock, History

Ken Cheney, LBCC

Paul Farber, General Science

Calvin Mordy, Graduate Student in Oceanography

Jean Peters, Foods and Nutrition

Karen Garrison, Student Activities Center

John Dunn, Health and Physical Education

Simon Johnson, English

Jon King, Business

Carl Kocher, Physics

87-442-~~7~~ 8

No

A motion to be presented to the Faculty Senate
5 November 1987

T. Darrah Thomas
College of Science

This motion refers to the guidelines for promotion and tenure. The purpose of this motion is to allow for the possibility of waivers of confidentiality. The discussion of such a possibility has been removed from the current document.

It is moved that the portions indicated by the arrows 2 (page 3) and 3 (page 4) concerning the waiving of the right of confidentiality, which have been deleted from the guidelines, be restored.

October 16, 1987

To: Executive Committee of the OSU Faculty Senate
Sally Malueg, Senate President

From: Faculty Status Committee
Laurel Maughan, Chair *LM*

Subject: Revised and Updated Promotion and Tenure Guidelines and
Dossier Preparation Guidelines

The Faculty Status Committee's primary concern with the above drafts dealt with the issue of the confidentiality of the solicited letters of evaluation. We feel that the waiver of access clauses should be removed from the documents and the files should be open consistent with the intent of Chapter 317 of Oregon Laws 1975 (ORS 351.065). Objective evaluations of the faculty member's scholarship can be determined by the information in the candidate's vita. The waiver of access places the candidate in an indefensible and weakened position in the event that negative letters are received. If the administration continues to insist that this waiver of access be included, some form of advocacy or ombudsmanship must be instituted to insure that the candidate is adequately and appropriately defended with regard to any adverse criticism which may appear in the "closed" portion of the file.

Two other issues of concern are:

1. Paragraph at the top of page 2 Promotion and Tenure Guidelines draft: The committee felt that more responsibility for the dossier preparation should rest with the candidate. Perhaps the paragraph should read:

"Final Responsibility for letters of evaluation lies with the department chair or head (or county staff chair) and dean. The candidate provides much of the material for the dossier and is responsible for the completeness and timeliness of the material therein and of the file itself."

2. Section F of part 3 (page 8). One member of our committee was concerned that this paragraph "obviously indicates criteria will be developed by each major campus unit. That's far short of the detailed discussion for academic promotion" which has immediately preceded it. More specificity is needed in this paragraph in order to bring it into conformity with the rest of the document.

There are several instances where rewording might improve the clarity and intent of the documents: P and T Guidelines - page 1 Section I Paragraph 4.
- page 5 Section 2 1st line - "professional" should be "professorial"?
- several uses of "may" should be changed to "shall" or "will".

The Dossier Guidelines seemed adequate and appropriate except with regard to the mention of the Waiver of access, which we feel should be removed from both documents.

Hopefully, these comments will be helpful in your work concerning these documents.

Please circulate to faculty in your department.

REPORT TO THE FACULTY

Vice President for Academic Affairs and Provost

November 5, 1987

Fall Enrollment

Last year's recruiting efforts have resulted in a 6.5% increase in freshmen (+202) and a 2% increase in new students (+122). While our total enrollment has remained even with last year because of a large graduating class, the increase in freshmen is encouraging. Retention is in part the key to increasing our total enrollment over the next several years. The Colleges of Home Economics, Liberal Arts, Forestry, Science, Pharmacy, Business, and the School of Education showed increases in their freshmen class this year over last year. An important part of recruiting is on-campus visitation by prospective students through conferences and programs sponsored by Academic and Student Affairs areas. Your cooperation and participation in these events are very much appreciated.

New Initiatives in Student Retention

Two experimental programs aimed at increasing retention of new students at the university are in progress this term. Ten small group seminars, each led by a volunteer faculty member and enrolling a total of 100 first-term students, were begun this term. Through the mechanism of an academic seminar, faculty seek to ensure that students also learn about resources available for help with the inevitable academic, personal, and bureaucratic problems that arise. Research at other universities points to a significantly lower attrition rate for students who have made this kind of personal contact with a faculty member within the first few weeks of enrollment, compared with students who fail to make such contact. If the results of OSU's pilot program yield similar results, we hope to expand the program next academic year.

A second experimental initiative, to begin after fall term final grades are determined, will affect first-term students in the Colleges of Forestry, Science, and Liberal Arts. Students who are not making satisfactory academic progress will be unable to complete the registration process for winter term until they have conferred with an academic advisor designated by their college. The purpose of this action is to ensure that a student is receiving academic advising at the very first sign of academic difficulty. Students will be referred to appropriate academic resources and have their winter term schedules adjusted relative to their fall term academic progress.

New Role Proposed for the Academic Advising Council

The Academic Advising Council is being asked to take on expanded responsibilities. The Council would assume the responsibilities

previously held by the Registration and Scheduling Committee and would have a broad charge covering all aspects of registration, scheduling, academic advising, student records, and the interrelationship between these areas. Marti Andrews, Assistant Dean in Home Economics, serves as the chair of the Council this year.

Continuing Education Update

The Continuing Education Director Search Committee, chaired by John Beuter, identified six finalists who were invited to campus for interviews. Unfortunately, we were unsuccessful in filling the position. Associate Vice President Fullerton will continue to provide overall direction for the office while we assess the best course and direction for Continuing Education at Oregon State. Off-campus credit programs, credit contracts, and non-credit programs offered by individual academic units will continue. Some other continuing education programs, including Endeavors for Excellence, have been discontinued for budgetary reasons and because of unanticipated competition from other institutions.

Dual Career Project Progress

Susan Stafford, Keith Mobley, and I are contacting regional employers to seek funds for the position of coordinator of the Family Employment Program. The concept has been well received by the local community. We hope to secure the funds, advertise the position, and make the appointment by early 1988.

State System-Community College Joint Committee

The joint committee responding to the mandates of House Bill 2913 has proposed a draft set of common course numbers for lower division courses, guidelines for lower division transfer credit, and new general education requirements. Drafts have been distributed to the Senate Curriculum Council, the Calendar Conversion Council, and the Curriculum Review Commission. The committee's proposal is that any student transferring from an Oregon community college with an Associate of Arts degree to an undergraduate program in the State System of Higher Education must have completed specified general education requirements. State System colleges and universities will accept such A.A. degrees as meeting institutional lower division general education requirements, but not meeting school, department, or major requirements with regard to courses or G.P.A.

PLEASE SHARE THIS WITH
YOUR COLLEAGUES.

Vice President
Academic Affairs
and Provost



Corvallis, Oregon 97331-2128

(503) 754-2111

October 21, 1987

To: Academic Deans

From: D. S. Fullerton *D. S. Fullerton*
Associate Vice President for Academic Affairs

Subject: Showing Faculty that Instructional Excellence Counts

At the Deans Council retreat, you made it clear that we have still not convinced a good number of faculty that teaching excellence really does "count." Many faculty expressed the same view to me, even though instruction is covered much better in the new Promotion and Tenure Guidelines draft than the current policy (in the Faculty Handbook). There's no doubt that teaching excellence and scholarship in instruction are critical for this institution--for student retention, for legislative credibility, for a quality conversion to the semester calendar, and for having faculty willing to teach in the baccalaureate core. I don't have to convince you, and I know that faculty are equally convinced. Many are just not sure there is a good pay-off.

Peer level scholarship is still expected for all faculty with professorial rank, whether that scholarship is in laboratory research, instruction or in the creative arts. However, my assessment is that recognition for instructional excellence, curriculum development, and instructional scholarship may need more recognition and visibility. That is not to suggest that we should give any less recognition for achievement for scholarship outside the instructional arena.

I propose several immediate and long-term actions and invite your suggestions for others. Many are obvious, and unquestionably are already on your own agendas. Let's discuss at the next Deans' Council meeting.

1) A proposal for discussion: to honor full Professors (or senior level Associate Professors) who are our best educators and are also fine scholars, with some special designation such as "University Professor" and "University Associate Professor." A good number, but not all, of past Burlington and Ritchie Award winners could well be immediate candidates. They might be given somewhat larger responsibilities in the baccalaureate core, and encouraged to "take the lead" in instructional innovation in the department. Peer level instructional scholarship (papers, texts, grants, contracts, and similar accomplishments focused on instruction) would be

October 21, 1987

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expected as part of this career path. There would need to be an appropriate nomination and screening process to select recipients.

2) Rewards and recognition for:

- College and departmental leaders in the calendar conversion effort and in curricular revision
- The Curriculum Review Commission
- The Calendar Conversion Council
- The Senate Curriculum Council
- Faculty who develop courses needed for the baccalaureate core.
- Peer level scholarship that results from these very important campus-wide curricular efforts.

The recognition could include:

- *When we have the next merit salary adjustment pool, merit raises for those with outstanding contributions
- *Letters of appreciation from the Associate VP, the Vice President for Academic Affairs and Provost, and from academic deans
- *Special attention to meritorious accomplishments and contributions during annual reviews
- *A reception I will host similar to the one we held for for editors and authors
- *Recognition during University Day (next fall and fall, 1990)
- *Commenting on these accomplishments in letters of evaluation, e.g. during promotion and tenure.

3) I think we all have to state a little more clearly that top quality teaching and instructional scholarship "count" during annual reviews, decisions on merit salary adjustments, etc. In processing your merit salary adjustments, it is clear to me that these contributions do count; but some faculty may not know it.

Some gifted teachers may also need encouragement to share their creativity with their peers--to be told that scholarship in the instructional arena is important and valued. Grants and contracts in instruction are essential for strengthening our primary institutional mission.

4) Rewards and recognition for excellence in advising and other activities that have a major impact on student retention. Merit raises for outstanding contributions, letters of appreciation (copies to Academic Affairs), "strokes" during annual reviews, clear recognition in letters of evaluation during Promotion and Tenure--they all show we do value student retention and advising.

5) Recognition and rewards for participation in teaching baccalaureate core.

6) Become more pro-active in suggesting or even designing programs that

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are focused on improving instructional quality. Jon Root and his staff will be pleased to lead the way with you.

I look forward to your comments and suggestions.

DSF/daj

c: President Byrne
Vice Presidents
Jon Root

bc: Malueq
Shepard



THE UNDERGRADUATE CURRICULUM: WHO IS IN CHARGE?

**An Address By
Harold L. Enarson, President Emeritus
The Ohio State University**

The University of Toledo

May 1, 1987

PREFACE

Dr. Harold Enarson served as president of The Ohio State University from 1972 to 1981, and Cleveland State University from 1966 to 1972. Earlier he served in administrative positions at the University of New Mexico. He continues to be a national leader in higher education and is much in demand as a speaker and consultant. His membership on the commission to study undergraduate education should give extra weight to his presentation.

Many universities, including our own, are giving serious consideration to what we may do to improve education for undergraduates. Harold Enarson's presentation provides an excellent basis for such considerations.

James D. McComas
President
The University of Toledo

THE UNDERGRADUATE CURRICULUM: WHO IS IN CHARGE?

I want to share with you some of my perplexities about the undergraduate curriculum. How I wish that I could draw upon a lifetime of study and reflection in order to think clearly about the important, current issue in higher education: the structure of the course of study — the curriculum. Alas, for most of my life the curriculum was something that was — well — “just there.” As an entering freshman I was mystified by the college catalog, and finally learned that what mattered was the schedule of courses offered that semester at hours consistent with my work. And you had to have a major. As a graduate student, I experienced the next rush of awareness. Somewhere in the university were professors with fixed ideas about language requirements and education generally. Such stuff as majors and minors and distribution requirements were remote from my interests or concerns.

As an assistant professor (acting) at Stanford, I was no more aware of the workings of the Faculty Senate than I was of the Vatican — both bodies removed from both interest and responsibility. Much later, as a university president, I gazed with mingled awe and despair on a catalog offering an incredibly rich and varied intellectual fare — over 7,000 courses at Ohio State as I recall. One fine spring day, there being no demonstrations that afternoon, I asked to meet with the faculty committee reviewing the “basic educational requirements” and gave my considered views on what it meant to be an educated person. I thoroughly enjoyed myself — but was never invited back. The provost patiently explained that the curriculum was owned by the faculty.

In the mid-'70s Clark Kerr described the undergraduate curriculum as a “disaster area.” No one listened or even noticed. It requires unusual determination to think seriously about the curriculum, about education. I am reminded of a comment by James Bryant Conant. He said:

When someone writes or says that what we need today in the U.S. is to decide first what we mean by the word education, a sense of distasteful weariness overtakes me. I feel as if I were starting to see a badly scratched film of a poor movie for the second or third time.

Those of you who have braved service on curriculum committees will resonate to Dr. Conant's “sense of distasteful weariness.”

It is intriguing to speculate on how educational reform movements ebb and tide in American life. Those of us in higher education applauded David Gardner's “The Nation at Risk” report with its sweeping indictment of the public schools. If there was a “rising tide of mediocrity,” if we were losing our competitive edge in the world economy, if we were swamped with students unprepared for college level work, the blame lay squarely on the

public schools. And, well, maybe in part on that favorite target — the colleges of education.

We were slow to realize it, but the discontent with American education embraced higher education as well as the schools. The business community was the first to complain that many college graduates lacked even minimum qualifications required in the first job. Recently the nation's governors in a series of reports have demanded that colleges and universities require "minimum competencies," and some states enacted legislation to force the campuses to do just that. As if the great tasks of higher education are to be reduced to the securing of minimum competencies!

Within the academy the stage was set for fresh reform efforts. In the past several years we have witnessed at least a half dozen major national reports harshly critical of higher education. I participated in one such exercise: the drafting of the report of the Association of American Colleges, *Integrity in the College Curriculum*.

That report spoke of the lack of coherence and integrity in the college curriculum, of the "misguided marketplace philosophy which permits students as consumers to indulge virtually free choice among a smorgasbord of courses." "Faculty control over the curriculum," the report noted, "became lodged in departments that developed into adept protectors and advocates of their own interests, at the expense of institutional responsibility and curricular coherence." The basic college degree, we reported, has lost much of its meaning. Speaking directly to faculties everywhere, we were pointedly critical:

Evidence of decline and devaluation is everywhere. . . . Electives are being used to fatten majors and diminish breadth. It is as if no one cared. . . . As for what passes as a curriculum, almost anything goes. . . . The major in most colleges is little more than a gathering of courses taken in one department, lacking structure and depth.

We noted that the decline in the undergraduate degree had created

. . . widespread contemporary skepticism about the quality of higher education. . . . a public sense that standards are too low, that results are not what they used to be. . . . The inescapable conclusion: the college professors, whether they know it or not, have a job on their hands. . . . and they will need a great deal of help.

You may think the criticisms too harsh. I continue to believe they are on target. We are paying a high price for the experiments of the 1960s. We had glorified academic specialization and indulged student choice. The result has been a sprawling curriculum vandalized by internal academic politics and log rolling. Simply to read a sampling of student transcripts is to

appreciate how far we have gone in trivializing the college experience of many of our students.

I clip newspaper items that remind me of how little I really understand about life in the U.S. The *Cleveland Plain Dealer*, in an AP dispatch last November 4 reported on a survey of college students' beliefs.

About a fourth of 1,000 college students polled in Texas, California, and Connecticut say they believe in the biblical account of creation. . . . About one-half believe that Adam and Eve were the first humans. . . . Between 20 and 40 per cent of those surveyed said they believed in various such theories, including extra-sensory perception, Big Foot, the lost city of Atlantis, and unidentified flying objects.

The anthropologist author of the study cautiously observed, "There may be something deficient in our science education." I take some comfort in believing that this poll, along with polls of faculty morale, reflect a cheerful delight in irritating the authorities.

Then I had a second thought — after all, they weren't graduates! College graduates wouldn't believe in Big Foot and unidentified flying objects. But then I came across the course offerings of the Denver Free University. The Denver Free University has some delectable offerings: Couples Massage, Do-it-yourself Acupuncture, Divine Meditation, and Self-hypnosis. The blurb for Course Number 939, Psychic Self-defense and Well Being, says, "Come to this class if you would like to know how to protect yourself from the huge amount of psychic debris that floats around you all the time." Do you recognize it? That's **your** in-basket! The class is offered by a college graduate with an M.B.A. and a D.D. Should you try Course Number 943, Reincarnation, Karma, and Transformation, you will find it is taught by the director of the Self-Actualization and Enlightenment Center, the possessor of a Bachelor of Social Work.

As Neils Bohr said, "There are some things that are so serious that you have to laugh at them."

The charge of incoherence is hardly new. It has been voiced by critics from within and without from the beginning of the Republic. But if we cannot agree on goals, how can we devise courses of study that contribute to those goals? Is college the "one place where liberal education can keep its heart whole" (Mark Van Doren) or "high school with ashtrays?" Is it a "sanctuary of truth, or is it a social service station. . . a culture mart" (Adelman)? Is college a training ground for the professions plus a warehousing arrangement to keep the young off the streets? Is college a place to find oneself — a training ground for coping in the bureaucratic world?

Perhaps college is all this and more. So where in all this is the Holy Grail of coherence and integrity?

But even if goals were reasonably clear and consistent, how would we reach agreement on methods. The inheritors of the Robert Hutchins faith would deal in universal truth, first principles, reading, writing, speaking, and mathematics. Daniel Bell argues that the subject matters are less important than methods of inquiry or ways of knowing. On the fundamental issue of whether the undergraduate curriculum should emphasize breadth or depth, Alfred North Whitehead counsels that "the spirit of generalization should dominate a university." Abraham Flexner counters that "specialization has brought us to the point where we have reached and man's specialized intelligence will alone carry us along further." Thorstein Veblen says vocational training has no connection with higher learning. And Gerald Ford asks, "What good is training if it is not applied to jobs?" The debates go on and on, on every campus, for there may be no final answers — not in our pluralistic society.

But if there are no final answers, some answers are better than others. "A curriculum," says Clark Kerr, "is nothing less than the statement a college makes about what, out of the totality of man's constantly growing knowledge and experience, is considered useful, appropriate, or relevant to the lives of educated men and women at a certain point of time." Leon Botstein, the president of Bard College, says that "a curriculum is the imposition of one generation's sense of crisis on the next generation." I would frame the issue differently. The curriculum, whether in the professional fields or in the arts and sciences, oscillates between past and present. It can be outdated, even reactionary. It can also succumb to trendiness in a society addicted to fads and fashions and the quick fix.

The current reform movement grows out of deep disquiet about the American future. It is disquiet that, perhaps unfairly, links the failures of society and of the economy to the failures of the campus. It is a reform movement without clear focus, as sprawling in criticism as the education sprawl it critiques. Ernest Boyer pronounces the undergraduate college, "the very heart of higher education," to be a "troubled institution" with conflicting priorities and competing interests that diminish the intellectual and social quality of the undergraduate experience and dramatically restrict the capacity of the colleges to serve its students." All tragically true.

It is possible for students to graduate from well-respected colleges and universities without even a beginning grasp of science, of life in another culture, of the rule of law, the workings of the American political system. At the very heart of the college experience, something is terribly lacking. It is education. We are concerned, as we should be, in having high quality professors teach in high quality style. We overlook the point that it is entirely possible to offer quality instruction in each and every course of

instruction and yet not offer quality education if the courses suffer from random selection. The roll-your-own curriculum produces bizarre combinations. See for yourself — sample some transcripts of graduating seniors.

Have you considered how much the comprehensive university patterns itself upon the shopping mall? Both are market oriented, offering a rich variety of offerings, some useful and others frivolous, to suit consumer tastes. Consumer preference determines whether academic courses and programs live or die. Shopping malls, it is true, have no "required" offerings and enjoy greater flexibility in fixing prices. As in the shopping mall, business units are largely independent and in vigorous competition with one another. In some universities the professional schools are in open defiance of any internal impulse toward development of university-wide core requirements. The office of the president, one supposes, is to be reduced to what some regard as its primary functions: Plumbing, parking, and public relations.

In these circumstances it has been a rearguard action to preserve earlier distribution requirements let alone to rethink the curriculum.

For the most part today's curriculum continues to reflect the legacy of the '60s and the '70s. It exalts the individual's right to choose. It prides itself on variety and diversity. It avoids like a plague any serious discussion of the social glue that it takes to keep together the society. It deals with social issues timorously, obliquely. It shuns controversy, sealing protest movements in their own self-centered enclaves: women's studies, ethnic studies. Some few departments become pockets of protest: at the other extreme some disciplines and departments are in full uncritical embrace of the business establishment. Is this what we want from our universities?

For the most part the faculty as a corporate body has abdicated its responsibility for the design of the curriculum. Individual professors may do a superb job in a classroom dedicated to quality performance. But they fail as academic citizens of the academic community if they do not take personal responsibility for continuing participation in the redesign of the courses of instruction.

You may not agree. You may feel that nothing much can be done, that our educational supermarkets are here to stay, and that "general education," like Humpty Dumpty, is broken beyond repair.

But I have discovered that there is a question that brings all our latent, critical instincts to the surface. It is: What do I want for my daughter, our grandson? Will he or she understand the role of art and literature in illuminating the human condition? Will he or she have a feel for any other culture, have empathy for the poor, develop civic pride and civic responsibility? The young are so very vulnerable, and cynicism is the great

temptress. But the professoriate fail their country and learning itself if they indulge an easy, fretful cynicism. Someone has said: We do not know enough to despair. It is a message that we need to communicate on campus.

The chemistry of social change is forever mysterious to me. Right now the prospects for significant reform seem good. It is a time for rediscovery and renewal. Edward Fiske, education writer for the *New York Times*, says that "interdisciplinary courses are now as prolific as laboratory mice." That could be a healthy sign. All around the nation colleges and universities are reassessing and modifying their curricula. There is a revival of interest in foreign languages and literature; a determined drive to inject women's perspectives in the sciences as well as history, the arts, literature. There is a new awareness of the importance of the Pacific rim and of better understanding those huge areas of the third world largely lost on our intellectual maps.

The political leadership of the nation is looking over our shoulders, impatient for results. And not just in the all-important arena of contributing to economic development efforts. Governors and legislators are asking that higher education define quality, that it put in place measures of institutional and student performance, that it document the "value-added" by a college education. The twin code words are assessment and accountability. It is said that without formal assessment there is no accountability.

There are serious limitations to conventional assessment, and it is essential to speak honestly about them. Assessment could likely become the Saturday night special of higher education — a tool that cannot be disassociated from its most likely use, that is, testing that relies heavily on quantitative measures. Observe how easy it is to slip from one unexamined premise to another: Accountability requires assessment, which in turn requires testing, which requires quantitative results. Obviously what cannot be assessed — that is, measured — is of less importance. As someone has observed, "If we cannot test what we teach, we teach what we can test." As Ken Ashworth, Texas Commissioner of Higher Education, has said, "The competencies of graduates of Fagin's School for Pickpockets would be easy to measure, but it would say nothing about the desirability of what is taught."

Let's face it. The political pressure for student assessment grows out of discontent with today's college graduates. But I never met a governor or a legislator who cared one whit about something called a curriculum. That is higher education's business, as indeed it is.

Improved quality is not to be attained by commands from on high. It is among the grassroots, in the private world of professors far from the public world of reformers, that real change develops. Administrators must provide encouragement, logistics, in the necessary reform of the under-

graduate curriculum. But only professors — here at The University of Toledo and everywhere — can do the job.

There is no all-purpose model curriculum, and no need to invent one. At the level of deans, departmental chairpersons, and curriculum committees it is enough to toughen requirements, to trim electives in the general education listing, and to put together options that have rigor. This much can be done, and in fact is beginning to be done. But we have to disenthral ourselves of the notion that the reform of the curriculum consists simply of packaging and designing new combinations of courses — mixing here a bit of science, here a bit of art, there a bit of humanities.

General education that is defined as an integrated continuum of planned learning has been all but destroyed. In earlier times the curriculum was organized as a continuum of learning. In today's society of migratory learners, the student's involvement in the curriculum is discontinuous. Students of all ages and stages of learning are to be found in most of our classes.

Mass education has brought to class a wondrous mix of students from all classes, ethnic backgrounds, and income levels. Diversity is thy name. As George Keller has observed, "The idea of a return to the traditional liberal arts curriculums is as chimerical as the hope of a social return to tiny rural communities without alienation. . . . The real need is for fresh emphasis on liberal teaching in specialized courses."

In a sense virtually every professor has the key to academic reform within his or her hand. All that is required is creative imagination and commitment.

There is hardly a course that could not deal explicitly with the nature of evidence. What is a fact? How do we know what we know?

Writing, reading, speaking, listening: These are all art forms that can be cultivated in the classroom.

The management of numerical data: In a society bamboozled by numbers it ought to be required to teach about the deceptiveness of numbers. One thinks of public opinion polls on sex, faculty morale, and other matters of prurient interest. Did you realize that in Miami, Florida, the average person is born Cuban and dies Jewish?

Everything has a history, whether in music, art, woodworking, auto mechanics. The opportunities for sneaking up on students and nurturing historical consciousness are manifestly unlimited.

Science education has been described as "deficient in purpose, scope,

and style of teaching." If the conventional divisions of science serve as barriers to the emerging knowledge base (as some argue), then the best minds in science need to rework the instructional modes. At minimum, students need to grasp science for what it is, intellectual adventure of a high order.

Values — the capacity for informed moral choice — can be cultivated everywhere. Students need to be confronted with the burdens of choice, with what Sartre meant by the phrase "condemned to freedom."

The language of art, music, drama, dance offer unlimited possibility, and is largely to be found in courses so described. Their richness is best gained by direct access. And that is true of language and literature and foreign cultures. They are best absorbed by direct immersion in an alien culture. Not necessarily a trip to France. In big-city America we have the treasures of alien cultures only miles away, but light years away in our understanding.

In short, every day in every way there are opportunities for professors to be unabashed role models, to testify by their actions for truth and courage, to curb the easy infection of cynicism.

The deepening fragmentation in our society reinforces the fragmentation within the colleges and the universities. We look in vain for the social glue that holds us together, that makes us more than lonely members of a lonely crowd. We must renew our confidence in the magic of human personality, for ourselves as faculty members and administrators as well as for our students.

Who is in charge? You — the faculty — as individuals and as a corporate body. The university, the state, and the students look to you for leadership — more than you would ever guess.