

Faculty Senate

[Faculty Senate](#) » [Agendas](#) » 1988

Document is over 450 pages. Use caution when printing.

Please note that some links go to websites not managed by the Faculty Senate. As such, some links may no longer be functional or may lead to pages that have since been changed or updated.

1988 Agendas

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

- [January 14](#)
- [January 28](#)
- [February 4](#)
- [March 3](#)
- [April 7](#)
- [May 5](#)
- [June 2](#)
- [Summer](#)
- [October 6](#)
- [November 3](#)
- [December 1](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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

[Contact us with your comments, questions and feedback](#)

[Copyright](#) © 2008 Oregon State University | [Disclaimer](#)

Valid [xhtml](#).

OREGON STATE UNIVERSITY
Faculty Senate Office

(754-4344)

Corvallis, Oregon 97331
Social Science 107

SPECIAL MEETING OF THE FACULTY SENATE

Thursday, January 28, 1988; 3:00 p.m.
LaSells Stewart Center

AGENDA

A. ACTION ITEM

Report from the Curriculum Review Commission - Frank Schaumberg, Chair
(pp. 3-32)

The attached report has five parts:

1. Preamble
2. General Education at OSU
3. Baccalaureate Core
4. Criteria
5. Process

Parts 1 and 2 are for information only; parts 3, 4 and 5 are offered for adoption.

The agenda for consideration will be: ("Consideration" means that the pending item will be open for debate and amendment.)

1. Presentation of the report - Chair Schaumberg - 5 minutes
2. Consideration of the Baccalaureate Core and the Criteria together - 65 minutes
3. Consideration of the Process - 35 minutes
4. Consideration of 3, 4 and 5 as a whole - 15 minutes
5. Vote on final document

Thus, the document will be voted on as a whole after consideration of its individual parts and its collective whole.

While the individual parts are being considered, no motion to refer, postpone, or table will be in order. Motions to regulate debate and to amend, however, will be in order.

When the document is being considered as a whole, any customary parliamentary motion will be in order.

B. SUPPORT ITEM (pp. 33-35)

Attached is a memo from the Curriculum Council in support of the above proposal.

SPECIAL NOTE: We need to fill a vacancy on the Budgets and Fiscal Planning Committee, of which Margy Woodburn is Chair. The Committee is preparing to monitor Vice President Coate's deliberations on budgets for next year, and that involvement is expected to take up to 44 hours of meeting time plus outside preparation. Any faculty member who is interested in volunteering, or nominating someone, should call x4344, Faculty Senate office. The appointment will be made by the Executive Committee as soon as possible.

A REPORT TO THE FACULTY SENATE

AT

OREGON STATE UNIVERSITY

"A New General Education Program"

by the

CURRICULUM REVIEW COMMISSION

Frank Schaumburg, Chair
Arnold Appleby
Berkeley Chappell
Ken Cheney
John Dunn
Paul Farber
Karen Garrison
Jonathan King
Carl Kocher
Simon Johnson
Thomas McClintock
Calvin Mordy
Jean Peters
Pete Fullerton (ex-officio)

January 1988

PREAMBLE

The Curriculum Review Commission is confident that, given broad support, the proposed general education program will provide an excellent, progressive educational foundation for OSU undergraduate students and exciting opportunities for OSU faculty to develop new courses or add new dimensions to existing courses. The new Core does represent change for both faculty and students. Our challenge as faculty is to parlay the change into a unique educational experience that will be a model for our colleagues at other institutions in Oregon and elsewhere.

The effectiveness of general education at Oregon State University, or at any university, is as dependent on the quality of instruction and advising as on curricula. Consequently, high quality teaching and advising must merit both intrinsic and extrinsic rewards. The OSU Long Range Plan commits the University to rewarding excellence in teaching and advising. Goal 2, Objective 2d states "Insure that faculty members who contribute significantly to the General Education program are suitably rewarded in promotion and tenure decisions." Goal 7 is "Strengthen advising and support services for students."

General Education at OSU

A. A Mandate for Change

The 1980's have been characterized by national concern and debate about the quality of education at all levels. Popular books and academic publications have focused on the importance of providing a rigorous and general foundation for college curricula. The general education requirements at Oregon State University, developed in 1976, had not kept pace with current expectations of faculty, students, or the University's Land Grant Mission. For all of these reasons, early drafts of the University's Long Range Plan made review and revision of the general education requirements a high priority.

B. The Curriculum Review Commission (CRC)

Selection. In February 1987 Provost Graham Spanier and Faculty Senate President Sally Malueg constituted a group of faculty and students to evaluate the general education program at Oregon State University. They solicited a listing of suggested faculty from the Executive Committee of the Faculty Senate then chose the Chair, Frank Schaumburg from the Civil Engineering Department, who assisted in the selection of the remaining 12 members of the 13-member CRC. The initial Commission included the following members:

Arnold Appleby, Crop Science
Berkeley Chappell, Art
Ken Cheney, LBCC
John Dunn, Health & PE
Paul Farber, General Science
Jonathan King, Management

Carl Kocher, Physics
Simon Johnson, English
Thomas McClintock, History
Calvin Mordy, Grad. Student
Jean Peters, Foods & Nutrit
Pam Wagner, Vet. Medicine

In July Pam Wagner left OSU to accept another faculty position. Karen Garrison, ASOSU Vice President, was selected as Dr. Wagner's replacement. D.S. 'Pete' Fullerton served as an 'ex-officio' member of the Commission. In addition to providing substantive input he served as an important link with the Administration. Bruce Shepard, Chair of the Curriculum Council of the Faculty Senate, attended many CRC meetings and made valuable contributions to the substance of the proposed general education program. He also provided excellent liaison with the Curriculum Council.

Charge. In their letter to the Commission dated February 11, 1987, Provost Spanier and Senate President Malueg issued the charge: "...the Commission should reevaluate the general education curriculum and propose a new curriculum consistent with the broader goals you identify and with the changing currents in higher education today."

C. Background and Procedures

Information base. The CRC developed an information base for decision-making from a wide variety of sources. These included:

1. **The OSU Long Range Plan.** In September, 1987, Oregon State University published a strategic plan titled "Preparing for the Future," which reflected the results of more than a year of intensive study. The Plan, which was developed from input from all academic units at the University, identified 21 goals, 6 of which dealt with the general education mission of the University:

- Goal 1: Enhance the University environment for learning, creativity, exchange of ideas and personal development
- Goal 2: Develop curricula that are responsive to change
- Goal 3: Strengthen the critical thinking and communication skills of students
- Goal 4: Strengthen the humanities, social sciences, and the arts
- Goal 5: Broaden the University's international perspective and focus its activities
- Goal 9: Expand the frontiers of knowledge by strengthening interdisciplinary activities

2. **Other Universities.** Catalogs and general education literature were obtained from over 20 universities nationwide, many of which have completed a comparable review of general education within the past 2 to 5 years. However, since the CRC was committed to the development of a general education program tailored to the uniqueness of Oregon State University, these documents were used only to determine general trends.

3. **Books and Articles.** During the past 5 years, books, articles, and reports have been published on the subject of the appropriate general education experience for college students. Copies of most of this literature were made available to CRC members during the early stages of deliberation.

4. **Input from Colleagues.** Significant input to the curriculum development process came from members of the OSU faculty. Two problems surfaced from faculty input: a) there was considerably more important subject matter proposed than could be included in the limited general education core, and b) there were strongly contrasting opinions expressed on nearly every element of the program.

5. Expertise of Commissioners. The collective expertise of the 13 CRC members provided the basis for the initial design of the general education core, criteria, and process. Input from other sources was used in refinement. Although the Commissioners are all affiliated with different departments and a variety of colleges, the thrust of the group was toward the common goal: "development of the best general education program possible for students at Oregon State University." Student input was particularly significant during deliberations.

Procedures. The CRC met as a full Commission almost weekly from February, 1987, through January, 1988, some meetings lasting up to 9 hours. In addition, the Commission was partitioned into 3 sub-groups which were given specific assignments in preparation for subsequent full Commission meetings.

From the outset the CRC chose to disregard the existing general education model and course offerings and to focus on the central issue: "What should all OSU graduates know, or at least be exposed to, at the University?" The Commission attempted to stay within the current number of credits allotted to general education.

The general procedure followed by the CRC could be summarized as follows:

1. Thoughtfully reviewed all written material available;
2. Identified educational goals and specific objectives for general education;
3. Defined subject areas of emphasis, or "ways of knowing," that would fulfill the educational objectives;
4. Combined the subject areas into a model, the Baccalaureate Core;
5. Developed rationale for each subject area;
6. Generated detailed criteria by which specific courses could be evaluated;
7. Outlined a 'process' for the implementation of the general education program.

Communications. The CRC attempted to involve the entire University in the development of the new general education program. For example:

1. Colleges. In February, 1987, the CRC Chair wrote to the Deans of all colleges and offered to meet with any group of interested faculty at any mutually convenient time. By the end of Spring Term, the Chair had met with all Deans and their selected representatives. Input was solicited and further meetings were encouraged.
2. Faculty Senate. Presentations were made by the CRC to the Faculty Senate in May, October, November, December, 1987, and January, 1988. In each instance input was solicited.

3. ASOSU Senate. Presentations were made by the Chair to the Student Senate in May and October. Input was solicited in both instances.
4. Other meetings: Curriculum Council of the Faculty Senate; College of Agriculture Senate Caucus; CLA Chairs; CLA Curriculum Committee; Science Chairs; entire College of Home Economics Faculty; Math Department; College of Pharmacy Curriculum Committee; State System Coordinating Committee representatives; and others.
5. Two written submissions to the faculty-at-large: a) the Baccalaureate Core with supporting Rationale and Criteria, and b) the Process document. Input was solicited in each instance.
6. Several articles in the Barometer and the Oregon Stater.
7. Presentation at the Town Hall meeting in October.
8. Written responses from the Chair to all faculty who submitted written input to the CRC. Copies are available from the Chair.
9. Open meetings. Visitors often attended the CRC meetings.

D. Goal and Aims

Goal for a comprehensive university education according to the OSU Long Range Plan:

Oregon State University seeks to provide students with the skills, understanding, and attitudes that enable them to participate effectively in a democratic society. This requires curricula that motivate and encourage students to enlarge their understanding of themselves, the physical world, and the social, political, economic, and cultural world of ideas.

This goal can be realized by the integration of a well-conceived program in liberal studies and a focused program that prepares students for an occupation, profession, or graduate study. The liberal studies component of a comprehensive educational experience is attained by the general education curriculum, designated at OSU as the Baccalaureate Core.

Specific aims of general education developed by the CRC:

1. Achieve skills in learning and communications by attaining a competency in:
 - *ways of knowing
 - *written and oral communication
 - *mathematics
 - *critical thinking
 - *listening and reading critically
 - *holistic thought
 - *maintenance of physical well-being
2. Acquire knowledge and appreciation of the origins, historical development, ramifications of, and interrelationships among:
 - *natural sciences
 - *social sciences
 - *humanities and the arts
 - *technology
 - *cultural diversity
 - *global issues

E. The Baccalaureate Core

The Baccalaureate Core is the model that encompasses the general education requirements of Oregon State University. The Core includes a total of 37 semester credits allocated to three categories of subject matter: Skills, Perspectives, and Synthesis. There are many additional subject areas that are important to the educational experience of undergraduate students. The Core was limited to 37 credits to provide opportunities for students to pursue studies in these other important areas and to accommodate the need of professional schools to fulfill accreditation requirements within a four-year curriculum.

Skills: in learning and communication

The **Communications** component of the Core includes a 3-credit writing course, Writing I, that will incorporate elements of critical thinking. The second 3-credit requirement will be selected from a listing of approved courses in writing, journalism, or speech. The Curriculum Review Commission favored a second-level writing course as a requirement for all OSU students; however, a significant expression of interest in speech from faculty across campus resulted in the current recommendation.

The **Writing Intensive Courses (WIC)** are reflective of the mandate in the Strategic Plan to "Strengthen the critical thinking and communication skills of students" (Goal 1) and to "Institute a 'Writing Across the Curriculum' plan at the University" (Goal 1, Objective 3b).

The WIC requirement has three specific aims. First, it elicits exposure to writing throughout the college career, rather than just in the Freshman year. Second, it conveys a message to students that effective writing is an important element of all majors. Third, it establishes the expectation that good writing will become a departmental obligation.

A minimal level **Mathematics** experience has been defined with the assistance of the OSU Mathematics Department and a State System-wide mathematics committee.

The **Fitness** component of the core reflects University Goal 1, Objective 6 "Encourage personal awareness and responsibility for maintenance of health and physical well-being."

Perspectives: knowledge and appreciation of the origins, historical development, ramifications of, and interrelationships among natural sciences, social sciences, humanities and arts.

These subjects or theme areas represent educational objectives, hence the departure from the traditional categories of the natural science, humanities, the arts and the social sciences. For example, the learning objectives for **Western Culture** could be approached from the perspective of the humanities, the arts, or the social sciences.

All OSU students should have a basic understanding of and appreciation for both the **Physical Sciences** and the **Biological Sciences**. The laboratory requirements in both science categories will give students an appreciation for the reality and also the variability inherent in natural sciences.

Synthesis: the integration of knowledge, skills, and experience.

The subject areas, **Science, Technology, and Society** and **Contemporary Global Issues**, are responsive to specific objectives set forth in the Long Range Plan:

Goal 4, Objective 4: "Increase exposure of College of Liberal Arts students to concepts in technological and professional fields"

Goal 5, Objective 1: "Strengthen the international dimensions of the University's curriculum"

Goal 9, Objective 1a: "Evaluate and modify the academic structure to increase effectiveness, encourage interdisciplinary interaction, and institutionalize evolving areas of scholarship"

The Synthesis courses are restricted to the upper division level to:

1. ensure that general education be distributed throughout the curriculum;
2. promote the integration of knowledge gained by students during their first 2 or 3 years in college; and
3. encourage interaction among students with a higher level of intellectual maturity and from a wide variety of disciplines in interdisciplinary scholarship.

The Synthesis subject areas will also allow many departments external to the College of Liberal Arts and the College of Science the opportunity to become involved in general education, providing broader exposure to ideas, courses, and professors for all students.

F. Criteria

The intent of the Curriculum Review Commission is to include only those courses in the Baccalaureate Core that meet specific educational objectives. These objectives are described in the second component of the general education program, the Criteria.

Two types of criteria are specified: general criteria that are common to all categories of courses in the Core, and criteria that apply to specific categories. For a course to be accepted as a Core course it must meet all general criteria and all specific criteria.

G. The Process

The selection process for Core courses is critical; and it is imperative that faculty and student input be part of this process. The Process is the third and final component of the general education program. It deals with the initial selection of Core courses and the on-going review of accepted courses.

H. Implementation

1. Schedule. The new general education program will become effective in the Fall of 1990 to give adequate time for the preparation and submission of existing, modified, and new courses to the Baccalaureate Core Committee for review and approval. (See Process Section).
2. Specific Rules. A listing of rules that govern the implementation of the Baccalaureate Core will be developed by appropriate Faculty Senate committees. These will deal with transfer credit, advanced placement, satisfaction of requirements, etc.
4. Advising Guide. An advising guide will be prepared to assist students and their advisors in selecting the combination of general education courses that is most appropriate for each individual.
5. Community College Transfers. The 1987 Oregon Legislature passed House Bill 2913 providing for block transfer to State System colleges and universities of course work taken by students who earn an Associate of Arts degree. A uniform set of general education requirements for the A.A. degree is being developed by a State System committee for adoption by all Oregon community colleges.

As a consequence of this legislation, students who enter OSU with an Associate of Arts degree, earned under provisions of the block-transfer agreement from an Oregon community college, will have completed all lower-division baccalaureate core requirements. The applicability to the Baccalaureate Core of general education courses taken at Oregon community colleges by students who do not complete the A.A. degree will be evaluated individually.

BACCALAUREATE CORE

BACCALAUREATE CORE**The OSU General Education Model****SKILLS**

Writing I	3 credits
Writing II/Speech	3 credits
Mathematics	3 credits
Fitness	2 credits
WIC ¹	-

PERSPECTIVES

Physical Science	4 credits
Biological Science	4 credits
Western Culture	3 credits
Non-Western Cultures	3 credits
Literature and the Arts	3 credits
Social Processes and Institutions	3 credits

SYNTHESIS²

Science, Technology, and Society	3 credits
Contemporary Global Issues	3 credits

TOTAL-----
37 credits**Notes:**

1. WIC (Writing Intensive Course) courses are at the upper division level. Credit for the writing component will be part of the overall course grade and credit.
2. Synthesis courses are at the upper division level.

CRITERIA

CRITERIA

Courses to be included in the Baccalaureate Core must fulfill all general and specific criteria.

General Criteria

- A. All general education courses shall emphasize elements of critical thinking.
- B. All Perspective and Synthesis courses shall:
 - * place the subject in historical context;
 - * demonstrate interrelationships or connections with other subject areas.
- C. All Synthesis courses shall:
 - * include written composition.

Specific Criteria

Specific criteria for the 13 subject areas in the Baccalaureate Core are presented in subsequent pages together with rationale statements for each category.

NOTE: The Curriculum Review Commission strongly recommends that all Baccalaureate Core courses include student writing and its evaluation.

WRITING I

Rationale

Tradition and evidence from every field and profession support the importance of writing ability both to education and to professional pursuits. In addition, writing provides considerable pleasure throughout life as a means of exploring ideas both for the writer and for the writer's efforts at communication. Because writing involves complex sets of behaviors--current and generally accepted rhetorical theory indicates that it is one of the most complex activities people do--learning to be an effective writer in a variety of writing situations requires instruction and continued practice. Writing courses allow students to develop increasingly sophisticated and efficient writing strategies.

Criteria

Writing I courses shall:

1. focus on the writing process, invention strategies, drafting and revision techniques, and the forms and conventions of writing;
2. emphasize critical thinking, including the ability to analyze content and reader response;
3. require significant student practice coupled with evaluation;
4. encourage appreciation and understanding of language, form, and style.

WRITING II/SPEECH

Rationale

The Writing II/Speech area provides additional supervised practice in communication skills and extends the focus to professional communication concerns. Improvement of skills results from understanding concepts related to these concerns and requires practice and informed evaluation. To meet the needs of undergraduate programs and student interests, various writing and speech options are offered.

Criteria

Writing II/Speech courses shall:

1. focus on relevant theory, concepts, and techniques for understanding the form of communication involved and for improvement of skills;
2. provide concepts and guidelines for determining effective communication within a specific area or discipline, including conventions of that field;
3. require significant student practice or performance coupled with evaluation;
4. encourage appreciation and understanding of language, form, and style.

MATHEMATICS

Rationale

Mathematics is a language of change, and any quantifiable idea may be expressed in its terms. Each member of our society is faced with the need to manipulate numbers, evaluate degrees of variability and bias in data (as in advertising), and interpret graphical presentation of information. Mathematics involves reasoning, not just remembering. Therefore, a less tangible benefit from studying mathematics is development of greater facility in logical thinking.

The Mathematics requirement may be met by one of the following:

- a. a satisfactory score on an appropriate placement examination
- b. Mathematics I or any higher math course

Criteria

Mathematics I courses shall include:

1. the solution and graphing of linear equations and systems of linear equations;
2. elementary linear programming;
3. descriptive statistics; understanding and interpretation of statistical statements; elementary probability and applications;
4. problem solving;
5. display and analysis of quantitative information in graphical form;
6. examples of major mathematical ideas and models in the real world (e.g., planetary motion, statistical correlations, and exponential growth).

FITNESS

Rationale

The central role of physical fitness in the promotion of positive health behavior is generally recognized in our society. There is increasing awareness that personal responsibility for physical fitness is essential if desirable health practices are to be effective either personally or societally. To assume personal responsibility for an active and healthy lifestyle, students need an understanding of the relationships between physical fitness and hypokinetic diseases, procedures for assessing physical fitness, the elements of an appropriate exercise prescription, the influences of age and gender on physical fitness and function, and effective adherence strategies for positive health behavior. In addition, students should be exposed to a range of concepts related to physical fitness, including stress management, nutrition and health, as well as risk avoidance strategies, such as those for substance abuse.

Essential to the educational process for physical fitness are laboratory experiences which reinforce concepts developed in the course, provide personal assessment of each student's current level of physical fitness and health behaviors, and provide proper instruction and leadership in the implementation of a personalized exercise prescription.

Criteria

Fitness courses shall:

1. focus on an understanding of the scientific principles of physical fitness and their relationship to positive health behaviors;
2. expose students to concepts related to physical fitness including stress management, nutrition, and risk avoidance strategies;
3. provide laboratory techniques and opportunities to assess and evaluate physical fitness and associated health practices;
4. lead to the development of an appropriate fitness program based upon the functional status identified in the assessments;
5. provide information and activity experiences in exercise programming and the safe and effective means of initiating and maintaining an exercise regimen.

WRITING INTENSIVE COURSES

Rationale

To be accepted in a profession or a group, individuals must be able to communicate with colleagues in a manner considered acceptable within that field. Courses in a student's major provide students with writing practice as members of their particular community. Writing intensive courses serve to further acquaint students with writing as practiced in their respective disciplines. These courses are not intended as courses in writing instruction; they are capstone courses within the student's major field, in which writing is emphasized. The WIC will encourage students to integrate major concepts and important facts about their disciplines and to communicate such information in a professional manner.

Criteria

Writing Intensive Courses shall:

1. use student writing as a significant approach to learning;
2. base a significant part of the grade on evaluation of the writing;
3. focus on content related to the major discipline and be taught by faculty knowledgeable about the discipline;
4. discuss writing issues pertinent to that discipline, as such issues apply both academically and professionally;
5. be upper division.

SCIENCE

Rationale

Science seeks to develop a fundamental description and understanding of the natural world, from elementary particles to the cosmos, including the realm of living systems. Students should have an opportunity to explore the insights of science, to view science as a human achievement, and to participate in scientific inquiry. This experience includes the challenge of drawing conclusions based on observation, analysis, and synthesis. To ensure a broad perspective, the science requirement consists of two parts: physical science (including earth sciences) and biological science.

Criteria

Science courses shall:

1. focus on the meaning of the fundamental concepts and theories that broadly characterize basic (rather than applied) physical or biological science;
2. illustrate, demonstrate, and analyze natural phenomena and systems;
3. provide historical perspectives on the evolution of major theories and ideas;
4. examine the nature, value, and limitations of scientific methods and the interaction of science with society;
5. include a laboratory.

WESTERN CULTURE

Rationale

Knowledge, understanding, and appreciation of Western intellectual and other cultural achievements are essential to a liberal education. Contemporary U.S. society in all its institutional, social, and cultural complexity is largely a product of Western culture. Thus, knowledge of the origin and evolution of the latter is important to an understanding of U.S. culture and institutions and to anticipating their future directions. Acquiring an understanding and appreciation of Western cultural achievements also will be an aesthetically enriching experience.

Criteria

Western Culture courses shall:

1. study the origins and evolution of important features of Western culture;
2. place events, movements, ideas or artistic achievements of Western culture in a larger context including the significance they have for contemporary U.S. culture and institutions;
3. focus on a broad subject area and time period.

NON-WESTERN CULTURES

Rationale

Knowledge, understanding, and appreciation of non-Western cultures are an essential part of a liberal education. Not only is the world a multi-cultural one but also most of its cultures are in sharp contrast to Western culture. Furthermore, within the United States, non-Western 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 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 understanding and appreciation of non-Western cultural achievements also will be an aesthetically enriching experience.

Criteria

Non-Western Cultures courses shall:

1. study the origins, evolution, and/or contemporary state of civilizations and cultures that are either non-Western in origin or have evolved in distinctly different ways from Western culture;
2. promote a cross-cultural perspective;
3. focus on a broad subject area and time period.

LITERATURE AND THE ARTS

Rationale

Literature and other arts provide examples of ways creative individuals synthesize their experience of the world. Study of these art forms helps students find ways to understand and synthesize their own experience, and provides considerable pleasure throughout life. Such study develops the skills needed to recognize the metaphors, symbols, types, archetypes, and other devices that give shape to experience. Through literature and other arts, culture is engaged, values are examined, and hopes, fears, and aspirations are explored.

Criteria

Literature and the Arts courses shall:

1. focus on literature or the arts;
2. engage students in significant works of literature or art;
3. explore the conventions and techniques of the form under consideration;
4. address the role and nature of literature or art in society;
5. encourage appreciation and understanding of the form under consideration.

SOCIAL PROCESSES AND INSTITUTIONS

Rationale

Humans are social beings who participate in, influence, and are influenced by social groups. The social sciences study social institutions and processes and deal with the human behaviors and values that form and change them. An introduction to the social sciences is an essential part of a liberal education.

Criteria

Social Processes and Institutions courses shall:

1. focus on methods, concepts, and theories for understanding the structure and change of major social institutions or for understanding individual behavior as part of a social group;
2. examine the nature, value, and limitations of the basic methods of the social sciences, and discuss the interaction of the social sciences and society;
3. provide a perspective on the evolution of the theories and ideas emphasized in the course.

SCIENCE, TECHNOLOGY, and SOCIETY

Rationale

Given the immense impact that science and technology have had on all facets of modern civilization, a disciplined study of the interaction of science and technology with society is a necessary part of general education. Students should understand the political and economic dimensions of scientific or technological change, the nature of the scientific enterprise and its relationship to technology, and the complexity of major revolutions in science and technology. Such understanding will provide a broader perspective for students and will help them deal with one of the central forces of contemporary life.

Criteria

Science, Technology, and Society courses shall:

1. emphasize the interactions of science or technology and society (in general, or through significant examples of that interaction);
2. provide a perspective on the scientific or technological approach to understanding and manipulating the world by relating that perspective to its social context;
3. be suitable for students from diverse major fields;
4. be upper division.

CONTEMPORARY GLOBAL ISSUES

Rationale

Our world has become increasingly interdependent. Social, economic, political, environmental, and other issues and problems originating in one part of the world often have far-reaching ramifications in other parts of the world. These issues and problems not only transcend geographical boundaries but also cross academic disciplines. Therefore, if students are to acquire understanding of and to discover effective responses to such issues and problems, they must acquire both global and multidisciplinary perspectives.

Criteria

Contemporary Global Issues courses shall:

1. focus on the origin and nature of critical issues and problems that have global significance;
2. emphasize the interdependence of the global community;
3. use a multi-disciplinary approach;
4. be upper division.

PROCESS

The PROCESS:

for Implementing the Baccalaureate Core

The proposed general education program has three components: a Core, Criteria for the elements of the Core, and a Process for implementing and maintaining the program. Currently, the College of Science (COS) and the College of Liberal Arts (CLA) have sole responsibility for interpreting and applying general education requirements and for supplying the courses. Other colleges and schools, however, have an important stake in the general education of their students.

The proposed Process for implementing the new general education program recognizes the expertise and experience of the faculty of the COS and CLA in evaluating elements of the Baccalaureate Core. It is also responsive to the needs and expectations of other colleges and schools in the general education of OSU students.

To this end, the proposed Process includes representation from across campus and a mechanism for review of proposed courses by the COS and CLA, where appropriate. The Process involves the formation of a Baccalaureate Core Committee, which will be a standing committee of the Faculty Senate, with responsibility for course selection and program and course review. The CRC proposes this composition as a compromise that recognizes the unique responsibilities of the COS and CLA as primary providers of courses and the rest of the colleges and schools whose students are committed to the general education program. Furthermore the CRC recommends that the size of the BCC be limited to 9 members, since larger committees often become cumbersome and inefficient. Student representation is considered to be important to the success of the general education program. Two students are recommended to minimize the 'intimidation factor' that might be experienced by a single student representative. The points below describe, in detail, the suggested composition and operation of the Baccalaureate Core Committee.

A. Baccalaureate Core Committee (BCC):

1. a committee of the Faculty Senate
2. membership: 2 representatives from the CLA
2 representatives from the Col. of Science
2 student representatives
3 members from the faculty-at-large
3. 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

4. chair: selected by the FSEC
5. term of service: 3 years, staggered terms

B. Course Selection

1. the BCC will solicit courses, which include detailed descriptions and outlines, from all colleges/departments
2. all existing, modified and new courses proposed by individual faculty, groups of faculty, or departments for inclusion in general education will first be approved by an appropriate faculty curriculum committee within the college of origin for submission
3. all submissions that deal with science, from outside of the College of Science, will be routed through the College of Science curriculum committee for review and comment before submission to the BCC
4. all submissions that deal with writing skills or the 'perspectives' categories (except science), from outside the CLA, will be routed through the CLA curriculum committee for review and comment before submission to the BCC
5. all submissions that deal with 'synthesis' categories will go directly from the originating colleges to the BCC

C. BCC Reviews

1. the BCC will review all submissions to assure compliance with the criteria adopted by the Faculty Senate; those courses meeting these criteria will be approved for inclusion as general education courses
2. the BCC will periodically review courses accepted for general education to ensure that they continue to meet the criteria

D. Changes in Core or Criteria or Process

1. any changes in the Baccalaureate Core or the supporting criteria or the process will require the approval of the Faculty Senate

Bob Swartz
-CLA-

The CLA Senate caucus proposes the following changes in section B. on p. 26:

B. Course Selection

1. [no change]

2. [no change]

3. [no change]

4. all submissions that deal with ~~writing skills~~ or the 'perspectives' categories (except science), from outside the CLA, will be routed through the CLA curriculum committee for review and comment before submission to the BBC

5. all submissions that deal with 'synthesis' categories will go directly from the originating colleges to the BBC writing skills will be routed to the Writing Advisory Board which consists of the English Department's Composition and Professional Writing Coordinators, the Director of the Communication Skills Center, and the Writing Lab Coordinator, and this Board will consult with faculty to develop and implement proposals

5. 6. All submissions that deal with *perspective and* 'synthesis' categories will ~~go directly from the originating colleges be~~ distributed to all college curriculum committees for possible consideration and comment before submission to the BBC

Rationales:

Change in 4. - The number of WIC submissions for approval will place undue strain on the CLA Curriculum Committee.

New 5. - A resource needs to be available for faculty requesting information and guidelines for writing intensive courses. The proposed composition of the WIC Writing Advisory Board takes advantage of the professional knowledge of current faculty involved in the teaching of writing. Most schools with successful writing-across-the-curriculum programs have established such advisory boards.

New 6. - This is a revision of what was formerly #5. to simply make certain that all colleges have the opportunity to review and comment on proposed "synthesis" courses if they wish to do so.

88-445-6
passed
by show of
hands

passed 88-445-14

The CLA Senate caucus proposes the following addition to C.
on p. 26:

C. BCC Reviews

1. [no change]

For the present #2. substitute the following:

2. in order for courses to be accepted for
inclusion by the BBC, they must receive the
approval of six of its nine members

The present #2. becomes a new #3.

Rationale:

The selection of courses will be such a critical process in
this proposed program that approval of courses should
require a favorable vote of 2/3 of the members of the BBC.

Department of
Political Science

Oregon
State
University

Corvallis, Oregon 97331

(503) 754-2811

January 18, 1988

TO: Executive Committee of the Faculty Senate
FROM: Curriculum Council
SUBJECT: New General Education Program

The Curriculum Council has been closely following the development of "The New General Education Program." Reports on the activities of the Curriculum Review Commission have been received at most of the Council's weekly meetings. Several members of the Curriculum Council have regularly attended meetings of the Curriculum Review Commission. Various issues have been discussed by the Curriculum Council as the general education program evolved and reactions of the Council have been shared with the Curriculum Review Commission. The report before the Senate at its special meeting on January 28th has been studied by members of the Council and has been the major topic of discussion at the two most recent meetings of the Council.

We are strongly supportive of the proposed general education program. The proposal has the potential to significantly improve the general education of our students. We recommend that the Oregon State University Faculty Senate adopt the "New General Education Program" in the form proposed by the Curriculum Review Commission. This is the shared recommendation of all members of the Curriculum Council.

The success of the proposal depends upon the continuing dedication of faculty to curriculum development. The "Preamble" to the report of the Curriculum Review Commission notes the need for "intrinsic and extrinsic rewards." The Executive Committee should exercise responsibility for identifying steps which answer that need.

Our discussion of the general education proposal yielded several other conclusions and clarifications that may be of assistance in evaluating the proposal:

- * While the meaningfulness of the proposal depends upon the willingness of the BCC to turn down unsuitable course proposals, the BCC should see its primary review function as one of providing guidance to departments and faculty interested in contributing to general education. So, the

role of the BCC will not be to simply say 'Yes' or 'No'; rather, the BCC should provide clarifications of criteria, offer explanations when course proposals are far from the mark, and make suggestions where the suitability of courses for general education can be improved. In other words, the BCC should become a valuable resource for the general education faculty and not simply be seen as an enforcement agent.

- * We are aware that faculty not closely involved in the deliberations of the Curriculum Review Commission find some of the proposed criteria to be too general or unclear. The meaning and utility of particular criteria will, we are sure, become substantially clearer as the BCC and the rest of the faculty make use of the criteria. Early on, the BCC should be alert to opportunities for clarifying criteria.
- * The BCC must begin operation as soon as possible. And, in the early stages of its operation, provisions should be made to assure that the BCC is able to draw upon the understanding and expertise developed by the Curriculum Review Commission.
- * Over the next two years, faculty development programs and resources should concentrate on assistance in the development of the general education curriculum.
- * Decisions of the BCC on course proposals should be reported to the Senate as informational items. We envisage something similar to the way in which the Curriculum Council handles Category II proposals: a summary report of actions that is periodically sent to academic units, Senators notified of the availability of such reports, and provision made on the Senate agenda for questions to be raised.

The role of the Curriculum Council in general education and the relationship of the Council to the BCC has been regularly discussed within the Council and with the Curriculum Review Commission. We believe we are in agreement with the Curriculum Review Commission in concluding that:

- * There is no conflict between the proposed responsibilities of the BCC and the existing responsibilities of the Curriculum Council.
- * The BCC, as a committee of the Faculty Senate, would be charged with the implementation and supervision of general education requirements. Their responsibility would be to assess the suitability of courses for meeting general education requirements, to review courses to see if they continue to meet general education criteria, and to suggest changes in criteria. On these matters, the

BCC would report directly to the Senate and its Executive Committee.

- * The Curriculum Council, as a committee of the Faculty Senate, has responsibility for reviewing and approving proposals for new courses and proposals for certain significant changes in courses. These "Category II" responsibilities of the Curriculum Council would remain unchanged. The Council would have no role, and desires no role, in deciding whether proposals meet general education requirements; rather, the Council will perform its customary role in reviewing Category II proposals. Introduction of the BCC in the process of curriculum review should not, by itself, slow down the process; proposals that involve both general education and Category II considerations can be simultaneously reviewed by the Curriculum Council and the BCC. The Curriculum Council would coordinate proposal submission deadlines with the BCC and, during Calendar Conversion, with the Calendar Conversion Council.
- * The BCC, in the proposal of the Curriculum Review Commission, is not responsible for the study and formation of recommendations on major revisions of the general education program: e.g. modifications to the baccalaureate core. This remains the responsibility of the Curriculum Council under the standing rules adopted by the Senate for the Curriculum Council. We can imagine cases where we would exercise that obligation: e.g. if the current commitment to a foreign language exit requirement were abandoned.

Should the Executive Committee or the Senate desire a different relationship between the BCC and the Curriculum Council, then the standing rules of the two bodies should be modified to assure the desired relationship.

cc: Fullerton
Schaumburg

(page 25)

Department of
Human Development
& Family Studies
College of
Home Economics

Oregon
State
University

Corvallis, Oregon 97331-5109
United States of America

(503) 754-4765

January 25, 1988

TO: Faculty Senators
FROM: College of Home Economics Caucus
RE: Proposed amendment to General Education Proposal

The Home Economics Caucus, in consultation with several colleges, intends to make the following motion. Under the "Process" chapter of the report to the Faculty Senate on "A New General Education Program" we propose the following Amendment to Section B (course selection).

1. Under Process, Section B, delete Items 3. and 4.

- 88-445-7
3. ~~all submissions that deal with science, from outside the College of Science, will be routed through the College of Science curriculum committee for review and comment before submission to the BCC~~
 4. ~~all submissions that deal with writing skills or the 'perspectives' categories (except science), from outside the CLA, will be routed through the CLA curriculum committee for review and comment before submission to the BCC~~

2. Under Process, Section B, add:

- may instead of shall
amendment
8-445-11
voice and
shall remain
3. all submissions may be routed for additional curriculum review at the discretion of the BCC. Requests for such reviews, and selection of the reviewing unit will be made by the BCC. The criteria used to select the reviewing unit will be based upon that unit's ability to assess the specific general education objectives proposed.

RATIONALE:

1. One of the stated goals of the new general education requirements is to "represent educational objectives, hence the departure from the traditional categories of the natural science, humanities, the arts, and social science." The inclusion of required curricular reviews from the colleges representing these 'traditional categories' may be counterproductive to the goals of broadening the scope of general education.
2. The CLA and the COS are both well represented on the BCC. They represent nearly 45% of the BCC membership. This would provide them with sufficient input into those courses where they feel they have a "vested interest".
3. There are new "educational objectives" in the proposed general education requirements where the CLA or the COS may not be the leading authority on campus. For example, there are areas within "Social Processes and Institutions" where other colleges offer doctoral degrees and the CLA does not have a graduate program.
4. The CLA and the COS have stated that many components of general education have been their responsibility. Many components of general education will continue to be their responsibility. However, a more comprehensive approach to providing general education cannot be achieved when there persists to be "ownership" of entire educational objectives.

OREGON STATE UNIVERSITY

Faculty Senate Office

(754-4344)

Corvallis, Oregon 97331

Social Science 107

01/22/88

REPORTS TO THE FACULTY SENATE

Thursday, February 4, 1988; 3:00 p.m. - 5:00 p.m.
LaSells Stewart Center

AGENDA

The agenda for the February 4 Senate meeting will include the reports and other items of business listed below. To be approved are the minutes of the January 14 Senate meeting, as published as the Appendix to the staff newsletter, OSU This Week.

A. ACTION ITEMS

1. Category I Curricular Program Proposals - Bruce Shepard
(pp. 2-20)

Attached are two Category I curricular proposals for new programs for 1988-90: 1) a Certificate Program in Science, Technology and Society; and 2) a Post-Baccalaureate Certificate in Accounting.

2. Proposed Faculty Grievance Procedure - Caroline Kerl
(pp. 21-33)

Attached is a proposal presented by the Grievance Procedures Drafting Committee concerning a faculty grievance procedure.

- B. SPECIAL REPORT BY L. EDWIN COATE, VICE PRESIDENT FOR FINANCE AND ADMINISTRATION** Suggested time allocation: 10 minutes for presentation and 10 minutes for audience questions

- C. REPORT FROM THE ASSOCIATED STUDENTS OF OSU REPRESENTATIVE** Suggested time allocation: 10 minutes for presentation

D. INFORMATION ITEMS

1. Attached is a Resolution in Support of Bringing Back the Oregon State University Procedures for Commencement which is presented by the Associated Students of Oregon State University. (pp. 34-35)

E. REPORT FROM THE EXECUTIVE OFFICE

Graham Spanier, Vice President of Academic Affairs and Provost

F. REPORT FROM THE FACULTY SENATE PRESIDENT

G. NEW BUSINESS

Academic Affairs—
Curriculum

Oregon
State
University

Corvallis, Oregon 97331

(503) 754-2111

January 18, 1988

MEMORANDUM

TO: Faculty Senate Executive Committee

FROM: Bruce Shepard, Chairman
Curriculum Council

SUBJECT: Category I Curricular Program Proposals

Enclosed are two Category I curricular proposals for new programs for 1988-90 as follows: 1) a Certificate Program in Science, Technology and Society; and 2) a Post-Baccalaureate Certificate in Accounting.

These proposals have been reviewed and approved by the appropriate departments and college committees, as well as the academic deans, the Curriculum Council and, the Graduate Council. 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 further assistance to you in your examination of these proposals.

BS/nm
Encls.

A02.6e88a.J18

Oregon State University
College of Science and College of Liberal Arts
Department of General Science

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM
LEADING TO THE CERTIFICATE IN
SCIENCE, TECHNOLOGY AND SOCIETY

Description of Proposed Program

1. Definition of Academic Area

Science, Technology, and Society is an interdisciplinary field that is represented on many U.S. campuses by Science, Technology and Society study programs. STS generally combines traditional topics in history, philosophy, and sociology of science technology with science policy studies, environmental studies, and anthropology. The thrust of our STS certificate will be in understanding science and technology as a process, an institution, and a component of culture. It will explore the mutual interaction of society with its science and technology, both in the present and in its historical development. This STS certificate program will build on the strength of OSU offerings in history, history of science, philosophy, anthropology, political science, and sociology. Enough courses currently exist for the program to be fully operational at once. In future years, we anticipate that additional science policy courses might be offered.

2. Department, School or College Responsible

The Department of General Science will coordinate the program which involves faculty from the CLA and the COS. No new administrative unit would be necessary other than a STS advisory faculty committee.

3. Objectives of the Program

The objectives of the program are to provide a structured study of the place of science and technology in our society. An advisory committee composed of faculty who teach STS courses will monitor the offerings and periodically review the composition of the program.

Two of the goals in the Draft for Review of the Strategic Planning document (March 20, 1987) are relevant:

Goal #4 deals with strengthening CLA. One of the actions proposed is to develop cross-disciplinary courses that relate the humanities to the sciences. STS courses in part do that, as well as to integrate science, technology, humanities, and social sciences.

Goal #9 calls for strengthening interdisciplinary activities. STS courses are interdisciplinary ones and strengthening these courses would contribute to a general emphasis on interdisciplinary subjects.

This certificate program has no specific employment opportunities. Students who acquire the certificate may have their employment opportunities enhanced. Majors in engineering, geography, and political science may find agencies or corporations that are looking for a breadth of vision and such a certificate would indicate an exposure to such a broadening experience. The STS program would also serve as a transition into a graduate program in STS studies or one of the more traditional areas (e.g., history of science, philosophy of science) that feed into it.

4. Relationship of Proposed Program to Other Programs in the Institution

Although Science, Technology and Society is an academic field of professional research, we have no unit specifically devoted to it. Several departments (e.g., History, General Science, Philosophy, Sociology, Religious Studies, Political Science, and Anthropology) offer courses that interrelate and support an STS program. We have sent liaison letters to Engineering, Agriculture, Home Economics, Fisheries and Wildlife, and to departments that offer courses. Responses are attached.

5. Course of Study

To complete the curriculum, students are required to take 30 credits consisting of 9 hours of a general core and 21 hours of approved electives.

Core: History of Science: HstS 411, 412, 413

(Scientific thought in a cultural context from antiquity to the post-Roman era; Origins of modern science in the sixteenth and seventeenth centuries; Development of modern science in the eighteenth and nineteenth centuries)

Electives:

Science and Society, HstS 311, 312

Technology and Change, HstS 314

History of Evolution, HstS 415

Science and the Emergence of Modern Society, HstS 416

History of Medicine, HstS 417

Philosophy of Science, Phil 470

Topics in Contemporary Philosophy, Phil 490 (when appropriate)

Industrial Sociology, Soc 456

Medical Sociology, Soc 459

Selected Topics in Sociology, Soc 440 (when appropriate, e.g., Computers and Society)

Bioethics, R 411
 Religion and Science, R 450
 Values and Human Ecology, R 453
 Environmental History of the U.S., H 369
 Early Modern Europe, H 333
 Agricultural History of the Pacific Northwest, Hst 309
 Topics in History, H 415 (when appropriate, e.g., Greek
 Medicine)
 Politics of Environmental Policy, PS 489
 Medical Anthropology, Anth 458
 Selected Topics in Archaeology, Anth 470 (when
 appropriate)
 Natural Resource Anthropology, Anth 472
 Applied Anthropology, Anth 485
 World Food and Culture, Anth 475
 History of Economic Thought, Ec 470
 Natural Resources Policy, Arec 481
 Projects in Civil Engineering: Contemporary Technology,
 CE 407
 Environmental Engineering, CE 351

6. Admissions Requirements

Not applicable

7. Relationship of Proposed Program to Future Plans

The STS program can be run with existing resources. If departments choose to recruit faculty who have expertise in related areas (e.g., science policy), the program would be strengthened.

8. Accreditation of the Program

No accrediting agency exists, but several other programs exist to which OSU's could be compared. The advisory committee will periodically review the program.

Need

9. Evidence of Need

- a. OSU is an institution that is highly oriented towards science and technology. One of the common criticisms of our institution, however, is that we don't provide a broad enough perspective on the subjects that we teach and do research in so well. An STS program is one opportunity to call attention to a set of courses that attempt to place science and technology into a social context. An STS program will not build a better mouse trap, but will enable students to understand why to do so is highly regarded, what are some of the potential problems

that might be associated with such an endeavor, and how that endeavor is mediated by the particular social situation in which one finds oneself.

- b. An STS program will generate a small number of certificates, 5 to 10 a year at best. However, the program might encourage students to take individual offerings and could thereby increase enrollment in individual courses 20-30%.

Duplication of Effort

10. Similar Programs in the State

No other state programs exist.

Resources

11. Faculty

- a. A committee composed of the following met and constructed the current proposal. This committee will serve as the initial STS advisory committee:

Paul Farber: Professor, History of Science; Chair, General Science (research area: emergence of modern scientific disciplines, science and ethics)

Sally Hacker: Professor, Sociology (research area: sociology of technology)

Flo Leibowitz: Associate Professor, Philosophy (research area: philosophy of physics, aesthetics)

R. James Morris: Associate Professor, History of Science (research area: history of chemistry and geology, early science, institutions)

Lisa Sarasohn: Associate Professor, History (research area: early modern science, science and ethics)

Bruce Shepard: Associate Professor, Political Science (research area: environmental politics)

J. Brookes Spencer: Associate Professor, History of Science (research area: history of physics, third-world development)

Additional faculty who offer relevant courses are:

David Bella: Professor, Civil Engineering

Ron Clarke: Professor, Religious Studies

Gary Ferngren: Professor, History

Roberta Hall: Professor and Chair, Anthropology

Kathleen Moore: Assistant Professor, Philosophy

William Robbins: Professor, History

William Uzgalis: Assistant Professor, Philosophy

12. Library

The OSU library has strong holdings in history and philosophy of science and technology. Current resources in related areas are adequate. (No new courses proposed.)

13. Facilities and Equipment

No additional facilities needed.

14. Budgetary Needs

None.

Oregon State University

College of Business
Department of Accounting

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM
LEADING TO THE POST-BACCALAUREATE CERTIFICATE IN ACCOUNTING

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 study of accounting within the context of business administration.

- b. What subspecialties or areas of concentration would be emphasized during the initial years of the program?

Accounting.

- c. Are there other subspecialties the institution would anticipate adding or emphasizing as the program develops?

No.

- d. Are there subspecialties that the institution intends to avoid, in developing the program?

No.

- e. When will the program be operational, if approved?

Upon approval.

2. Department, School or College Responsible

- a. What department and school or college would offer the proposed program?

Department of Accounting in the College of Business.

- b. Will the proposed program involve a new or reorganized administrative unit within the institution?

No.

3. Objectives of the Program

- a. What are the objectives of the program?

The Department of Accounting is currently serving many students who seek an accounting education as part of their career development or as part of a planned career change. These students usually hold baccalaureate degrees that did not involve any specialized accounting education.

Post-baccalaureate students who wish to prepare for careers in professional accounting currently have the following choices with respect to their course of study: [1] to seek a second baccalaureate degree, [2] to seek an advanced degree, or [3] to pursue accounting studies with no expectation of a degree. The second undergraduate degree is not a popular option because of the large number of credits required. Oregon State University does not offer an M.S. in Accounting. The MBA degree allows too little specialization to be a viable alternative.

Most post-baccalaureate students enroll in accounting courses for the purpose of completing a sufficient number of credits to meet the minimum educational requirements to take examinations for professional certification, e.g., Certified Public Accountant, Certified Management Accountant, Certified Internal Auditor. These examinations require a baccalaureate degree, but do not require that the degree must be in accounting. As is often the case, unfortunately, these students, while focusing on the minimum requirements for professional certification, take only the courses they consider necessary and in the process fail to achieve a sufficient subject-matter coverage.

The objectives of the Post-baccalaureate Certificate in Accounting are: [1] to ensure, through required course work and formal academic advising, that post-baccalaureate students achieve a full and balanced academic experience in their accounting education which, in this program, is in excess of the minimum educational requirements for professional certification, [2] to provide a tangible goal for post-baccalaureate students, thereby offering an attractive incentive to complete the program, and [3] to attract a specific group of students who may be interested in accounting careers but who may not pursue their studies at Oregon State University because there is neither a certificate nor an advanced degree in accounting.

- 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 success of the program will be measured by the number of students who enter and complete the program.

- c. How is the proposed program related to the mission and academic plan of the institution?

The program appears consistent with the mission of the University as it is stated [p. 5] in Preparing for the Future, Strategic Planning at Oregon State University [September, 1987].

- d. What are the employment outlets and the employment opportunities for persons who would be prepared by the proposed program?

Accounting and management positions in public accounting, industry, and not-for-profit organizations. Oregon State University's accounting program is well-known for the excellence of its graduates.

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.

None.

5. Course of study

- a. Describe the proposed course of study.

The required accounting course work is identical to that required for the B.S. in Business Administration with a concentration in Accounting.

Course Requirements

		<u>Credits</u>
BA 317	Intermediate Accounting I	4
BA 318	Intermediate Accounting II	4
BA 319	Intermediate Accounting III	4
BA 419	Advanced Accounting I	4
BA 421	Advanced Cost Accounting I	4
BA 422	Advanced Cost Accounting II	4
BA 425	Tax Accounting I	4
BA 427	Auditing I	4
BA 432	Accounting Information Systems	4

And at least one of the following: [3 credits]

BA 413	Business Law [Department of Finance]
BA 420	Advanced Accounting II
BA 423	Accounting for Not-for-Profit Organizations
BA 426	Tax Accounting II
BA 428	Auditing II
BA 429	Advanced Accounting Theory

All course work must be taken on a graded [A-F] basis. A grade point average of 2.5 is required for all courses taken in the program.

Not more than 15 credit hours may be transferred from another institution to satisfy the 39-credit hour requirement of the program.

Admission to BA 419, BA 425, BA 427, BA 432, and the required minimum elective course [with the exception of BA 413] requires, as it does at the undergraduate level, completion of BA 317, BA 318, and BA 319 and Departmental approval.

- b. What elements of this course of study are presently in operation in the institution?

All.

- c. How many and which courses will need to be added to institutional offerings in support of the proposed program?

None.

6. Admission Requirements

- a. Please list any requirements for admission to the program that are in addition to admission to the institution.

None.

- b. Will any enrollment limitation be imposed? Please indicate the limitation and rationale therefor. How will those to be enrolled be selected if there are enrollment limitations?

No.

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?

No.

- b. If so, what are the next steps to be, if the Board approves the program presently being proposed?

Not applicable.

8. Accreditation of the Program

- a. Is there an accreditation agency or professional society which has established standards in the area in which the proposed program lies? (Please give name.)

The American Assembly of Collegiate Schools of Business [AACSB] is the accrediting agency for programs in business administration and accounting.

- 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?

AACSB standards do not specifically address the separate accreditation of certificate programs. [The undergraduate accounting program is separately accredited by the AACSB.]

- 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?

Not applicable.

Need

9. Evidence of need

- a. What evidence does the institution have of need for the program? Please be explicit.

The objectives specified in [3a] above are not being met currently, nor is there any expectation that they can be met in the absence of the certificate program.

- 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.

Estimated enrollment	20-30
Estimated <u>increase</u> in enrollment over next five years	20-25 percent
Estimated number of certificates awarded	60 percent of enrollment

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?

The assessment of needs [see 9a above] was predicated on the fact that a sufficient number of students were already in the system. As per [b] above, the existence of the program is anticipated to attract a small number of students each year who would otherwise not come to Oregon State University if the program was not available.

- c. Identify statewide and institutional service area manpower needs the proposed program would assist in filling.

The accounting program is already one of the principal suppliers of accounting graduates in Oregon. Post-baccalaureate students who studied accounting at Oregon State University hold responsible positions in the Oregon's business community.

- 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?

The business community has demonstrated a need for qualified accounting students through its extensive and aggressive on-campus recruiting efforts. These organizations represent all major fields of accounting activity--public accounting ["Big Eight," regional and local], industry, and not-for-profit accounting. This program is not designed to make significant increases in the number of qualified people available; rather, it is directed to developing and formally recognizing the qualifications of post-baccalaureate students who are already a part of our accounting output.

- e. Are there any other compelling reasons for offering the program?

No.

- f. Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups.)

See [9c and 9d above]. Additionally, potential employers require some efficient means of verifying the nature and extent of a student's course of academic study.

- g. Have any special provisions been made for making the complete program available for part-time or evening students?

No, except to the extent that similar provisions have been made in the undergraduate program.

Duplication of Effort

10. Similar Programs in the State

- a. List any similar programs in the state.

Portland State University also offers a Post-baccalaureate Certificate Program in Accounting [1987].

- 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?

The Department of Accounting at Oregon State University competes aggressively with Portland State University for undergraduate students. At the post-baccalaureate level, competition between the two institutions will be on the margin given the demographics of and concomitant constraints on that group.

- 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.

The current faculty of the Department of Accounting will be involved in offering this program. Inasmuch as the students served are already part of the system, no new specialties are required of the faculty.

- b. Estimate the number, rank, and background of new faculty members that would need to be added to initiated 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 meeting these needs?

None.

- c. Estimate the number and type of support staff needed in each of the first four years of the program.

None.

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.)

Inasmuch as the library has been deemed adequate by the AACSB during the accreditation of the undergraduate accounting program, no additions to library support in terms of staff time, periodicals, or acquisitions are contemplated.

- b. How much, if any, additional library support will be required to bring the Library to an adequate level for support of the program?

None.

- c. How is it planned to acquire these Library resources?

Not applicable.

- d. A statement from the Director of Libraries indicating present resources and funding of future needs must be attached to the proposal. (This is an OSU requirement exclusively.)

Attached.

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?

None.

- 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?

None.

- d. How does the institution propose these additional facilities and equipment shall be provided?

Not applicable.

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.

No additional financial resources are required to accomplish the mission of the program.

- 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?

Not applicable.

- 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?

Not applicable.

- 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?

Not applicable.

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 done, in terms of additional activities

Not applicable.

- (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.

Not applicable.

State which resources will be moved and how this will affect those programs losing resources. (This is an OSU requirement exclusively.)

Not applicable.

SUMMARY OF ESTIMATED COSTS AND SOURCES OF FUNDS FOR PROPOSED PROGRAM (CATEGORY I)

Program Post-baccalareate Certificate in Accounting

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
\$ 750	\$ 750	\$ 750	\$ 750
\$ 0	\$ 0	\$ 0	\$ 0
\$ 750	\$ 750	\$ 750	\$ 750
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
\$ 300	\$ 300	\$ 300	\$ 300
\$ 0	\$ 0	\$ 0	\$ 0
\$ 300	\$ 300	\$ 300	\$ 300
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
0 %	0 %	0 %	0 %

GRAND TOTAL

Percentage of Total
from State Funds

\$ 1,050	\$ 1,050	\$ 1,050	\$ 1,050
0 %	0 %	0 %	0 %

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
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$	\$	\$	\$
\$ 1,050	\$ 1,050	\$ 1,050	\$ 1,050
\$ 1,050	\$ 1,050	\$ 1,050	\$ 1,050

William Jasper Kerr
Library



Corvallis, Oregon 97331

CURRICULUM EVALUATION FORM

Category I proposal: *Post-baccalaureate Certificate in Accounting*

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:

No new courses involved

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

Year I: \$_____

Continuing commitment: \$_____

Subject Librarian

Chris Miller
Collection Development

Neil A. Berger
Director of Libraries

Date received:

Date review completed:

Distribution:

Library (pink)

Subject Librarian (goldenrod)

Curriculum Council (white)

Dean, College/School (green)

Department Head (canary)

RECEIVED JAN 21 1988

Office of the President

Oregon
State
University

Corvallis, Oregon 97331-2128

(503) 754-4133

January 19, 1988

TO: ✓ Faculty Senate
 Faculty Review and Appeals Committee
 Faculty Women for Equity
 American Association of University Professors - OSU Chapter
 President's Commission on the Status of Women
 Faculty Women's Network
 Research Assistants Association
 Inter-Institutional Faculty Senate Representatives
 Vice Presidents
 Deans, Directors, and Department Heads

FROM: Grievance Procedures Drafting Committee

This summer the State Board of Higher Education adopted a rule, Oregon Administrative Rule 580-21-050, which requires each institution in the State System of Higher Education to adopt a faculty grievance procedure.

Vice President Graham Spanier and Senate President Sally Malueg appointed a committee composed of Robert Becker, Mario Cordova, Thurston Doler, Kathleen Heath, Stephanie Sanford, and Caroline Kerl, Chair, to draft a proposed grievance procedure for Oregon State University.

The results of the committee's effort are enclosed for your review and comment.

The State Board rule is quite specific about the elements each institution's procedure must include. For example, each grievance rule must include informal and formal procedures, a faculty hearing committee, and conformance to certain time frames. Attached is a copy of the Board rule so that you will be familiar with the requirements which Oregon State University's rule must meet.

The State Board rule also requires that each institution's grievance procedure rule be adopted as a formal rule in conformance with the requirements of the Oregon Administrative Procedures Act. The Administrative Procedures Act requires a noticed public hearing for all rules. A hearing will be held on the draft rule on Monday, March 7 from 1:00-2:30 and Tuesday, March 8 from 11:00-12:00 in Memorial Union room 105. In the meantime, the committee invites your comments and suggestions. By circulating the proposed rule now we hope to have as many comments as possible before the rulemaking hearing. In addition, the Faculty Senate will consider the rule at its February 4th meeting.

January 19, 1988

Page 2

To assist you in your review, there are a couple of things we would like to point out. The references in the draft rule to "OAR" are to the Oregon Administrative Rules. For example, OAR 580-21-320 is the rule which provides the manner in which a faculty member is terminated for cause. The numbers for the sections in the draft rule are also references to the Oregon Administrative Rules. Since the State Board requires that the University grievance procedure be adopted by the President as a formal administrative rule, the draft incorporates the numbering system of the Oregon Administrative Rules.

Another issue which may be raised by the draft is the meaning of the term "contested cases." In certain circumstances, the Oregon Administrative Procedures Act provides a right to a formal adversarial hearing entitled a "contested case." If a faculty member's grievance relates to such a matter, he or she is entitled to use the University's contested case procedures, which can be found in OAR 576-02-000 - 050, in lieu of the procedures in the grievance rule. Most grievances will not involve an issue where there is a right to a contested case.

By the terms of the State Board rule, the grievance procedure will apply to all academic faculty with faculty rank. That is, instructors, senior instructors, research assistants, senior research assistants, research associates, assistant professors, associate professors, and professors. The procedures will apply as well to unranked faculty who have professional titles.

We urge you to review the draft and provide your comments. Please send comments to Caroline Kerl, Legal Advisor. If a group has specific questions or concerns prior to the hearing, a member of the committee would be pleased to meet with them.

CK:lb

Attachments

cc: John Byrne
Graham Spanier
Pete Fullerton

Oregon State University
proposed

FACULTY GRIEVANCE PROCEDURE

Purpose

576-50-010

(1) The University encourages the resolution of grievances through informal means and discussion in keeping with the collegial atmosphere of a university. The University is also committed to a formal procedure for consideration of grievances that are not resolved through informal processes.

(2) The procedure set out in this rule is available to any unclassified employee with faculty rank as defined in the rules of the State Board of Higher Education.

(3) This grievance procedure may be used to hear any complaint by a faculty member that he or she was wronged in connection with compensation, tenure, promotion or other conditions of employment, or that his or her rights were denied as to reappointment. "Other conditions of employment" shall include, but not be limited to, violations of academic freedom, discriminatory employment practices and nondiscriminatory employment practices, and laws, rules, policies and procedures under which the institution of higher education employing the academic employee operates. Disciplinary sanctions are imposed in accordance with OAR 580-21-320 and shall not be subject to this grievance procedure.

(4) The University may elect not to proceed with a grievance if the grievant also seeks resolution in another forum.

(5) If the grievance concerns a matter to which contested case procedures apply, the grievant may elect to use the procedures in OAR 576-02-020 to 576-02-055.

Definitions and Mail Requirement

576-50-011

- (1) Days as used in this rule shall mean calendar days.
- (2) "Presentation of the grievance" as used in OAR 581-21-050 means receipt of the grievance by the Dean, Director or Vice President as specified in 576-50-013.

(3) "Faculty Mediation Committee" is a committee of three academic employees with faculty rank chosen by the Faculty Senate Executive Committee. Emeritus faculty shall be eligible to serve on the Faculty Mediation Committee. The Executive Committee shall select the Chair of the Committee.

(4) "Faculty Hearing Committee" is a committee of five academic employees with faculty rank chosen by the Faculty Senate Executive Committee and charged with the responsibility for hearing faculty grievances in accordance with these procedures. Any person with faculty rank may submit nominations to the Executive Committee for consideration. The Executive Committee shall choose at least one female and one minority member. Three members shall constitute a quorum. The Executive Committee of the Senate shall select a Chair.

(5) All appeals, decisions, or recommendations referred to in this rule shall be sent by registered U.S. Mail, return receipt requested.

Informal Procedures

576-50-012

(1) Prior to filing a formal grievance a faculty member is encouraged to discuss the grievance with his or her supervisor (or Dean, Director, or Vice President). The immediate supervisor shall respond to the grievant within fifteen (15) days.

(2) The Affirmative Action Office must be notified of any grievance alleging discrimination, including sexual harassment. The Affirmative Action Director, if so requested by the grievant, will investigate any grievance alleging discrimination and attempt to help the parties resolve the issue.

(3) The faculty member may request the Faculty Mediation Committee to review and attempt to resolve all other grievances, including those the Affirmative Action Director determines not to be valid claims of discrimination.

(4) The Mediation Committee may meet with the grievant and take what action it considers appropriate in attempting to resolve the grievance, including interviewing or consulting other persons. The Committee shall keep its actions confidential to the extent possible under law.

(5) Nothing in this rule shall require a faculty member to use informal grievance procedures before filing a formal written grievance, provided that a faculty member must notify the Affirmative Action Office of all claims of unlawful discrimination, including sexual harassment, before filing a written complaint.

Formal Procedures

576-50-013

(1) If a grievance is not resolved to the satisfaction of the grievant at the informal stage, or if the grievant chooses to bypass the informal stage, the grievant may file a formal written grievance. A grievance shall be filed with the Dean, Director, or Vice-President in charge of the administrative unit, except where the grievant is a department chair in which case the grievance shall be filed with the Vice President for Academic Affairs and Provost. The grievant shall file a

copy of the written grievance with the Legal Advisor in the Office of the President. The formal grievance must be filed within sixty (60) days of the time the faculty member knew or by reasonable diligence should have known of the acts which gave rise to the grievance. Therefore, discussion or mediation at the informal stage should be initiated as soon as possible. The University at its discretion may waive the sixty day filing requirement if the grievant is pursuing the complaint at the informal level and it appears that additional time would be beneficial in resolving the grievance. Waiver by the University shall be in writing by the Legal Advisor.

(2) The written grievance must contain the grievant's name and address, the date and nature of the act or omission which gave rise to the grievance, any rule, policy or procedure alleged to have been violated or misapplied, and the remedy requested by the grievant.

(3) The Dean, Director, Vice President, or the respective designee shall send a written decision to the grievant within twenty (20) days of receipt of the grievance.

Appeal to the Faculty Hearing Committee

576-50-014

(1) If the decision of the Dean, Director, or Vice President is not satisfactory to the grievant, the grievant may file a written appeal with the Faculty Hearing Committee within ten (10) days of receipt of the written decision, stating why the response at the previous level is deficient. This step is optional with the grievant. The grievant may bypass the Committee and file the appeal directly with the President.

(2) (a) The Committee shall send to the grievant a written notice of the time and place of the hearing at least seven (7) days prior to the hearing.

(b) At the Committee hearing the faculty member shall present his or her case first, followed by the person or persons who are the object of the grievance. Thereafter the faculty member shall have an opportunity to respond.

(c) Each party shall have a right to call and examine witnesses, to introduce exhibits or other documents. The members of the Committee may question any witness and may call additional witnesses.

(d) If the grievant so chooses he or she may be represented at the hearing by any other person.

(e) Either party may provide for and obtain a sound recording of the hearing.

(f) The hearing shall be open to the public at the option of the grievant to the extent allowed by law. However, deliberations of the Hearing Committee shall not be open to the public or the parties.

Decision by the Committee and Appeal to the President

576-50-015

(1) The Committee's decision shall be made in the form of a written recommendation to the President. It shall be based only upon evidence presented at the hearing. The recommendation shall include a description of the complaint, the evidence the Committee collected, and its conclusions and recommendations for disposition of the case. The recommendations shall be sent to the grievant and to the President within sixty (60) days of receipt of the appeal to the Committee.

(2) The President or his or her designee shall review the decision of the Committee and the President shall deliver a written decision to the grievant within thirty (30) days of receipt of the Committee's recommendation. Prior to issuing a decision the President, or designee, may interview any person concerning the grievance whether or not the person testified at the hearing, provided that the decision shall list each person so interviewed. In addition the President or designee may review any documents, provided that the decision shall identify any such documents that were not introduced at the Committee hearing. If the President rejects or modifies the recommendations of the Committee, the reasons shall be stated in the decision.

(3) If the grievant chooses to appeal the decision of the Dean, Director, or Vice President directly to the President, the President shall proceed to review the matter and reach a decision as set out in 576-50-015 (2), provided that all persons interviewed and all documents reviewed must be identified in the decision. The President shall issue a decision within thirty (30) days of receipt of the grievant's appeal.

Appeal to the State Board

576-50-016

If the decision of the President is not satisfactory to the grievant, the grievant may appeal to the State Board of Higher Education within ten (10) days of receipt of the President's decision in accordance with OAR 580-21-050.

Promotion and Tenure Decisions

576-50-017

A faculty member who grieves the President's decision to deny promotion or tenure may, at his or her option, by-pass the initial steps of the grievance procedure and file a formal grievance directly with the Faculty Hearing Committee, which shall proceed to review the case in accordance with 576-50-014 - 015. The grievant may also bypass the Committee and file an appeal directly with the State Board of Higher Education under 576-50-016.

Effect of Time Limits

576-50-018

If the University fails to respond within the time limits at any step in this grievance process, the grievant may appeal to the next step.

Non Retaliation

576-50-019

An individual filing a grievance in good faith or otherwise participating in any of the actions authorized under these grievance rules shall not be subject to retaliatory action of any kind by any employee of the University.

STATE BOARD RULE(NOT Oregon State University's)

Grievance Procedures

580-21-050 (1) The institutions shall adopt, in consultation with faculty advisory committees including female and minority faculty and representatives of certified bargaining units, if any, appropriate grievance procedures, in accordance with the rulemaking procedures of the Administrative Procedures Act. The grievance procedures shall apply to all unclassified academic employes with faculty rank.

(2) "Grievance" means a complaint by an academic employe that the employe was wronged in connection with compensation, tenure, promotion, or other conditions of employment or the employe's rights were denied as to reappointment. "Other conditions of employment" shall include, but not necessarily be limited to, violations of academic freedom, discriminatory employment practices and nondiscriminatory employment practices, and laws, rules, policies and procedures under which the institution operates. However, challenges to disciplinary actions or procedures shall be raised under OAR 580-21-320. The adopted procedures shall not lessen any employe rights under existing institutional grievance procedures.

(3) The rules shall:

(a) Set out the details of a grievance procedure appropriate to the institution.

(b) Include both informal and formal steps. The formal steps shall include an appropriate administrator, a faculty committee (at the option of the grievant), and the institution president. However, a grievance may be resolved at any step. In a formal grievance, all complaints, responses, and decisions must be in writing.

(c) Establish time limits within which a grievance must be filed and for each step which will permit timely resolution of issues. Informal grievances shall receive a response within 15 calendar days. In no instance shall the length of time between the presentation of the written grievance and the Board's decision be more than 180 days, unless agreed to by the grievant. In the event a decision is not made at any level within the designated time limit, the grievant may submit the grievance to the next step;

(d) Provide for a hearing, at the option of the grievant, by a faculty committee selected by the faculty at the institution. If a grievant is otherwise entitled to a contested case hearing, the grievant may elect to use the institution's contested case procedure instead of the procedures described in this rule.

(4) The institution may elect not to proceed with a grievance if the grievant also seeks resolution in another forum.

(5) The institution shall adopt rules of procedure for the faculty committee which allow for:

(a) A meaningful opportunity for the grievant to be heard;

(b) An opportunity for each party to present evidence, argument, and rebuttal;

(c) The right to representation for each party at that party's expense;

(d) A hearing open to the public at the option of the grievant to the extent allowed by law;

(e) Written conclusions, based only upon evidence presented at the hearing; and

(f) Access by each party to a complete record of the hearing.

(6) The faculty committee shall make recommendations regarding the disposition of the grievance.

(7) Unless the grievance is resolved at a lower level, the president of the institution, or a designee of the president, shall review the recommendations of the faculty committee, if any, and the president shall issue a decision.

(8) If the president rejects or modifies the recommendations of the faculty hearing committee, the reasons shall be stated in writing, and a copy provided to the grievant.

(9) The grievant may appeal the decision of the president to the Board. The Board shall adopt rules for hearing appealed cases and may delegate the case to a hearings officer. In either case, the appeal shall be heard and a decision reached by the Board within 60 days. Board review shall be on the record. The Board shall not reverse the decision of the president unless a procedural error is committed, the decision of the president is not supported by substantial evidence, or the decision is inconsistent with applicable law.

(10) Where collective bargaining agreements or Administrative Rules exist at an institution in which grievance procedures are specified and such procedures exceed the standards in this rule, such agreements or Administrative Rules shall control.

(11) After consultation with the appropriate faculty committees and approval of the Chancellor's Office, each institution shall adopt its rules by June 1, 1988.

(12) Each institution shall report annually to the Board beginning July 1989 on the number, basis, and outcome of all formal grievances filed under the rules herein required.

RECEIVED JAN 23 1988

47-R-11

A RESOLUTION IN SUPPORT OF BRINGING BACK THE OREGON STATE UNIVERSITY
PROCEDURES FOR COMMENCEMENT

- WHEREAS, Diplomas should be received during the Commencement ceremony and,
- WHEREAS, Oregon State University should uphold tradition by allowing Commencement to occur the Sunday before finals week and,
- WHEREAS, the class of 1970 boycotted Commencement in response to imposition of Senior Finals, and have remained a difficult class to solicit for donations, and difficult to contact for address changes and,
- WHEREAS, in 4 days over 2,300 signatures had been acquired protesting the imposition of final exams during finals week for seniors and,
- WHEREAS, the Executive Committee of the Alumni Association would like the university to reconsider the new Graduation process, and
- WHEREAS, the removal of finals will facilitate holding Commencement at a time more appropriate to a variety of people, and organizations including, but not limited to, Oregon State University housing, the Oregon State University band, the Commencement volunteers, the Seniors themselves, undergraduate students, and the community who wish to be a part of Commencement.

BE IT HEREBY RESOLVED THAT THE 47TH ASOSU SENATE supports the return to the traditional Oregon State University Commencement, and finals week for seniors.

BE IT FURTHER RESOLVED THAT copies of this resolution be sent to:

Faculty Senate Office
Thurston E. Doler, Faculty Senate President
Graham B. Spanier, V.P. for Academic Affairs & Provost
Jo Anne Trow, V.P. for Student Affairs
President John V. Byrne
Donald S. Wirth, Director of Alumni Relations
Denny Todd, President of the Alumni Association
Sally Malueg, Past Faculty Senate President
John M. Evry, Director of OSU Foundation
Wallace E. Gibbs, Registrars Office
Fred C. Wist, Dad's Club President
Kay Warner, Mom's Club President

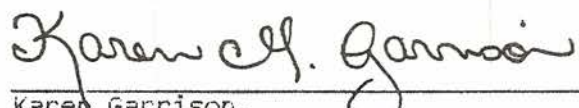
Sponsored by:

Shannon Bullock,
Liberal Arts Senator

Todd Bellamy
Executive Senator



Bob Mumford,
ASOSU President



Karen Garrison,
Vice President of Senate

OREGON STATE UNIVERSITY
Faculty Senate Office

(754-4344)

Corvallis, Oregon 97331
Social Science 107
02/25/88

REPORTS TO THE FACULTY SENATE

Thursday, March 3, 1988; 3:00 p.m. - 5:00 p.m.
LaSells Stewart Center

AGENDA

The agenda for the March 3 Senate meeting will include the reports and other items of business listed below. To be approved are the minutes of the January 28 and February 4 Senate meetings, as published and distributed as the Appendix to the staff newsletter, OSU This Week.

A. SPECIAL REPORTS

1. Lynn Snyder, Director of Athletics
2. Interinstitutional Faculty Senate Report, February 26-27 meeting

B. INFORMATION ITEMS

1. Semester Conversion (p. 2)

Attached is a memo from OSU President John Byrne to Chancellor William Davis concerning the resolution passed by the Faculty Senate regarding the suspension of the semester conversion until June 30, 1989.

2. Unnecessary Duplication Resolution (pp. 3-7)

Several memos received in response to the Faculty Senate approval of the resolution on unnecessary duplication are attached.

3. Honorary Doctorate Criteria Approval (p. 8)

Attached is a letter from Chancellor Davis to Vice President Spanier approving Oregon State University's criteria and procedures for awarding honorary doctorates.

4. Proposed Bylaw Amendment (pp. 9-11)

A new proposed amendment to Article VI of the Faculty Senate Bylaws is attached, to be considered at the regular Faculty Senate meeting in April.

C. REPORTS FROM THE EXECUTIVE OFFICE

Graham Spanier, Vice President of Academic Affairs and Provost

D. REPORTS FROM THE FACULTY SENATE PRESIDENT

E. NEW BUSINESS

RECEIVED FEB 10 1988

Office of the President

Oregon
State
University

Corvallis, Oregon 97331-2128

(503) 754-4133

February 9, 1988

Chancellor William E. Davis
Oregon State System of Higher Education
P. O. Box 3175
Eugene, OR 97403

Dear Bud:

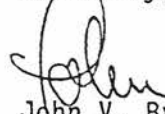
The Faculty Senate at Oregon State University has requested that I submit to the Board this resolution which was passed at its most recent Faculty Senate meeting on Thursday, February 4. The resolution requests that the Board of Higher Education suspend until June 30, 1989, all planning and related actions to convert to a semester system in order to re-examine the merits of the conversion in the context of competing priorities facing higher education in Oregon today.

During the past several weeks I have been meeting personally with our department chairs in breakfast sessions. One of the major topics has been the quarter to semester conversion and the belief on this campus that the decision to go forward at this time is not appropriate. Perhaps, the most telling comments are from those department chairs who were originally in support of the conversion. As we begin to perceive more clearly the requirements that will be imposed on our departments in terms of faculty resources and the logistics of making the conversion, it is apparent there will be a significant cost. We will have specific data with respect to that cost by the end of this week.

I think the fundamental premise behind the faculty's request is a sound one--that is, some re-evaluation in terms of the real costs and actions needed in the conversion should be addressed. Their request that this should be done in consultation with students, faculty, and the general public seems to me to make good sense.

I request that you bring this resolution to the Board of Higher Education. It has my support.

Sincerely,


John V. Byrne
President

Encl.



UNIVERSITY OF OREGON

February 1, 1988

Professor Thurston E. Doler
Senate President
Oregon State University
Corvallis, OR 97331

Dear Professor Doler:

Thank you for your letter and the attached resolution passed unanimously by the Oregon State University Faculty Senate. I read it over and was impressed by it. It seems to me like an excellent statement. I am sending it to Professor Fred Andrews, President of our University Senate, so that they, too, can consider and act upon your resolution.

This is something that particularly needs to be done, and I am delighted that you have taken the lead in this.

Cordially,

A handwritten signature in cursive script that reads "Paul Olum".

Paul Olum
President

cc: Fred Andrews

NEIL GOLDSCHMIDT
GOVERNOR



RECEIVED FEB 10 1988

OFFICE OF THE GOVERNOR
STATE CAPITOL
SALEM, OREGON 97310-1347

February 3, 1988

Dr. Thurston Doler
Senate President
Office of the Faculty Senate
Oregon State University
Corvallis, Oregon 97331

Dear Professor Doler:

I appreciate your letter of January 20 and the enclosed resolution adopted by the Oregon State University Faculty Senate regarding clarification of the concept of duplication. I believe the Senate makes an excellent point. As you know, I am committed to efficiency in all branches of government, including higher education. I also agree that efficiency requires the elimination of ^{*}necessary duplication. The resolution describes the difference clearly.

Thank you for writing.

Sincerely yours,


Neil Goldschmidt
Governor

135

** I think, hope, the Governor
meant unnecessary!*

RECEIVED FEB 8 1988 5.



THE OREGON
HEALTH SCIENCES UNIVERSITY

3181 S.W. Sam Jackson Park Road, L101, Portland, Oregon 97201 (503) 279-8252

Office of the President

February 1, 1988

Thurston E. Doler
Faculty Senate President
Oregon State University
Corvallis, Oregon 97331

Dear Mr. Doler:

Thank you for your letter of January 20, 1988, regarding the issue of "unnecessary program duplication."

I have forwarded copies of your letter to OHSU's Vice Presidents of Institutional Administration and Academic Administration, the Deans of the Schools of Medicine, Dentistry, and Nursing, and the Directors of University Hospital, the Vollum Institute for Advanced Biomedical Research, and Crippled Children's Division.

Your concern about better educating constituencies is appreciated.

Sincerely,

David M. Witter, Jr.
Interim President

DMW:dlb

Schools:
Schools of Dentistry, Medicine, Nursing

Clinical Facilities:
University Hospital
Doernbecher Memorial Hospital for Children
Crippled Children's Division
Outpatient Clinics

Special Research Division:
Vollum Institute for
Advanced Biomedical Research

Portland State University

RECEIVED JAN 29 1988

P.O. Box 751, Portland, OR 97207-0751

January 26, 1988

Mr. Thurston E. Doler
Senate President
Oregon State University
Corvallis, Oregon 97331

Dear Thurston:

Thank you for your letter of January 20 and the OSU Faculty Senate resolution passed January 14. I personally have been preaching this sermon for over nine years, and will continue to do so. I am pleased that we are on the same frequency.

Cordially,



Natale A. Sicuro
President

NAS.m

cc: President Byrne
Provost Martino
Vice Provost Reardon
Dean Nicholas
Senate President Burns

Oregon

STATE SYSTEM OF HIGHER EDUCATION

OFFICE OF THE CHANCELLOR
P.O. BOX 3175
EUGENE, OREGON 97403
(503) 686-5794

February 1, 1988

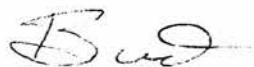
Dr. Thurston Doler
Senate President
Oregon State University
Corvallis, Oregon 97331

Dear Thurston:

Thank you for sending me a copy of the resolution adopted by the Oregon State University Faculty Senate regarding clarification of the concept of duplication.

I certainly agree that it is important that the public be educated regarding the issue of duplication, and suggest that this be an effort in which the faculty of the state system is involved. I am sending a copy of your letter and the resolution to Nancy Tang, president of the Interinstitutional Faculty Senate, in the hope that this group will take the lead in the matter.

Sincerely yours,



William E. Davis
Chancellor

cc: Nancy Tang, w/enclosure

Oregon

STATE SYSTEM OF HIGHER EDUCATION

OFFICE OF THE CHANCELLOR
P.O. BOX 3175
EUGENE, OREGON 97403
(503) 686-5794

February 8, 1988


FEB 1988
Received
Vice President
Academic Affairs and Provost
Oregon State University

Dr. Graham B. Spanier
Vice President for Academic
Affairs and Provost
Oregon State University
Corvallis, OR 97331-2128

Dear Graham,

I have approved Oregon State University's criteria and procedures for awarding honorary doctorates at Oregon State University. The guidelines have been filed with the Secretary of the Board as required by the Board's policy.

Sincerely,



William E. Davis
Chancellor

jd

cc: James Petersen
Bill Lemman
Wilma Foster

copies to: Byrne, Bloomfield, Leong, Doler

NOTE: To be deleted items are lined through and items to be added are underlined.

PROPOSED AMENDMENT TO FACULTY SENATE BYLAWS

ARTICLE VI: OFFICERS

Sec. 1 The officers of the Faculty Senate shall consist of the following, ~~at-a-minimum:-~~ (a) Senate President; a member of the Faculty Senate who has served as Senate President-Elect during the preceding term and who, upon assuming the Presidency, becomes a member of the Senate for the duration of the position; (b) Senate President-Elect: An elected member of the Faculty who is now or has been a Senator ~~whose election confers Senate membership for the two years;~~ ~~(c) and becomes a member of the Senate for the duration of the position;~~ ~~Recording Secretary:-~~ ~~A member of the Faculty, appointed annually by the Executive Committee;~~ ~~Executive Secretary:-~~ ~~A member (active or emeritus) of the Faculty appointed by the Executive Committee.~~

Sec. 2. Duties. The duties of the various officers shall be specified in these Bylaws and in the parliamentary authority adopted by the Faculty Senate. The primary duties of the officers shall be as follows:

Senate President: Shall be the elected representative of the University Faculty in matters and pertaining to the Faculty and Faculty Senate. Shall be the senior officer and spokesperson for adopted policy of the Faculty Senate and Faculty. Shall preside at meetings of the Faculty Senate and its Executive Committee. Shall represent the Senate and Faculty in discussions with the Oregon State University administration. Shall represent the Senate and Faculty in discussions with the Chancellor, the State Board of Higher Education, the State Legislature, the media, and other organized groups outside the University. Shall determine agenda for meetings of the Executive Committee, and shall consult with the Executive Committee in establishing agenda for meetings of the Faculty Senate. Shall administer the office of the Faculty Senate and oversee retention of the records of the Senate.

Senate President-Elect: Shall represent the Senate and Faculty in the absence of the Senate President or by request of that officer. Shall preside at meetings of the Faculty Senate and the Executive Committee in the absence of the Senate President upon request. Shall, with the Senate President and the Executive Committee, establish

agenda for meetings of the Faculty Senate. Shall serve as Chair of each "Faculty Forum" session, unless this duty is otherwise delegated. Shall be sufficiently involved in the workings of the Senate to prepare adequately for future duties as President.

~~Recording Secretary:--Shall record and cause to be published in the manner prescribed in these Bylaws the Minutes of all meetings of the Faculty Senate and of its Executive Committee, the agenda for all meetings, and such other matters as may be requested by the Faculty Senate.~~

~~--Executive Secretary:--Shall be responsible to the Senate President and maintain the records of the Faculty Senate.--Shall administer the office of the Faculty Senate.~~

Sec. 2b. Officers. Responsibilities for the Senate Officers and Staff in the Faculty Senate Office shall be under the direction of the President of the Faculty Senate. They shall have responsibility for such activities as the following:

1. Annual preparation of a budget to submit to the Administration.
2. Recording and submitting for distribution the Minutes of the Senate's meetings.
3. Working with the committees and councils of the Senate.
4. Maintaining records related to the Senate's meetings, the Executive Committee's meetings, Faculty Forums, and retention of the official files of the activities of Senate committees and councils.

Sec. 3. Election Procedures for Senate President-Elect. The Nomination Committee shall nominate at least two candidates from the academic-staff Faculty for the office of Senate President-Elect.

Each nominee shall be or shall have served as a Senator. The Committee shall report to the regular November meeting of the Faculty Senate. Additional nominations may be made from the floor and the nominations shall be closed. The Recording Secretary Faculty Senate Office shall publish the names of the nominees in the Staff Newsletter, OSU This Week, no later than the third week of November.

Election shall be by campus mail ballot in the month of November in a manner designated by the Executive Committee, which shall report the election results at the regular December meeting. All persons eligible to vote in Faculty Senate elections shall be eligible to vote for a Senate President-Elect. A method for absentee voting shall be designated by the Executive Committee.

Sec. 4. Term of Office, Released Time, and Vacancies. The Senate President and President-Elect shall be installed at the first regular Faculty Senate meeting of the Calendar year. Each shall hold office for a period of one year or until a successor has been duly installed.

To pursue their Faculty Senate responsibilities, Officers shall be granted released time from customary University duties in these amounts:

<u>Senate President:</u>	<u>.50 FTE for 12 months</u>
<u>President-Elect:</u>	<u>.25 FTE for 12 months</u>

This total of .75 FTE released time may, however, be divided differently between the President and the President-Elect, or among the President, the President-Elect and another faculty person, agreed to by the Executive Committee, upon recommendation of the President and the President-Elect.

A Senate President who, ~~at the time of election, shall have~~ has served in that office for eight months or more shall for two years be ineligible for re-election to the office of Senate President-Elect ~~or the Executive Committee.~~

A Senate President-Elect, at the end of his/her term of office, shall succeed to the office of Senate President. A Senate President-Elect who is unable to serve as Senate President shall for two years be ineligible for re-election to the office of Senate President-Elect or to the Executive Committee.

The Faculty Senate may declare a vacancy of office upon an officer's inability to discharge the duties of office, or resignation.

A vacancy in the office of Senate President shall be filled by the Senate President-Elect for the remainder of the term of office. A Senate President-Elect who succeeds to Senate President to fill a vacancy and serves in that office for eight months or more shall have completed the term and retire from the Senate Presidency.

A vacancy in the office of Senate President-Elect shall be filled for the remainder of the term of office by a special election following the procedures as provided in Sec. 3 of this Article, but not restricted by November dates for nomination and election.

~~The Executive Committee shall fill a vacancy in the office of Recording Secretary by appointment.~~

REPORTS TO THE FACULTY SENATE

Thursday, April 7, 1988; 3:00 p.m. - 5:00 p.m.

* * NOTE * *

Wilkinson Hall, Room #110

* * NOTE * *

AGENDA

The agenda for the April 7 Senate meeting will include the reports and other items of business listed below. To be approved are the minutes of the March 3 Senate meeting, as published and distributed as the Appendix to the staff newsletter, OSU This Week.

Please note meeting location change, for this meeting only.

A. ACTION ITEMS

1. Grievance Procedures - Caroline Kerl (pp. 4-11)

Attached is a proposal from an ad hoc committee, appointed by President Byrne, which complies with a directive of the OSBHE requiring the several institutions to adopt such procedures. Ultimately, this document will have to be approved by President Byrne and the OSBHE.

2. Bylaws Revisions to Article VI - (pp. 12-14)
Stan Miller and Thurston Doler

This article was presented to the Senate in March. Omitted at that time were the FTE deletions in Section 4. The amended article is attached and will be presented for adoption.

3. "A Declaration of Concern" - Thurston Doler (pp. 15,16)

The attached document has been prepared by the Executive Committee for the Senate's consideration and is offered for adoption. It is intended to be a public statement of concern about the well being of public higher education in Oregon in the immediate future.

B. SPECIAL REPORTS

1. Curriculum Council - Bruce Shepard (pp. 17-25)

Attached is a proposal draft from the Curriculum Council. The Curriculum Council is seeking faculty input to repair flaws in the requirements for BA and BS degrees.

2. Bylaws Revisions - (pp. 26-39)
Stan Miller and Thurston Doler

The entire Bylaws document is attached, with all proposed revisions included. This document is to be voted on at the May Faculty Senate meeting.

C. INFORMATION ITEMS

1. Faculty Panels for Hearing Committees

The Executive Committee is beginning the preparations for selection of a new Faculty Panel to replace the Panel retiring June 30, 1988. The Senate will receive a nomination ballot in the May Reports to the Faculty Senate, and voting will take place at the June Senate meeting.

2. Faculty Senate Committee/Council Volunteers Sought

A Volunteer Form listing all University-level Committees and Councils, including those of the Faculty Senate, will be distributed soon to all Faculty. Faculty members are urged to fill out the form and return it before the deadline.

During the month of May, the Executive Committee makes new appointments to the committees and councils of the Faculty Senate. Since a majority of the Senate's work is done through these groups, we urge Senators to volunteer along with other faculty.

3. Annual Reports of Committees/Councils Due

The Senate Office is preparing to send Faculty Senate Committee/Council chairs a notice reminding them that Annual Reports are due for the Senate's information. The May and June Senate agendas will include reports both with and without recommendations for Senate actions.

4. Notice of Proposed Rulemaking Hearing (pp. 40-46)

Attached is a Notice of Proposed Rulemaking Hearing for Oregon State University's proposed Time, Manner, and Place Rules for Speech Activities. Hearing to be held April 21, 1988, 9:00 a.m. to 11:00 a.m., Memorial Union Room 206.

5. Summary of Academic Calendar Conversions 1970-88 (pp. 47, 48)

Attached for your information is a summary of Academic Calendar Conversions (1970-88).

D. REPORTS FROM THE EXECUTIVE OFFICE

Graham Spanier, Vice President of Academic Affairs and Provost

E. REPORTS FROM THE FACULTY SENATE PRESIDENT

F. NEW BUSINESS

OSU FACULTY GRIEVANCE PROCEDURES

0AR 576-05-010

Informal

Optional

Supervisor

Mediation Committee

Affirmative Action -- for complaints of discrimination,
including sexual harassment

Formal - Written

(Must be filed with the Dean and Legal Advisor
within 60 days of when the grievant knew or
should have known of the grievance.)

Dean, Director, or VP

20 days for decision

10 days for grievant
to appeal

Optional ---- Faculty Hearing Committee

60 days to submit
recommendation
to President

President

30 days for decision

10 days for grievant
to appeal

State Board of Higher Education

Oregon State University
proposed

FACULTY GRIEVANCE PROCEDURE

Purpose

576-50-010

(1) The University encourages the resolution of grievances through informal means and discussion in keeping with the collegial atmosphere of a university. The University is also committed to a formal procedure for consideration of grievances that are not resolved through informal processes.

(2) The procedure set out in this rule is available to any unclassified employee with faculty rank as defined in this rule and in the rules of the State Board of Higher Education.

(3) This grievance procedure may be used to hear any complaint by a faculty member that he or she was wronged in connection with compensation, tenure, promotion or other conditions of employment, or that his or her rights were denied as to reappointment. "Other conditions of employment" shall include, but not be limited to, violations of academic freedom, nondiscriminatory employment practices and discriminatory employment practices including sexual harassment, and laws, rules, policies and procedures under which the institution of higher education employing the academic employee operates. Disciplinary sanctions are imposed in accordance with OAR 580-21-320 and shall not be subject to this grievance procedure.

(4) The University may elect not to proceed with a grievance if the grievant also seeks resolution in another forum.

(5) If the grievance concerns a matter to which contested case procedures apply, the grievant may elect to use the procedures in OAR 576-02-020 to 576-02-055.

Definitions and Mail Requirement

576-50-011

(1) Days as used in this rule shall mean calendar days.

(2) "Presentation of the grievance" as used in OAR 580-21-050 means receipt of the grievance by the Dean, Director or Vice President as specified in 576-50-013.

(3) "Faculty Mediation Committee" is a committee of three academic employees with faculty rank chosen by the Faculty Senate Executive Committee. Emeritus faculty shall be eligible to serve on the Faculty Mediation Committee. The Executive Committee shall select the Chair of the Committee.

(4) "Faculty Hearing Committee" is a committee of five academic employees with faculty rank chosen by the Faculty Senate Executive Committee and charged with the responsibility for hearing faculty grievances in accordance with these procedures. Any person with faculty rank may submit nominations to the Executive Committee for consideration. The Executive Committee shall choose at least one female and one minority member. Three members shall constitute a quorum. The Executive Committee of the Senate shall select a Chair.

(5) "Faculty rank" means faculty ranks as defined in the rules of the State Board of Higher Education and includes faculty without rank but with professional title.

(6) All appeals, decisions, or recommendations referred to in this rule shall be sent by registered U.S. Mail, return receipt requested.

Informal Procedures

576-50-012

(1) Prior to filing a formal grievance a faculty member is

encouraged to discuss the grievance with his or her supervisor (or Dean, Director, Vice President or Affirmative Action Director). The immediate supervisor shall respond to the grievant within fifteen (15) days.

(2) The Affirmative Action Office must be notified of any grievance alleging discrimination, including sexual harassment. The Affirmative Action Director, if so requested by the grievant, will investigate any grievance alleging discrimination and attempt to help the parties resolve the issue.

(3) The faculty member may request the Faculty Mediation Committee to review and attempt to resolve all other grievances, including those the Affirmative Action Director determines not to be valid claims of discrimination.

(4) The Mediation Committee may meet with the grievant and take what action it considers appropriate in attempting to resolve the grievance, including interviewing or consulting other persons. The Committee shall keep its actions confidential to the extent possible under law.

(5) Nothing in this rule shall require a faculty member to use informal grievance procedures before filing a formal written grievance, provided that a faculty member must notify the Affirmative Action Office of all claims of unlawful discrimination, including sexual harassment, before filing a written complaint.

Initiation of Formal Procedures

576-50-013

(1) If a grievance is not resolved to the satisfaction of the grievant at the informal stage, or if the grievant chooses to bypass the informal stage, the grievant may file a formal written grievance. A grievance shall be filed with the Dean, Director, or Vice-President in

charge of the administrative unit, except: a) where the grievant is a department chair in which case the grievance shall be filed with the Vice President for Academic Affairs and Provost, or b) where the grievant alleges sexual harassment against the person in charge of the administrative unit, in which case the grievance shall be filed with the next higher administrator. The grievant shall file a copy of the written grievance with the Legal Advisor in the Office of the President. The formal grievance must be filed within sixty (60) days of the time the faculty member knew or by reasonable diligence should have known of the acts which gave rise to the grievance. Therefore, discussion or mediation at the informal stage should be initiated as soon as possible. The University at its discretion may waive the sixty day filing requirement if the grievant is pursuing the complaint at the informal level and it appears that additional time would be beneficial in resolving the grievance. Waiver by the University shall be in writing by the Legal Advisor.

(2) The written grievance must contain the grievant's name and address, the date and nature of the act or omission which gave rise to the grievance, any rule, policy or procedure alleged to have been violated or misapplied, and the remedy requested by the grievant.

(3) The Dean, Director, Vice President, or the respective designee shall send a written decision to the grievant within twenty (20) days of receipt of the grievance.

Appeal to the Faculty Hearing Committee

576-50-014

(1) If the decision of the Dean, Director, or Vice President is not satisfactory to the grievant, the grievant may file a written appeal with

the Faculty Hearing Committee within ten (10) days of receipt of the written decision, stating why the response at the previous level is deficient. This step is optional with the grievant. The grievant may bypass the Committee and file the appeal directly with the President.

(2) (a) The Committee shall send to the grievant a written notice of the time and place of the hearing at least seven (7) days prior to the hearing.

(b) At the Committee hearing the faculty member shall present his or her case first, followed by the person or persons who are the object of the grievance. Thereafter the faculty member shall have an opportunity to respond.

(c) Each party shall have a right to call and examine witnesses, to introduce exhibits or other documents. The members of the Committee may question any witness and may call additional witnesses.

(d) If the grievant so chooses he or she may be accompanied by or represented at the hearing by any other person.

(e) Either party may provide for and obtain a sound recording of the hearing.

(f) The hearing shall be open to the public at the option of the grievant to the extent allowed by law. However, deliberations of the Hearing Committee shall not be open to the public or the parties.

Decision by the Committee and Appeal to the President

576-50-015

(1) The Committee's decision shall be made in the form of a written recommendation to the President. It shall be based only upon evidence presented at the hearing. The recommendation shall include a description of the complaint, the evidence the Committee collected, and its

conclusions and recommendations for disposition of the case. The recommendations shall be sent to the grievant and to the President within sixty (60) days of receipt of the appeal to the Committee.

(2) The President or his or her designee shall review the decision of the Committee and the President shall deliver a written decision to the grievant within thirty (30) days of receipt of the Committee's recommendation. Prior to issuing a decision the President, or designee, may interview any person concerning the grievance to supplement the record whether or not the person testified at the hearing, provided that the decision shall list each person so interviewed. In addition the President or designee may review any documents, provided that the decision shall identify any such documents that were not introduced at the Committee hearing. If the President rejects or modifies the recommendations of the Committee, the reasons shall be stated in the decision.

(3) If the grievant chooses to appeal the decision of the Dean, Director, or Vice President directly to the President, the President shall proceed to review the matter and reach a decision as set out in 576-50-015 (2), provided that all persons interviewed and all documents reviewed must be identified in the decision. The President shall issue a decision within thirty (30) days of receipt of the grievant's appeal.

Appeal to the State Board

576-50-016

If the decision of the President is not satisfactory to the grievant, the grievant may appeal to the State Board of Higher Education within ten (10) days of receipt of the President's decision in accordance with OAR 580-21-050.

Effect of Time Limits

576-50-017

If the University fails to respond within the time limits at any step in this grievance process, the grievant may appeal to the next step.

Non Retaliation

576-50-018

An individual filing a grievance in good faith or otherwise participating in any of the actions authorized under these grievance rules shall not be subject to retaliatory action of any kind by any employee of the University, the Oregon State System of Higher Education, or the State Board of Higher Education.

Two-Year Review

576-50-019

Not later than two years from the adoption of these rules, the Provost and Faculty Senate Executive Committee shall jointly appoint a faculty committee to review the effectiveness of this grievance procedure and to recommend any changes.

NOTE: To be deleted items are lined through and items to be added are underlined.

PROPOSED AMENDMENT TO FACULTY SENATE BYLAWS

ARTICLE VI: OFFICERS

Sec. 1 The officers of the Faculty Senate shall consist of the following, ~~at-a-minimum:-~~ (a) Senate President; a member of the Faculty Senate who has served as Senate President-Elect during the preceding term and who, upon assuming the Presidency, becomes a member of the Senate for the duration of the position; (b) Senate President-Elect: An elected member of the Faculty who is now or has been a Senator ~~whose election confers Senate membership for the two years;~~ ~~(c) and becomes a member of the Senate for the duration of the position;~~ ~~Recording Secretary:--A member of the Faculty, appointed annually by the Executive Committee;~~ ~~Executive Secretary:--A member (active or emeritus) of the Faculty appointed by the Executive Committee.~~

Sec. 2. Duties. The duties of the various officers shall be specified in these Bylaws and in the parliamentary authority adopted by the Faculty Senate. The primary duties of the officers shall be as follows:

Senate President: Shall be the elected representative of the University Faculty in matters and pertaining to the Faculty and Faculty Senate. Shall be the senior officer and spokesperson for adopted policy of the Faculty Senate and Faculty. Shall preside at meetings of the Faculty Senate and its Executive Committee. Shall represent the Senate and Faculty in discussions with the Oregon State University administration. Shall represent the Senate and Faculty in discussions with the Chancellor, the State Board of Higher Education, the State Legislature, the media, and other organized groups outside the University. Shall determine agenda for meetings of the Executive Committee, and shall consult with the Executive Committee in establishing agenda for meetings of the Faculty Senate. Shall administer the office of the Faculty Senate and oversee retention of the records of the Senate.

Senate President-Elect: Shall represent the Senate and Faculty in the absence of the Senate President or by request of that officer. Shall preside at meetings of the Faculty Senate and the Executive Committee in the absence of the Senate President upon request. Shall, with the Senate President and the Executive Committee, establish

agenda for meetings of the Faculty Senate. Shall serve as Chair of each "Faculty Forum" session, unless this duty is otherwise delegated. Shall be sufficiently involved in the workings of the Senate to prepare adequately for future duties as President.

~~Recording Secretary:--Shall record and cause to be published in the manner prescribed in these Bylaws the Minutes of all meetings of the Faculty Senate and of its Executive Committee, the agenda for all meetings, and such other matters as may be requested by the Faculty Senate.~~

~~--Executive Secretary:--Shall be responsible to the Senate President and maintain the records of the Faculty Senate.--Shall administer the office of the Faculty Senate.~~

Sec. 2b. Officers. Responsibilities for the Senate Officers and Staff in the Faculty Senate Office shall be under the direction of the President of the Faculty Senate. They shall have responsibility for such activities as the following:

1. Annual preparation of a budget to submit to the Administration.
2. Recording and submitting for distribution the Minutes of the Senate's meetings.
3. Working with the committees and councils of the Senate.
4. Maintaining records related to the Senate's meetings, the Executive Committee's meetings, Faculty Forums, and retention of the official files of the activities of Senate committees and councils.

Sec. 3. Election Procedures for Senate President-Elect. The Nomination Committee shall nominate at least two candidates from the academic-staff Faculty for the office of Senate President-Elect.

Each nominee shall be or shall have served as a Senator. The Committee shall report to the regular November meeting of the Faculty Senate. Additional nominations may be made from the floor and the nominations shall be closed. The Recording Secretary Faculty Senate Office shall publish the names of the nominees in the Staff Newsletter, OSU This Week, no later than the third week of November.

Election shall be by campus mail ballot in the month of November in a manner designated by the Executive Committee, which shall report the election results at the regular December meeting. All persons eligible to vote in Faculty Senate elections shall be eligible to vote for a Senate President-Elect. A method for absentee voting shall be designated by the Executive Committee.

Sec. 4. Term of Office, Released Time, and Vacancies. The Senate President and President-Elect shall be installed at the first regular Faculty Senate meeting of the Calendar year. Each shall hold office for a period of one year or until a successor has been duly installed.

~~The Senate President shall be granted 0.25 released time for his or her customary University duties.*~~

~~--The Senate President-Elect shall be granted 0.10 released time from his or her customary University duties.*~~

~~--The Senate Executive Secretary shall be granted 0.50 released time from his or her customary University duties.*~~

~~---*(Released time FTE for Senate officers is subject to approval by the President of the University.)~~

To pursue their Faculty Senate responsibilities, Officers shall be granted released time from customary University duties in these amounts:

<u>Senate President:</u>	<u>.50 FTE for 12 months</u>
<u>President-Elect:</u>	<u>.25 FTE for 12 months</u>

This total of .75 FTE released time may, however, be divided differently between the President and the President-Elect, or among the President, the President-Elect and another faculty person, agreed to by the Executive Committee, upon recommendation of the President and the President-Elect.

A Senate President who, ~~at the time of election, shall have~~ has served in that office for eight months or more shall for two years be ineligible for re-election to the office of Senate President-Elect ~~or the Executive Committee.~~

A Senate President-Elect, at the end of his/her term of office, shall succeed to the office of Senate President. A Senate President-Elect who is unable to serve as Senate President shall for two years be ineligible for re-election to the office of Senate President-Elect or to the Executive Committee.

The Faculty Senate may declare a vacancy of office upon an officer's inability to discharge the duties of office, or resignation.

A vacancy in the office of Senate President shall be filled by the Senate President-Elect for the remainder of the term of office. A Senate President-Elect who succeeds to Senate President to fill a vacancy and serves in that office for eight months or more shall have completed the term and retire from the Senate Presidency.

A vacancy in the office of Senate President-Elect shall be filled for the remainder of the term of office by a special election following the procedures as provided in Sec. 3 of this Article, but not restricted by November dates for nomination and election.

~~The Executive Committee shall fill a vacancy in the office of Recording Secretary by appointment.~~

April 7, 1988

A DECLARATION OF CONCERN

The future of Oregon and the nation rests upon the quality of its schools, colleges, and Universities. A well educated, well trained populace is the foundation of economic vitality, personal growth, and creative solutions to the challenges of the 1990's and beyond. Oregon's public institutions of higher education have key roles in maintaining the strength of this foundation in educating Oregon's daughters and sons to assume leadership roles in the future.

Oregon State University, as a member of the system of higher education, through its public service and extension programs helps the people of Oregon in programs ranging from families and business to agriculture, pharmacy, and 4-H. Further, at Oregon State, leaders in the arts, professions, and sciences bring excitement and the latest discoveries to the classroom, laboratory, and studio. For these and other reasons, the Faculty Senate of Oregon State University takes note of the following facts:

1. The Governor has stated publicly that no budget increases for higher education should be expected in the next biennium.
2. Ordinarily, recurring budgets are adjusted upward for inflation in succeeding biennia.
3. Salary increases of 4% that are scheduled for 1989 will, if no new funds are forthcoming, have to be funded from existing budgets.
4. The several colleges and other budget units of the University have been directed to project budget reductions varying from one to six percent for each year of the next biennium.
5. The most likely result of these budget restrictions is the reduction of programs by restricting enrollment and reducing faculty.
6. Higher Education in Oregon has been and is being politicized.

The Senate believes that these prospects for financial austerity and further politicization are having and will continue to have the following effects:

1. The creation of a climate of uncertainty and ambiguity which is a fertile ground for rumor and misinformation.

2. Recruiting new faculty and administrators will become increasingly difficult.
3. Mobile faculty who suspect that their programs will be reduced or eliminated, whether they actually will or not, will leave the University.
4. The morale of remaining faculty will continue to decline.
5. The concomitant effect upon Oregon State University will be a reduction of its stature, the erosion of its effectiveness in fulfilling its mission, and an abridgement of educational opportunity for young Oregonians.

In view of these facts and these projected effects, the Oregon State University Faculty Senate hereby:

1. Expresses its profound dismay at this state of affairs.
2. Calls upon the political leaders of Oregon, beginning with Governor Goldschmidt and including members of the Legislature, House and Senate, Republicans and Democrats, and local officials, to unite their efforts to address cooperatively the fiscal problems facing the State.
3. Requests that those citizens of Oregon who care about higher education in Oregon take note of this situation and seek to solve the fiscal problems that are contributing to this crisis.
4. Admonishes the principal participants, i.e., the OSBHE, the Governor and the Legislature, to consider carefully their respective and historical roles in the governance of higher education.
5. Urges the Governor and the OSBHE to address and deal with the matter of destabilization that now exists.

Finally, the OSU Senate directs its officers to send this document to the Governor, the Oregon Senate and House leaders, the Senates of the other seven institutions of the system of higher education, the AAUP, the IFS, the AOF, and the alumni associations.

BA/BS Requirements: A Proposal for Discussion

Purposes:

The Curriculum Council seeks a University policy on BA and BS degrees that:

Enhances the value and meaning of the BA and BS degrees,

Assures that students will receive the baccalaureate degree that is appropriate to their course of study

Proposal:

The policy presented for discussion has the following parts:

- I. As is now the case, colleges decide whether they wish to offer the BA, th BS, or both.
- II. Decisions by colleges on which degrees to offer and requirements for those degrees shall be consistent with principles stated in Section V of this proposal.
- III. If a college decides that it is appropriate for the college to offer both the BA and the BS:
 - A. The college shall adopt distinct requirements for the BA and BS degrees,
 - B. Departments within the college may choose to offer just the BA, just the BS, or both.

When departments deem it appropriate to offer both the BA and BS, the departments may adopt requirements for each degree which elaborate or implement college-level requirements for the degree. Colleges may require such departmental requirements. Departmental decisions on which degrees to offer and departmental degree requirements shall be consistent with principles stated in Section V of this proposal.

- IV. As is now the case, all students receiving a BA degree shall have foreign language proficiency certified by the Department of Foreign Languages and Literatures as equivalent to that attained at the end of the second year course in the language. Colleges offering the BS should consider the appropriateness of a language requirement as one of their requirements for the BS degree.
- V. College and departmental requirements for the BA and BS will be reviewed - as is now the case for all degree requirements - by the Curriculum Council. The requirements will be reviewed for consistency with the following principles:
- A. The BS degree is conferred for focused curricula that emphasize scientific ways of knowing and quantitative approaches to understanding and for curricula in professional fields.
- College BS degree requirements shall provide a depth of preparation in scientific and quantitative approaches to understanding that is significantly greater than that which is required of all undergraduates through the Baccalaureate Core.
- Departmental requirements distinguishing the BS from the BA are optional; when both are proposed, departmental BS requirements will promote focused curricula that emphasize scientific and quantitative approaches to understanding.
- B. The BA degree is conferred for broad and liberal education in humanities, arts, social sciences, and sciences.
- College BA degree requirements shall provide a breadth of preparation in the humanities, arts, social sciences, and sciences that is significantly greater than that which is required of all undergraduates through the Baccalaureate Core.
- Departmental requirements distinguishing the BA from the BS are optional; when both are proposed, departmental BA requirements will promote broader preparation within the major and among related fields.
- C. When a college proposes to offer both a BS and a BA, the requirements for the degrees shall place comparable demands upon the time and effort of students. The assessment of comparability shall include college requirements distinct to the BS and the BA and the University's foreign language requirement for the BA.
- D. Credits used to meet requirements distinct to the BA and BS may also be used, if otherwise appropriate, to meet departmental, college, and University requirements.
- VI. As is now the case, requirements for bachelor degrees other than the BS and the BA shall be formulated by the colleges and departments authorized to offer the degrees.

Implementation:

Degree requirements for the BA and BS would be implemented no sooner than upon conversion to the semester system. The first semester catalog will be printed well before conversion. If it is not possible for college and departmental BA/BS degree requirements to be ready by the time the first semester catalog is published, then implementation would be delayed.

Procedures for handling students caught in the transition would be the same as those recently adopted for students whose degree requirements are affected by calendar conversion.

Rationale:

The meaning of the BS and BA degrees implicit in the current requirements is inconsistent and confused. The BA requires language and humanity hours. This gives the impression that the BA is a 'humanities' degree rather than a broad degree in the sciences, humanities, arts, social sciences, and sciences. The current requirements for the BS do, appropriately, require hours in science. However, they also allow social science and science credits to be combined to fulfill the science requirement for the BS; this provision runs counter to the traditional meaning of a BS as a focused degree and is counter to practice at the 52 land-grant institutions we have examined.

The proposal improves upon the unclear and confused meanings implicit in the current requirements in several ways:

Colleges and departments wishing to offer both the BA and BS must consider requirements that distinguish the degree. Colleges and departments may, in light of their curricula, decide that just the BA or just the BS is the appropriate degree for their students. Or, they may decide that the need for the BA or BS is so rare as to not justify establishing separate degree requirements. Such decisions will help clarify the meaning of a BS and a BA at OSU.

Where units offer both degrees, there will be degree requirements that are consistent with explicit principles distinguishing the meanings of the degrees. Those principles are part of the proposal.

The requirements will not be formulated at the University level; rather, they will be designed at the college and departmental level where faculty are able to adjust to the particular needs of their students and the content of their programs.

Many students - typically, in our experience, in the liberal arts - graduate with a BS degree although they seem candidates for a BA: they have taken broad course work and have majored in areas that do not emphasize scientific methodology as the primary way of knowing. We have repeatedly heard that the BS, for these students, simply means that the students did not wish to complete a second year of foreign language. As a result, the value and meaning of the BS degree is diluted and the BA degree is conferred less often than it should be.

The proposal seeks to increase the likelihood that students will receive the baccalaureate degree that is appropriate to their course of study through several means:

As mentioned above, the proposal creates an incentive for colleges and departments to reconsider the degrees appropriate for their students.

Requirements will be adopted at the level of the school or college where, presumably, the appropriateness of particular degrees to particular courses of study is better evaluated.

Colleges offering both a BA and a BS must require course work that is comparable in the demands placed upon students. This would reduce the likelihood of students choosing a BS simply to avoid taking a foreign language.

BA/BS Requirements: Background

Current Situation:

Ten schools and colleges at OSU offer baccalaureate degrees. Two colleges - Agricultural Sciences and Forestry - choose to offer just the BS degree. The remaining units offer both degrees and, with the exception of the College of Liberal Arts, rely upon the University requirement as the only basis for determining whether students should receive a BA or a BS.

In addition to the BA and BS, Oregon State University offers only two other baccalaureate degrees: the BFA and the moribund B.Agr.

The College of Liberal Arts confers about sixty percent of the BA degrees awarded at OSU; Business and Education account for most of the remainder of the BA degrees. (Education, of course, will no longer be offering bachelor degrees.) While Liberal Arts awards the bulk of the BA degrees, only 1 in 4 CLA graduates receive a BA degree; a few CLA graduates receive a BFA and 70 percent of CLA students receive a BS. Table 1 contains the raw numbers for the most recent academic year. Patterns for the past 6 years have been examined and are similar to those reported in Table 1.

Table 1: Bachelor Degrees Awarded At Oregon State University
by Type and Academic Unit:
Figures for 1986-87

School or College	Bachelor of Arts	Bachelor of Science
Liberal Arts	133	339
Business	66	661
Education	14	185
Science	9	439
Home Economics	4	124
Engineering	3	389
Health and Physical Ed.	2	105
Pharmacy	0	55
Agricultural Sciences	not offered	206
Forestry	not offered	56

Source: OSU Registrar's Office. Table includes all bachelor degrees except for 21 BFA degrees earned by students in the College of Liberal Arts. No B.Agr degrees were conferred.

The current University requirements for distinguishing the BA and the BS degrees are, expressed in semester credits, as follows:

- a. Bachelor of Arts: 24 credits in humanities (except English composition and corrective speech) 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 foreign language proficiency requirement may also be used in meeting the requirement of 24 credits in humanities.
- b. Bachelor of Science: 24 credits in science, or 24 credits in social science, or 30 credits in science and social science together.

Consequences for Students

Faculty have questioned a policy that allows foreign language proficiency credits to be counted among humanity credits used to fulfill requirements for the BA degree. Do many students depend upon foreign language proficiency hours to meet the requirements of the BA degree? Registrar Gibbs provided help in answering this question. He reports, based upon a ten percent sample of the 231 BA degrees awarded last year, that about half (13 of 23) would NOT have qualified for a BA if hours used to attain language proficiency were not counted as credits in the humanities.

Apparently, about half of recent recipients of BA degrees would be affected if foreign language proficiency credits did not count as humanities credits; these students either would not qualify for a BA or would have to take more credits in the humanities. The estimate of 56% (13 out of 23) has a standard error of ten. So, although the actual figure may not be 56%, we can be confident that a significant proportion of BA recipients would be affected if foreign language credits did not count as humanity credits.

Other Institutions:

To develop a sense of how other institutions handle the BA/BS distinction, the Curriculum Council reviewed catalogs of all universities designated by their legislatures as land-grant universities. (Only land-grant institutions in the fifty states were considered.) In all cases, 1987-88 catalogs were examined. After throwing out several clearly inappropriate cases, (institutions that offered only technical programs), we ended up examining the catalogs of fifty-four universities. In fifty-two of these cases, catalogs presented information sufficient to reach some conclusion as to distinctions between BA and BS degrees.

Almost no catalogs mentioned a university-level requirement for the BA and BS; instead, distinctions between the degrees had to be inferred from departmental, school, and college requirements. Inference was not always easy and ours was a quick-and-dirty study; hence, we are sure our records contain mistakes. We are confident of our general conclusions, though, which are:

- 1 By distinguishing between a BA and a BS, OSU is, at the university level, trying to do what most institutions do at the college and departmental level.
- 2 Most often, the BA degree is only available in a college of arts and sciences, or, where no such unit exists, in a college of science and a college of humanities and social sciences. Hence, the distinction between a BA and BS degree is only meaningful and appropriate in one or two colleges at most of the universities we examined.
- 3 Compared to OSU, other institutions typically make wider use of baccalaureate degrees other than the BS and BA: there are bachelors of accounting, bachelors of secondary education, bachelors of animal science,
- 4 The BA and BS degrees have traditional meanings in academia that have little to do with the contemporary meanings of the words 'art' and 'science.' The BS is not simply a 'science' degree and the BA is not simply a 'humanities' degree any more than the PhD is a 'philosophy' degree. The academic meanings of BA and BS are reflected both in catalog copy and in degree requirements:

Universities, through their catalogs, inform students that BS degrees are for 'focused' and 'professional' programs; 'general,' 'broad,' and 'liberal' are the adjectives universities choose to describe curricula for which they confer the BA.

We found that requirements unique to the BA degree, where they exist, do not focus on hours in humanities. Rather, BA degrees require more and broader course work than do BS degrees. BS degrees have fewer requirements; they allow students to specialize in majors that, likely, have extensive and focused requirements.

Particular findings were:

- 1 Overwhelmingly, the pattern is to have no university-level distinction in the requirements for BA and BS degrees. Only 3 of 52 catalogs mention university-level requirements specific to the BA or BS degree.
- 2 Most often (32 out of 52 cases), receipt of a BA or BS is simply a function of the discipline in which a student majors. In some of these universities, all political science majors get a BA; in other universities, all political science majors get a BS. But, at these 32 universities, there are no departments in which students may get either a BA or a BS.

Of the 32 cases in which major determines degree, there are no stated college distinctions between a BA and a BS in 26 cases. In the 6 cases where colleges do state requirements, this occurs usually only in the equivalent of a college of arts and sciences. The distinctions range from simply specifying a foreign language requirement for a BA (and specifying nothing about the BS) to requiring extra art, literature, and social science for a BA.

3. In 18 of 52 universities, students in some departments may pursue either a BA or a BS degree. Most often (15 out of 18 cases), availability of both a BA and a BS occurred only for a subset of departments in a college of arts and sciences (or, where such a college did not exist, in a college of science and a college of humanities and social sciences).

In one case, distinctions between the BA and BS occurred only at the departmental level. In the remaining 17 cases, distinct college requirements for the BA and BS degree were stated, often supplemented by distinct departmental requirements for those departments that permitted both a BA and a BS.

Distinctions at the departmental level focused on particular courses within the major or on courses which supported a particular orientation to the major. For example, a chemistry department specified courses for a BS in chemistry that were narrowly focused and designed for students interested in going into the chemicals industry; the same department also specified a broader BA curriculum appropriate for majors interested in medical fields. A department of economics specified BS requirements that had a strong and focused quantitative emphasis and a different, broader curriculum for students pursuing a BA.

At the college level, the most common distinction between the BA and BS was expressed in the form of a foreign language requirement. BA degrees required more foreign language than did BS degrees (although BS degrees typically required some foreign language proficiency.)

Usually, the requirements for the BA, when compared to those for the BS, required more literature, other humanities, and social science. Sometimes, differences were slight, but, typically, BA degrees required about 50% more humanities, social sciences, literature, and foreign language than did BS degrees in the same college (e.g. for BA's, a minimum of two or three courses in humanities, in social sciences, and in literature instead of one or two courses in each area for a BS; four semesters of foreign language for a BA instead of two or three semesters for a BS.)

Colleges tended to require more science and math for the BS degree than was required for the BA.

- 4 Three institutions - the University of Alaska, Montana State University, and the University of Nebraska - follow the pattern at OSU: they mention university degree requirements that apply specifically to a BA or a BS degree. However, the particulars of their requirements differ from those at OSU. One institution simply has a foreign language requirement for the BA. Another states only that candidates for the BA degree must complete at least 93 credits within a college of arts and sciences. When comparing university requirements for the BA and BS at the third institution, one finds detailed requirements for the two degrees. The consequence, in this third case, is that the BA requires more hours of humanities and social sciences and requires that those hours come from a broader range of disciplines in the social sciences and the humanities.

OREGON STATE UNIVERSITY
BYLAWS
OF THE FACULTY SENATE

Approved by the Faculty Senate November 12, 1964

Revised: May 5, 1966; June 1, December 7 and 14, 1967; March 13 and June 5, 1969; February 13, May 29 and December 3, 1970; May 6 and June 3, 1971; March 2, 1972; May 30, 1974, March 6, 1975; October 6, 1983, April 3, 1986, and October 1, 1987.

ARTICLE I: NAME

The name of this organization shall be the Faculty Senate of Oregon State University.

ARTICLE II: OBJECT

Sec. 1. Within the frame work of legislation providing for Land-Grant Institutions and the Oregon State System of Higher Education, the Faculty Senate of Oregon State University, on behalf of the Faculty of the University, shall: (a) determine and establish the purposes of Oregon State University, formulate and evaluate policies and activities in harmony with these purposes; (b) assume responsibility for the creation, maintenance, and protection of a University environment conducive to the full and free development and preservation of scholarly learning, teaching, and research; (c) provide the means by which the administration may be apprised of representative opinion of the entire Faculty.

Sec. 2. To accomplish the Objects stated in Section 1. above, the Faculty Senate shall: (a) have legislative responsibility with respect to academic policies, educational standards, curricula, and academic regulations; (b) study and prepare recommendations to the President of Oregon State University concerning the welfare of the Faculty; (c) provide the means through which any matter of general interest to the Faculty or pertaining to the institution and its purpose may be brought to the Faculty Senate for discussion and appropriate action.

ARTICLE III: AUTHORITY AND RESPONSIBILITY

Sec. 1. The Faculty Senate shall be representative of the entire ~~academic-staff~~ Faculty of Oregon State University and, ~~as such~~ shall have both the authority and responsibility to act for and on behalf of the ~~academic-staff~~ Faculty in all matters encompassed within the stated Object of the Faculty Senate. The Faculty is defined as members of the Unclassified Academic Staff who hold one of these academic ranks, Instructor, Senior Instructor, Senior Research Assistant, Research Associate, Assistant Professor, Associate Professor, or Professor (as defined in Section 580-20-005 of the OSSHE Administrative Rules), or such other unclassified staff without rank as are approved by the Executive Committee.

Sec. 2. Members of the Faculty Senate are the uninstructed representatives of their constituents. It shall be the responsibility of the members of the Faculty Senate to seek for the opinions of their

constituencies. Having exercised such responsibility, the members of the Faculty Senate shall feel free to make decisions and vote on matters according to their own reasoned judgments.

Sec. 3. Interinstitutional Faculty Senators shall be responsible for seeking opinions of the OSU Faculty and the OSU Faculty Senate as a body.

ARTICLE IV: MEMBERS

Sec. 1. The Faculty Senate shall consist of (a) elected members and (b) ex-officio members.

Sec. 2. Elected Members. ~~All academic staff members Faculty, as defined in Article III, Sec. 1., on the campus,~~ shall be eligible for election to the Faculty Senate. ~~(On campus is defined as all personnel located on the campus proper or reached by the OSU Campus Mail system.)~~ On-campus personnel are located on the campus proper, or reached by the OSU Campus Mail System. Off-campus personnel are located off the campus or are not reached by campus mail.

Sec. 3. Ex-Officio Members. The President of the University and the Vice President for Academic Affairs & Provost, Interinstitutional Faculty Senators, and immediate past president shall be Ex-Officio members of the Faculty Senate.

ARTICLE V: MEMBER NOMINATIONS AND ELECTIONS

Sec. 1. Apportionment. The elected members of the Faculty Senate, exclusive of the Senate President and Senate President-Elect, shall be apportioned in the following manner:

Each College, School, the Library, the combined ROTC staff, off-campus Extension Faculty and the Unassociated Faculty are apportionment groups. The Executive Committee of the Faculty Senate shall determine each Fall the full-time-equivalent (FTE) of ~~staff members-Faculty on campus~~ as described in Article III, Section I., above, in each College, School, or unit, and shall establish the number of representatives and their apportionment on the basis of one representative for each fourteen (14) full-time equivalent ~~staff Faculty~~ members or major fraction thereof (major fraction thereof is defined as anything above a .50 in figuring, i.e. 74.69 would be 75, 55.49 would be 55). However, Except, each apportionment group shall have at least one Faculty Senate Member and the off-campus Extension faculty apportionment group will have three Faculty Senate Members.

Official current University personnel statistics will be the basis for determining the FTE for each Faculty member and for determining whether a Faculty member holds academic rank in more than one apportionment group.

~~The Apportionment Groups are defined as:~~ Each College, School, the Library, the combined ROTC staff, the Unassociated ~~academic staff-Faculty~~ which are defined as those Faculty who hold academic rank as determined by the "Notice of Appointment," but have no FTE in any other apportionment group and or are determined as such by the Executive Committee of the Faculty Senate). Groups of Unassociated Faculty may request representation as a separate apportionment group. Creation of additional apportionment groups requires a two-thirds vote

of the members present at any regular Faculty Senate meeting and would become effective at the next subsequent annual apportionment.

In the determination of representation of each apportionment group, all ~~staff-Faculty members on-campus~~ who hold academic rank ~~or~~ FTE in one such group shall be included in that group, whether engaged in instructional, research, or extension work, with and the apportionment determined accordingly. Agricultural Research or on-campus Extension staff shall be included with the College of Agricultural Sciences; Home Economics Research or on-campus Extension Staff members with the College of Home Economics; Engineering or Forestry Research staff members with the Colleges of Engineering or Forestry, etc.

Each Fall, the Executive Committee of the Faculty Senate will request that Unassociated Faculty and Faculty with academic appointments in more than one apportionment group declare that group with which they wish to be associated for the purposes of apportionment and voting. These Faculty will have, with respect to ~~this document~~ these Bylaws, the same privileges as other members of the groups they select. Those Faculty members who do not respond to the annual request of the Executive Committee will be included in the apportionment group they most recently selected. Those Faculty who have never selected an apportionment group will be assigned to that apportionment group that has the greatest portion of their FTE.

Sec. 2. Voting. All ~~academic staff members~~ Faculty, as defined in Article III, Sec. 1., shall be eligible to vote in the nomination and election of ~~elected members~~ Senate Officers.

Sec. 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 elected representatives of the group, shall conduct the nominations. The Vice President for Academic Affairs, or someone appointed by that officer, together with the incumbent elected representatives of the group, shall conduct the nominations for Unassociated Faculty.

Those conducting nominations shall: (a) Make public the list of Faculty members eligible for election; (b) request that each Faculty member make one nomination for the position; and (c) count the ballots and publish the names of the nominees.

Sec. 4. Election Procedure. Election shall take place during the Fall term immediately following the meeting in which the Apportionment Table is approved by the Senate. Election ballots shall be counted and election results made public within one week after the list of nominees has been made available.

Election shall be by written, secret ballot and shall be conducted through 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. The Dean or Faculty Vice President for Academic Affairs, or someone appointed by that officer, together with incumbent elected

representatives of the group, shall conduct the election for the Unassociated ~~academic-staff-Faculty~~. The OSU Extension Association, or someone appointed by that association, shall conduct the election for the off campus Extension Faculty. Those conducting elections shall: (a) request that each Faculty member cast one vote for the position to be filled; (b) count the ballots, notify the persons who have been elected, and immediately forward the names of the individuals so elected to the Faculty Senate Office.

Sec. 5. Term of Office. Normally, representatives shall be elected for terms of three calendar years, with approximately one-third retiring each year. An exception is allowed when the Executive Committee prescribes a term on one or two calendar years in order to retain the approximation of one-third of the Faculty Senate retiring each year. A ~~representative-Faculty~~ member shall be ineligible for appointment or election to a term of any length during the year following completion of two consecutive terms.

Sec. 6. Publication. As soon as practicable after the elections have been completed, the staff of the ~~Executive Secretary of the Faculty Senate Office~~ shall forward for publication in the staff newsletter, OSU This Week, the names of newly-elected members and the groups they represent.

Sec. 7. Vacancies. The position of a Senator shall become vacant by: (1) Resignation, on the effective date specified in a letter of resignation to the Senate President; (2) Leave of Absence, on the effective date of a leave from the campus in excess of one academic term, exclusive of Summer Term; (3) Termination or Retirement, on the effective date; (4) Recall or rescind, when a valid petition to recall must bear a number of signatures of the apportioned group greater than one-half the number of ballots cast in the last election held by the apportioned group.

Vacancies shall be filled from the list of names appearing on the ballot of the previous election, from the time they occur until the next election by a majority vote of the Senators of the apportioned group. The unexpired portion of any vacant term that extends beyond the next election shall be filled at that election.

ARTICLE VI: OFFICERS

Sec. 1. The officers of the Faculty Senate shall consist of the following, ~~at a minimum~~: (a) Senate President; a member of the Faculty Senate who has served as Senate President-Elect during the preceding term and who, upon assuming the Presidency, becomes a member of the Senate for the duration of the position; (b) Senate President-Elect: An elected member of the Faculty who is now or has been a Senator, ~~whose election confers Senate membership for the two years~~; (c) ~~and becomes a member of the Senate for the duration of the position~~; Recording Secretary: ~~A member of the Faculty, appointed annually by the Executive Committee, Executive Secretary.~~

Sec. 2. Duties. The duties of the various officers shall be specified in these Bylaws and in the parliamentary authority adopted by the Faculty Senate. The primary duties of the officers shall be as follows:

Senate President: Shall be the elected representative of the University Faculty in matters pertaining to the Faculty and Faculty Senate. Shall be the

senior officer and spokesperson for adopted policy of the Faculty Senate and Faculty. Shall preside at meetings of the Faculty Senate and its Executive Committee. Shall represent the Senate and Faculty in discussions with the Oregon State University administration. Shall represent the Senate and Faculty in discussions with the Chancellor, the State Board of Higher Education, the State Legislature, the media, and other organized groups outside the University. Shall determine agenda for meetings of the Executive Committee, and shall consult with the Executive Committee in establishing agenda for meetings of the Faculty Senate. Shall administer the office of the Faculty Senate and oversee retention of the records of the Senate.

Senate President-Elect: Shall represent the Senate and Faculty in the absence of the Senate President or by request of that officer. Shall preside at meetings of the Faculty Senate and the Executive Committee in the absence of the Senate President upon request. Shall, with the Senate President and the Executive Committee, establish agenda for meetings of the Faculty Senate. Shall serve as Chair of each "Faculty Forum" session, unless this duty is otherwise delegated. Shall be sufficiently involved in the workings of the Senate to prepare adequately for future duties as President.

~~Recording Secretary: Shall record and cause to be published in the manner prescribed in these Bylaws the Minutes of all meetings of the Faculty Senate and of its Executive Committee, the agenda for all meetings, and such other matters as may be requested by the Faculty Senate.~~

~~Executive Secretary: Shall be responsible to the Senate President and maintain the records of the Faculty Senate. Shall administer the office of the Faculty Senate.~~

Sec. 2b. Officers. Responsibilities for the Senate Officers and Staff in the Faculty Senate Office shall be under the direction of the President of the Faculty Senate. They shall have responsibility for such activities as the following:

1. Annual preparation of a budget to submit to the Administration.
2. Recording and submitting for distribution the Minutes of the Senate's meetings.
3. Working with the committees and councils of the Senate.
4. Maintaining records related to the Senate's meetings, the Executive Committee's meetings, Faculty Forums, and retention of the official files of the activities of Senate committees and councils.

Sec. 3. Election Procedures for Senate President-Elect. The Nomination Committee shall nominate at least two candidates from the ~~academic staff~~ Faculty for the office of Senate President-Elect.

Each nominee shall be or shall have served as a Senator. The Committee shall report to the regular November meeting of the Faculty Senate. Additional nominations may be made from the floor and the nominations shall be closed. ~~The Recording Secretary Faculty Senate Office~~ shall publish the names of the nominees in the Staff Newsletter, OSU This Week, no later than the third week of November.

Election shall be by campus mail ballot in the month of November in a manner

designated by the Executive Committee, which shall report the election results at the regular December meeting. All persons eligible to vote in Faculty Senate elections shall be eligible to vote for a Senate President-Elect. A method for absentee voting shall be designated by the Executive Committee.

Sec. 4. Term of Office, Released Time, and Vacancies. The Senate President and President-Elect shall be installed at the first regular Faculty Senate meeting of the Calendar year. Each shall hold office for a period of one year or until a successor has been duly installed.

~~--The Senate President shall be granted 0.25 released time for his or her customary University duties.*~~

~~--The Senate President-Elect shall be granted 0.10 released time from his or her customary University duties.*~~

~~--The Senate Executive Secretary shall be granted 0.50 released time from his or her customary University duties.*~~

~~--*(Released time FTE for Senate officers is subject to approval by the President of the University.)~~

To pursue their Faculty Senate responsibilities, Officers shall be granted released time from customary University duties in these amounts:

<u>Senate President:</u>	<u>.50 FTE for 12 months</u>
<u>President-Elect:</u>	<u>.25 FTE for Fall-Term 12 months</u>

This total of .75 FTE released time may, however, be divided differently between the President and the President-Elect, or among the President, the President-Elect and another faculty person, agreed to by the Executive Committee, upon recommendation of the President and the President-Elect.

A Senate President who, ~~at the time of election, shall have~~ has served in that office for eight months or more shall for two years be ineligible for re-election to the office of Senate President-Elect ~~or the Executive Committee.~~

A Senate President-Elect, at the end of his/her term of office, shall succeed to the office of Senate President. A Senate President-Elect who is unable to serve as Senate President shall for two years be ineligible for re-election to the office of Senate President-Elect or to the Executive Committee.

The Faculty Senate may declare a vacancy of office upon an officer's inability to discharge the duties of office, or resignation.

A vacancy in the office of Senate President shall be filled by the Senate President-Elect for the remainder of the term of office. A Senate President-Elect who succeeds to Senate President to fill a vacancy and serves in that office for eight months or more shall have completed the term and retire from the Senate Presidency.

A vacancy in the office of Senate President-Elect shall be filled for the remainder of the term of office by a special election following the procedures

as provided in Sec. 3 of this Article, but not restricted by November dates for nomination and election.

~~The Executive Committee shall fill a vacancy in the office of Recording Secretary by appointment.~~

ARTICLE VII: EXECUTIVE COMMITTEE

Sec. 1. Membership: The Executive Committee shall consist of the Senate President, the Senate President-Elect, the Vice President for Academic Affairs & Provost, or that person's designee, the Immediate Past President as Ex-Officio, and six others elected from the membership of the Faculty Senate.

Sec. 2. Duties. The Executive Committee shall have general supervision of the affairs of the Faculty Senate between regular meetings, fix the hour and place of meetings, and perform such other duties as are specified in these Bylaws or as may be assigned to it by the Faculty Senate. Shall appoint the members, including any student members who may be authorized by the Standing Rules, determine the tenure, and designate the Chair of all Faculty Senate committees and councils. The Executive Committee is subject to the orders of the Faculty Senate and none of its acts shall conflict with any action taken by the Faculty Senate.

Regular meetings of the Executive Committee shall be held at least once each month, from October through May inclusive, and shall be held a minimum of one week in advance of regular Faculty Senate meetings. Special meetings may be called by the Senate President ~~and shall be called~~ or at the request of three members of the Executive Committee. During the summer period, June 16 through September 15, the Executive Committee shall have complete authority to act for the Faculty Senate in matters of urgent necessity, as determined by the Executive Committee.

Sec. 3. Election Procedure for Elected Members of the Executive Committee. The Nominations Committee shall nominate from the Senate membership at least two or more candidates for election to positions on the Executive Committee than there are elective positions open. The Nominations Committee shall report the names of nominees to the regular November meeting of the Faculty Senate. Additional nominations may be made from the floor and the nominations shall be closed. The ~~Recording Secretary~~ Faculty Senate Office shall cause to be published the names of nominees for the Executive Committee in the faculty/staff Newsletter (OSU This Week), no later than November 14th the third week in November.

The election shall take place at the regular December meeting of the Senate and shall be by written ballot. Each Senator shall be entitled to vote for as many candidates as there are elective positions open. Those candidates receiving the highest number of votes shall be elected. Tie votes shall be resolved by written ballot in a run-off election.

Sec. 4. Term of Office and Vacancies. Senators elected to open positions on the Executive Committee shall be installed at the first regular Faculty Senate meeting of each Calendar year and shall serve a term of two years or until a successor has been duly installed. Three new members shall be elected each year, with three continuing. An elected member who, at the completion of

his/her term, will have served on the Executive Committee for more than eighteen (18) months, shall be ineligible for re-election for two years.

~~The Faculty Senate may declare an elected member position on the Executive Committee vacant upon expiration of Senate membership, inability to discharge duties of office, or resignation.~~ Vacancies in the elected member position shall be filled for the period to complete the term at the discretion of the Executive Committee by the candidate who, in descending order, received the next highest number of votes in the most recent election.

ARTICLE VIII: COMMITTEES AND COUNCILS

Sec. 1. Origin. The Senate shall, from time to time, by a majority vote, and upon the recommendation or with the approval of the Committee on Committees, create new standing committees and councils, discharge, consolidate, or divide others. It shall establish Ad Hoc Committees as the need arises and as directed by the provisions of the motions that it adopts.

Sec. 2. Responsibility. All University committees and councils dealing with academic policy matters, and all standing committees and councils authorized by the Faculty Senate for carrying out its Object shall be responsible to the Faculty Senate. These shall include such standing committees and councils as:

a. Standing Committees:

Academic Advising	Faculty Status
Academic Deficiencies	Graduate Admissions
Academic Regulations	Instructional Media
Academic Requirements	International Education <u>Programs</u>
Administrative Appointments	Library
Advancement of Teaching	Nominations
Budgets & Fiscal Planning	Promotion & Tenure
Bylaws	Retirement
Committee on Committees	Special Services
Faculty Economic Welfare	Student Recognition and
Faculty Recognition & Awards	Awards
Faculty Reviews & Appeals	Undergraduate Admissions
	University Honors Program

b. Councils:

Curriculum Council	Graduate Council
Research Council	

Sec. 3. General Provisions. Unless otherwise provided for in the Standing Rules of the Faculty Senate, (a) the tenure of Faculty member of the standing Committees and councils shall be for terms of three Calendar years, starting on July 1, with approximately one-third retiring each year; and (b) Faculty members ordinarily shall not be appointed to two successive terms on a committee or council, nor to more than one committee or council in a tenure period. The Executive Committee shall also require reports of these committees and councils in such form and at such times as it deems necessary and proper for furthering the Object of the Faculty Senate. The members of a particular committee or council shall have the right to participate in Senate

debate whenever the Senate considers that Committee's or Council's report.

Sec. 4. Special Provisions. The Committee on Committees shall propose Standing Rules, subject to the approval of the Faculty Senate, for each of the Senate's standing committees and councils, and cause those Rules thus approved to be published annually in the Faculty Senate Handbook, and in each issue of the Faculty Handbook. Such Rules shall prescribe the duties of each committee and council as well as any deviations from the general membership provisions set forth in Section 3. of this Article (VI). These Standing Rules shall be reviewed by the Committee on Committees and proposed changes shall be submitted to the Faculty Senate for its consideration.

Sec. 5. Past Presidents Council. Faculty who have served as President of the Faculty Senate shall constitute a Past Presidents Council. This Council shall be presided over by the immediate past president. If that person is not available, the next most immediate and available past president shall preside.

This council shall be assembled no less than once during the academic year, preferably in the Spring Term, to review the functioning of the Faculty Senate, the Faculty Senate Office, and the Faculty Senate's interaction with the OSU central administration. This Council shall report to the Faculty Senate the results of its annual review.

In addition, the Council shall be a consultative group from which the Faculty Senate President, the Executive Committee, or the Faculty Senate may seek advice, as requested.

ARTICLE IX: MEETINGS

Sec. 1. The Oregon State Public Meetings Law and Public Records Law (Oregon Laws 1973, CHS 172, 794; ORS CH 192) apply to meetings of the Faculty Senate.

Sec. 2. The Faculty Senate shall hold at least one regular meeting per month from October through June, generally on the first Thursday afternoon. The Senate President, with approval of the Executive Committee, shall call special meetings whenever deemed necessary or when petitioned by five or more Senators.

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

Notice and Agenda of all regular meetings of the Faculty Senate shall be published in the Staff Newsletter, OSU This Week, and shall be submitted to the Barometer and the Department of Information for public dissemination prior to the time of such meetings. Written notice of special meetings shall indicate the nature of business to be considered, shall constitute the Agenda, and shall be delivered to the campus address of each Senator and to the Department of Information at least twenty-four (24) hours prior to the meeting.

It shall be the responsibility of all members to attend all meetings of the Faculty Senate. When circumstances require the absence of a Senator from one or more meetings, it shall be the Senator's responsibility to provide a

substitute to attend who is eligible for election to the Faculty Senate (from the Senator's constituency). The substitute shall have the powers, privileges, duties, and responsibilities of the absent Senator and shall be eligible to vote upon all motions coming before the Faculty Senate. In the event of a Senator's absence, without providing a substitute, for three meetings during one year, the position will be declared vacant and filled by the nominee with the next highest number of votes at the most recent election.

Sec. 3. Any meeting of the Faculty Senate may be converted into either an Executive meeting, excluding all but elected and ex-officio members of the Senate, the Parliamentarian, Faculty Senate Office staff, and others who may be designated at the time, or a Faculty meeting, which shall be the same as an Executive meeting, except that anyone entitled to vote in the election of members of the Senate shall also be entitled to attend. In addition, the Senate President shall have the authority to call either type. Such meetings may be called for purposes of discussion, but not for the purposes of taking any final action or making a final decision. The Senate President must announce the statutory authority* before going into either type of meeting.

(*Attorney General's Public Meetings and Records Manual, 1973, Attorney General's Opinion #6996, Section I., D.)

The regular meetings of the Faculty Senate, excluding Executive and Faculty Meetings, shall be open to anyone who desires to attend. The President of the Associated Students of Oregon State University, or a properly designated representative, shall have the right of a member of the Senate to participate in debate. Members of Faculty Senate committees and councils, administrative personnel of the University, and other resource persons invited to a meeting by the Executive Committee shall be given permission to address the Senate unless an objection is raised and sustained by a majority vote. The Senate President may ban the use of equipment which disturbs the conduct of the meeting.

Public notice of any such meetings, and, in the case of special meetings, at least twenty-four (24) hours notice shall be given as specified in the Oregon State Public Meetings Law (ORS 192.640).

ARTICLE X: MOTIONS AND VOTING

Sec. 1. Motions. Main motions, introducing new business to the Faculty Senate, shall be limited to: (a) those specifically stated in the mailing (Sec. 2 Article XIV) for the meeting; (b) those providing for the disposition of a report included in the mailing, or (c) those distributed to the members, in written form, at a previous meeting.

Other main motions shall be in order, but upon the request of a member and passed by a 25% vote of the members present, any other votes pertaining to the motion shall be postponed. Such a request for postponement shall not be in order when another has the floor, must be made at the meeting in which the Motion is introduced, shall have a rank of precedence immediately above the motion to lay on the table, shall not be debatable, shall not be renewable, not be subject to reconsideration, shall die if not acted upon at the meeting during which it is made, and may be amended only with regard to items (a) or (b) below. Discussion of the main motion upon which voting has been postponed

may continue, and when not brought to a close by the adjournment of the meeting, may be closed by a call for the Orders of the Day. Such a postponed motion shall automatically become an agenda item for the next regular meeting, unless it (a) is made the Order of the Day for an adjourned meeting to be held at least twenty-four (24) hours later, or (b) is made the question for a mail vote, with an interval of three (3) days allowed for the return of ballots.

Sec. 2. Quorum. For purposes of transacting business, those members of the Faculty Senate present shall constitute a quorum.

Sec. 3. Approval. Actions taken by the Faculty Senate are subject to approval by the President of the University, as provided in the OSBHE Administrative Rule 12.120.

Sec. 4. Appeal. University Presidential disapproval or modification of Faculty Senate actions may be appealed to the Chancellor, as provided under the OSBHE Administrative Rule 12.120. An appeal may be initiated by a majority vote at a regularly scheduled or special meeting of the Faculty Senate.

ARTICLE XI: PLEBISCITE REFERRAL

Sec. 1. Referral. The Faculty Senate may refer an issue to a vote of the entire Faculty. A referral shall be initiated by a majority vote at a regularly scheduled or special meeting of the Faculty Senate.

Sec. 2. Balloting. All persons eligible to vote in the Faculty Senate elections shall be eligible to vote on Plebiscite Referrals. Ballots shall be secret. The Executive Committee shall be responsible for distribution and collection of ballots through the campus mail. Completed ballots shall be returned to a ballot-counting committee appointed by the Executive Committee.

Sec. 3. Reporting. The ballot-counting committee shall report the results of the balloting to the Executive Committee, which shall report the results to the Senate at its next meeting.

ARTICLE XII: MEETING AGENDA

Sec. 1. The Executive Committee shall determine the Faculty Senate meeting agenda and shall do so in a minimum of one week in advance of regular Faculty Senate meetings. As liaison, the Vice President for Academic Affairs and Provost apprises, for agenda consideration, the Senate Executive Committee of all items from meetings of the Academic Council and the Council of Deans relating to the Object of the Faculty Senate. Members of the ~~academic-staff~~ Faculty, individually or collectively, or through campus committees or coordinating councils, are encouraged to submit items for consideration for the Faculty Senate meeting Agenda to their elected representative or directly to the Executive Committee. In addition, suggestions for the Faculty Senate Agenda may be raised from the floor during meetings of the Faculty Senate.

ARTICLE XIII: FACULTY FORUM

Sec. 1. The Faculty Senate shall organize a meeting to be known as the "Faculty Forum".

Sec. 2. Purpose. The purpose of the Faculty Forum shall be to encourage among Faculty members of Oregon State University free discussion of matters of their interest.

Sec. 3. Convening the Forum. The ~~Senate~~ President-Elect of the Faculty Senate shall convene a meeting of the Faculty Forum at the request of one or more of the following: (1) the Faculty Senate, (2) the Executive Committee of the Faculty Senate, (3) a petition signed by at least 15 Faculty members of any rank.

The ~~Senate~~ President-Elect of the Faculty Senate shall serve as Chairman of the session or shall designate a Chairman. The Chairman of the session shall, if desirable, appoint a Secretary and/or Parliamentarian for the session.

Sec. 4. Call. A Call of the Forum, announcing the agenda, shall be issued by the ~~Senate~~ President-Elect of the Faculty Senate at least twenty-four (24) hours before convening a session. This Call shall be circulated to the Faculty by whatever means are available.

Sec. 5. Membership and Quorum. All Faculty members, regardless of rank, may participate as members of the Faculty Forum. Those members in attendance shall constitute a Quorum.

Sec. 6. Responsibilities. The Faculty Forum shall be considered to be representative of those members who attended its meetings and is in no way authorized to speak for the Faculty as a whole or the University.

ARTICLE XIV: COMMUNICATIONS

Sec. 1. Faculty Senate Meeting Agenda. The Agenda, in descriptive form with prominent display, shall be published in the Staff Newsletter issued prior to the meeting to which the Agenda pertains.

Sec. 2. Mailings. Copies of all reports to the Senate and other information authorized by the Executive Committee and related to agenda items shall be distributed by the Senate President to the campus address of each Senator at least three (3) days in advance of a regular meeting and twenty-four (24) hours ahead of a special meeting.

Sec. 3. Minutes. Minutes of all Senate meetings shall be taken and published in sufficient detail to permit adequate understanding of Faculty Senate actions, even on the part of the ~~academic-staff~~ Faculty who are not members of the Faculty Senate and who, therefore, may not have been in attendance.

Minutes of all Faculty Senate meetings and of its Executive Committee shall be open to inspection by the Faculty, and individual Senate meeting Minutes shall be published and distributed to all ~~academic-staff~~ Faculty members (as defined in Article III, Sec. 1) ~~with the earliest feasible Staff Newsletter issued~~ following each Faculty Senate Meeting.

Sec. 4. Means of Communication. In addition to various informal means, elected members of the Faculty Senate shall use systematic means for

communication with their constituents. Undoubtedly, these means will vary but, where applicable, the following ones, or combinations of them, are recommended: (a) Faculty Senate members may have a place on the agenda of regularly called college/school meetings; (b) Faculty Senate members may have a place on the agenda of regularly called departmental meetings; (c) Faculty Senate members may organize called meetings of their constituents at suitable times and in suitable forms for the purpose of discussing Faculty Senate business; (d) Faculty Senate members shall have the use of facilities, or means with which to obtain facilities, by which they can get into contact with their constituents. These facilities might include: assistance in preparation and mailing of notices, telephoning constituents, analyzing and preparing reports based on mail polls, and so on.

Sec. 5. New Member Information. At the first Faculty Senate meeting when newly-elected members are present (if no special New Senator Orientation sessions has been held), time shall be given to inform such members concerning their specific duties and responsibilities. Such explanation shall be accompanied by a copy of these Bylaws and may be supplemented by additional written material pertinent to this subject.

ARTICLE XV: PARLIAMENTARY AUTHORITY

Sec. 1. The rules contained in Robert's Rules of Order Newly Revised shall govern the Faculty Senate in all cases to which they are applicable and in which they are not inconsistent with these Bylaws.

Sec. 2. Parliamentarian.

(a) Selection. The Executive Committee shall name a professionally training Parliamentarian from the ~~academic-staff~~ Faculty, subject to the approval of the Faculty Senate.

(b) Duties and Privileges. The Parliamentarian shall assist the presiding officer on interpretation of procedures. The Executive Committee may call upon the Parliamentarian for guidance in procedures to be followed in the development of the agenda for Faculty Senate meetings.

(c) Term. The Parliamentarian shall be chosen at the first meeting of the Calendar year and shall serve for a term of one year. The Parliamentarian may serve successive terms.

ARTICLE XVI: AMENDMENTS TO THE BYLAWS

Sec. 1. Unless otherwise provided for in this Article, amendment of these Bylaws shall require a two-thirds vote by written ballot of the members present at any regular Faculty Senate meeting. Amendments must be proposed by the Executive Committee, by a committee authorized by the Faculty Senate, or by any Senator from the floor of the Senate. In the latter case, however, the proposed amendment shall automatically be referred to the Bylaws Committee for study and recommendation.

Proposed amendments shall be sent in writing to the ~~Executive-Secretary~~ President of the Faculty Senate at least one month prior to the Faculty Senate

meeting at which action on the proposed amendment is to be taken.

Voting on proposed amendments shall be by written ballot.

Sec. 2. The listing of committees and councils in Article VIII of these Bylaws is for information and convenience. Faculty Senate committees and councils may be added or dropped by a majority vote at any regular meeting of the Faculty Senate.

6/2/87:sl
Revised 9/30/87:js

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:**

April 21, 1988

9:00-11:00

Memorial Union Room 206
Oregon State University**Hearings Officer(s):** Edwin Coate, Vice President for Finance and AdministrationPursuant to the statutory authority of ORS 351.070 and Internal Management Directive 1.120

the following action is proposed:

ADOPT: OR 576-05-001, -002, -003, -004, -005, -006, -007**AMEND:** _____**REPEAL:** _____**SUMMARY:**

This rule adopts regulations to inform members of the public of the time, place and manner in which they may engage in public oration, leafletting, picketing, demonstrating, petition circulation, and other similar speech activities at Oregon State University.

Interested persons may comment on the proposed rules orally or in writing at the hearing. Written comments received by April 21, 1988 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 AdvisorAdS 600Corvallis, OR 97330**ATTN:** Caroline Kerl**PHONE:** 754-2474

Signature

Date

Caroline KerlMarch 17, 1988

Before Oregon State University

In the Matter of the
Proposed Adoption of
OAR 576-05-001, -002,
-003, -004, -005, -006,
-007

) Statement of Authority
) Statement of Need
) Principal Documents Relied Upon
) Statement of Fiscal Impact
)

1. Citation of Statutory Authority: ORS 351.070 authorizes the State Board of Higher Education to administer the institutions under its jurisdiction and enact rules and bylaws for that purpose. Internal Management Directive 1.120 of the Oregon State Board of Higher Education delegates to the President the authority to administer the affairs of the institution.
2. Statement of Need: These regulations are needed to inform members of the public of the time, place and manner in which they may engage in public oration, leafletting, picketing, demonstrating, petition circulation, and other similar speech activities at Oregon State University.
3. Principal Documents Relied Upon: None.
4. Fiscal Impact: None.

Dated: March 17, 1988

Caroline Kerl
Caroline Kerl, Legal Advisor
Oregon State University

OREGON STATE UNIVERSITY
TIME, MANNER, AND PLACE RULES FOR SPEECH ACTIVITIES

Purpose

576-05-001

It is the purpose of these regulations to inform members of the public and the University community of the time, place and manner in which they may engage in public oration, leafletting, picketing, demonstrating, petition circulation, and other similar speech activities at Oregon State University. It is the further purpose to promote debate and the sharing of information, to provide for noninterference with the orderly operation of the campus, and to ensure the primary educational purpose of the University. These regulations do not limit otherwise authorized University community use of University facilities.

Definitions

576-05-002

(1) "Person" means any member of the public or the University community.

(2) "Public" means any individual or group not included in the definition of "University community."

(3) "Speech activities" means public oration, leafletting, picketing, demonstration, petition circulation, and similar speech-related activities.

(4) "University" means Oregon State University.

(5) "University community" means all students, faculty and staff of the University including student, faculty and staff sponsored organizations.

Public Areas

576-05-003

(1) The University grounds open to the public and the University community for speech activities are:

(a) Sidewalks and paved areas adjacent to them, the Quadrangle to the north of the Memorial Union, and the grassy field bordered by Campus Way, 11th Street, Jefferson Way, and 15th Street;

(b) streets within the campus except for 30th Street, 15th Street, Jefferson Way, and Washington Way.

(2) Additional areas open to the public and the University community for leafletting and petition circulation are the porches on the Quadrangle side of the Memorial Union outside the Commons and Bookstore, and the east corridor in the Memorial Union in the area of the trim shop.

(3) Any person may leaflet or circulate petitions in the foyers of LaSells Stewart Center, Milam Auditorium, Wilkinson Auditorium and Withycombe Auditorium when those facilities are being used for programs open to the public generally. Allocation of space in the foyer shall be made at LaSells Stewart Center by the Director of the Center and at the auditoriums by the Vice President for Finance and Administration. A location for distribution of materials shall first be provided the persons or group renting or reserving the facility; thereafter space shall be allocated on a first come, first served basis. Leafletting or circulation

of petitions in other University facilities is permitted only by persons or groups who have rented or reserved the facilities at the time.

Access and Traffic Not to be Impeded

576-05-004

(1) No speech activities in any areas identified in 576-05-003 shall impede pedestrian and vehicular traffic nor unreasonably disrupt the normal activities in classrooms and offices and other University facilities. The Vice President for Finance and Administration may require any public use to be conducted 15 feet or more from any exit, entrance, staircase, parking lot, or roadway if necessary to allow access.

(2) The Vice President for Finance and Administration may designate the portion of a street and the time of day during which a street is available for speech activities in order to meet traffic, emergency access, and public transit needs.

(3) No tables or moveable stands may be placed in areas where walkways or entrances would be blocked or where pedestrian or vehicle traffic would be restricted.

Registration

576-05-005

(1) In order to allow scheduling and to assure public safety, persons desiring to picket or demonstrate in the areas designated in 576-05-003(1)(a) and (b) shall register at least 24 hours and not more than one academic term in advance with the official in charge of the particular public area where the picketing or demonstration is to occur. If the area

has already been reserved, the persons registering the activity may reschedule for a different time or location.

(2) The registration shall include a statement of the number of people expected to participate, the anticipated length of the picketing or demonstration, the area where it will occur, and the name and phone number of a contact person.

(3) Persons in charge of University facilities are:

(a) The LaSells Stewart Center plaza: the Director of Conference and Convention Services.

(b) The Quadrangle in front of the Memorial Union: the Director of the Memorial Union.

(c) All other public areas: the Vice President for Finance and Administration.

University Mail System

576-05-006

Except for mail delivered through the U.S. postal system, University mailboxes may not be used for the distribution of material for any purpose by members of the public or for non-university related business by members of the University community.

Political Campaigns

576-05-007

To insure equal access to campus and to insure the broadest provision of information by proponents and opponents of all ballot measures and candidates, the ASOSU National and/or State Affairs Office will sponsor or

cosponsor all proponents and opponents of ballot measures and all candidates or their representatives who wish to appear on campus and who request sponsorship.

College Stores, Oberlin, Ohio. Because of space limitations, the first four tables will be featured in this issue with more planned for next month. The following codes for academic calendar types are used: (1) Traditional Semester; (2) Early Semester; (3) Quarter; (4) Trimester; (5) 4-1-4; and (6) Other--none of the above.

TABLE I: Number of Calendar Changes by Years

103
One hundred three institutions of higher learning made academic calendar changes from one type of calendar to another in 1987-88. This represented 3.0% of reporting institutions, the same percentage that made calendar changes the previous year. Ninety-eight fewer institutions participated in the study than did last year. The 3,430 institutions in this year's study were the second largest number participating in eighteen years of AACRAO calendar studies.

Effective Year	Number of Changes	Number of Institutions Reporting	Percentage Making Changes
1970-71	357	2,475	14.4
1971-72	336	2,475	13.6
1972-73	239	2,450	9.8
1973-74	314	2,722	11.5
1974-75	269	2,821	9.5
1975-76	264	2,786	9.6
1976-77	116	2,472	4.7
1977-78	189	2,452	7.7
1978-79	73	2,534	2.9
1979-80	86	2,763	3.1
1980-81	69	2,833	2.4
1981-82	74	2,906	2.5
1982-83	77	2,997	2.6
1983-84	75	3,053	2.5
1984-85	90	3,102	2.9
1985-86	80	3,421	2.3
1986-87	106	3,528	3.0
1987-88	103	3,430	3.0

TABLE II: Summary of Changes Effective 1987-88

Calendar Type	(1)	(2)	(3)	(4)	(5)	(6)
Changed To	7	60	10	4	5	17
Changed From	20	15	23	6	18	21
Net Changes	-13	+45	-13	-2	-13	-4

TABLE III: Net Changes of Calendar Types

The early semester calendar made a significant gain in 1987-88, picking up a net gain of 45 institutions. This marked the eighteenth consecutive year that the early semester calendar registered a net gain. The other five calendar types all experienced net losses from one year earlier.

Effective Year	(1)	(2)	(3)	(4)	(5)	(6)
1970-71	-311	+233	+ 2	0	+68	+ 8
1971-72	-269	+190	+ 3	+4	+51	+21
1972-73	-175	+124	0	+3	+38	+10
1973-74	- 95	+ 84	+ 6	-8	+39	-26
1974-75	- 47	+ 62	+ 2	+3	-13	- 7
1975-76	- 15	+ 10	-21	+9	+ 3	+14
1976-77	- 18	+ 52	- 3	-8	-19	- 4
1977-78	- 19	+ 30	-15	-4	-19	+27
1978-79	- 16	+ 28	- 9	+1	- 9	+ 5
1979-80	- 5	+ 44	-11	-3	-15	-10

48.

TABLE III (Continued)

Effective Year	(1)	(2)	(3)	(4)	(5)	(6)
1980-81	- 13	+ 36	- 6	0	-15	- 2
1981-82	+ 3	+ 44	-10	-5	-24	- 8
1982-83	- 11	+ 53	-11	-3	-25	- 3
1983-84	- 5	+ 49	-21	-2	-18	- 3
1984-85	- 30	+ 63	-11	-5	-14	- 3
1985-86	- 14	+ 50	- 6	-5	-14	-19
1986-87	+ 1	+ 36	+ 2	+3	- 1	-41
1987-88	- 13	+ 45	-13	-2	-13	- 4

TABLE IV: Number of Institutions Using the Six Types of Calendars

The overall percent of institutions using the various calendar types changed little since last year's study. The early semester calendar increased one percent to 55%. Of the 128 institutions using the traditional semester calendar, 63% are located in California and New York. Twenty-nine states in the study report no institutions of higher learning using the traditional semester calendar.

Year	Trad. Sem. (1)		Early Sem. (2)		Quarter (3)		Trimester (4)		4-1-4 (5)		Other (6)		Totals
1970-71	895	36%	680	27%	539	22%	73	3%	186	8%	102	4%	2475
1971-72	637	26%	860	35%	542	22%	77	3%	236	9%	123	5%	2475
1972-73	354	15%	976	40%	585	24%	81	3%	329	13%	125	5%	2450
1973-74	308	12%	1170	43%	653	24%	77	3%	393	14%	121	4%	2722
1974-75	263	9%	1269	45%	696	25%	90	3%	383	14%	120	4%	2821
1975-76	242	9%	1257	45%	675	24%	101	4%	375	13%	136	5%	2786
1976-77	172	7%	1172	48%	586	24%	86	3%	324	13%	132	5%	2472
1977-78	169	7%	1165	48%	565	23%	72	3%	299	12%	182	7%	2452
1978-79	146	6%	1286	51%	596	23%	77	3%	302	12%	127	5%	2534
1979-80	161	6%	1459	53%	668	24%	77	3%	299	11%	99	3%	2763
1980-81	142	5%	1529	54%	713	25%	62	2%	290	10%	97	4%	2833
1981-82	152	5%	1583	54%	743	26%	67	2%	281	10%	80	3%	2906
1982-83	141	5%	1680	56%	774	26%	69	2%	253	8%	80	3%	2997
1983-84	135	4%	1729	57%	749	25%	83	3%	251	8%	106	3%	3053
1984-85	114	4%	1800	58%	751	24%	75	2%	255	8%	107	4%	3102
1985-86	126	4%	1898	55%	882	26%	73	2%	250	7%	192	6%	3421
1986-87	133	4%	1919	54%	885	25%	88	3%	260	7%	243	7%	3528
1987-88	128	4%	1882	55%	842	25%	84	2%	249	7%	245	7%	3430

**AMERICAN ASSOCIATION of
COLLEGIATE REGISTRARS and
ADMISSIONS OFFICERS**

One Dupont Circle, N.W.
Suite 330
Washington, D. C. 20036

FIRST CLASS
U.S. POSTAGE
PAID
WASHINGTON, D.C.
PERMIT NO. 7519



70055050 1/88DD
J. Richard Pizzo
Asst. V Chancellor for Stu Serv
Oregon State Sys of Higher Ed
PO Box 3175
Eugene OR 97403



Presented to the Senate
4-7-88

PASSED By VOICE vote

DRAFT MOTION TO FACULTY SENATE

In view of the pivotal roles played by Graduate Students in both the instructional and research missions of the University, the quality of life experienced by these colleagues is a matter of consequence to both undergraduate students and the faculty. The recent adoption of a policy which significantly reduces the net pay received by our graduate students (approximately \$70 per month out of a paycheck of about \$594.00 in one department) severely impacts graduate students' ability to meet even the most essential of living expenses. Consequently, we the Faculty Senate of Oregon State University, urge our elected representatives in the State and Federal Governments to take all actions they deem appropriate in support of motions which will eliminate the need for taxes to be levied on tuition remissions paid on behalf of graduate students in the nation's universities.

CJB
880406.

REPORTS TO THE FACULTY SENATE

Thursday, June 2, 1988; 3:00 p.m. - 5:30 p.m.
LaSells Stewart Center

AGENDA

The agenda for the June 2 Senate meeting will include the reports and other items of business listed below. To be approved are the minutes of the May 5 Senate meeting, as published and distributed as the Appendix to the staff newsletter, OSU This Week.

A. ACTION ITEMS

1. Faculty Senate Consideration of Degree Candidates (p. 5)

Attached is a document in which Wallace E. Gibbs, Registrar and Director of Admissions, explains that he will present the recommended lists of degree candidates for Senior Honors, Baccalaureate Degree Candidates, and Advanced Degrees.

2. Proposed Program Reduction Criteria Revision
- Roy Arnold - (pp. 6-18)

Attached is a document entitled "Criteria for Program Reduction, Termination, and Reorganization". The Senate, in May, postponed action on this document to the June meeting. The proposal was originally drafted by an ad hoc committee, appointed by Vice President Spanier, consisting of Deans Roy Arnold, Mike Maksud and Lyle Calvin.

3. Election of Panel for Faculty Hearing Committees (p. 19)

Attached is a sample of the ballot listing the proposed nominees for the Faculty Panel for Hearing Committees. Senators will vote during the Faculty Senate meeting.

4. Curriculum Council: Preliminary Proposal: Fifth-Year in Education - Bruce Shepard - (pp. 20-87)

Attached is a letter from Bruce Shepard, Chair, Curriculum Council, and a Fifth-Year Professional School Teacher Education Program document. The Curriculum Council recommends that the Faculty Senate approve this document "as a framework for developing final proposals for courses, program requirements, and admissions requirements."

5. Curriculum Council: Guidelines for Minors and Options
- Bruce Shepard - (pp. 88-89)

Attached are "Guidelines for Minors in Undergraduate Curricula," to be implemented upon conversion to the Semester System. Senate action is required.

6. Graduate Council: Resolution Regarding Teachers Standards and Practices Commission Rules - William G. Browne -(pp. 90-105)

Attached is a document presented by Dean Lyle Calvin containing a resolution in opposition to the proposed TSPC Administrative Rules. Also attached is a copy of the TSPC Administrative Rules, a copy of a letter received from Paul S. Holbe, Vice Provost, University of Oregon, and a memorandum from Bob Frank expressing his concern about the developments in teacher education.

7. Graduate Council: Postbaccalaureate Student Status
- William G. Browne - (pp. 106-113)

Attached is a document in which the Graduate Council recommends items regarding the Postbaccalaureate Student Status.

8. Graduate Council: Proposal to Change the Numbering System for Courses Taken for Graduate Credit
- William G. Browne - (pp. 114-116)

Attached is a memorandum from Associate Dean John C. Ringle, requesting review and approval by the Faculty Senate of this proposal.

9. ANNUAL REPORTS (with recommendations)

- a. RETIREMENT COMMITTEE - Les Strickler, Chair - (pp. 117-123)

Attached is the report of the Retirement Committee presenting its recommendations for Senate action.

"A" Benefit Features in PERS-sponsored Medical Insurance Plans

"B" Emeritus Faculty Policies

"C" Early Retirement Policies

"D" OSU Faculty Retirees' Privileges

- b. BUDGETS AND FISCAL PLANNING COMMITTEE
 - Margy Woodburn, Chair - (pp. 124-125)

Attached is the report of the Budgets and Fiscal Planning Committee recommending a position as ad hoc member be established for the Associate Director for Planning and Institutional Research, that one student member be a graduate student, appointed by the Graduate and Professional Student Association, and that the B&FPC provide input to facility planning and building priorities.

B. 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 Advising Committee**, Jerry O'Connor, Chair.
(pp. 126-128)
- b. **Academic Deficiencies Committee**, Jeanne Dost, Chair.
(p. 129)
- c. **Academic Regulations Committee**, Sally Francis, Chair.
(pp. 130-131)
 For the purposes of converting to the Semester System, a draft of proposed amended Regulations is available for your information in the Faculty Senate Office.
- d. **Academic Requirements Committee**, Nancy M. Vanderpool, Chair.
(pp. 132-133)
 Copy of report is being sent to Academic Regulations Committee to consider recommendation.
- e. **Advancement of Teaching Committee**, Harold Engel, Jr., Chair.
(pp. 134-135)
 Copy of report is being sent to Academic Requirements Committee for consideration of grading scale proposal.
- f. **Curriculum Council**, Bruce Shepard, Chair. (pp. 136-143)
- g. **Faculty Recognition and Awards Committee**,
 Michael W. Schyler, Chair. (p. 144)
- h. **Faculty Status Committee**, Laurel Maughan, Chair. (p. 145)
- i. **Graduate Admissions Committee**, Jeff Goner, Chair. (p. 146)
- j. **Graduate Council**, William Browne, Chair. (p. 147)

- k. **Instructional Media Committee**, Kenneth L. Beals, Chair. (pp. 148-149)
- l. **Library Committee**, Robert Wess, Chair. (p. 150)
- m. **Research Council**, Steve Gould, Chair. (pp. 151-152)
- n. **Special Services Committee**, Bill Uzgalis, Chair. (p. 153)
- o. **University Honors Committee**, David Eiseman, Chair. (pp. 154-156)

2. 1987-88 Promotion and Tenure Summaries (pp. 157-160)

Attached is a document from D. S. Fullerton, Associate Vice President for Academic Affairs, summarizing Faculty promotion and tenure statistics.

3. Category II Curriculum Actions (pp. 161-165)

Attached is a document from the Curriculum Council presenting its Summary of Category II 1988-90.

4. Educational Assistance Act of 1987, HR 1692 (p. 166)

Attached is a letter from Congressman Robert F. Smith indicating his cosponsorship of HR 1692.

5. Graduate Student Tax Exemption of Tuition Waivers (p. 167)

Attached is a letter from Senator Bob Packwood presenting his support of excluding tuition waivers from taxable income.

6. Declaration of Concern (pp. 168-171)

Attached are letters from Governor Neil Goldschmidt, Senator Mike Thorne, and Charles E. Harris, President of the Faculty Senate of Oregon Institute of Technology, presenting their responses to the "Declaration of Concern", which the Senate adopted in March.

7. AR9.c (p. 172-173)

Attached is a memorandum from Sally Francis, Chair, Academic Deficiencies Committee, regarding the deleting of the no-show-drop policy from the Regulations.

8. State Employees' Benefit Board (SEBB) (pp. 174-175)

Attached is a reply from Karen Roach, Chair, SEBB, regarding benefits for retirees.

C. REPORT FROM THE EXECUTIVE OFFICE

D. REPORTS FROM THE FACULTY SENATE PRESIDENT

E. NEW BUSINESS



Office of the Registrar

Corvallis, Oregon 97331-2130

(503) 754-4331

May 6, 1988

TO: Dr. Thurston Doler, 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 2, 1988 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.

Vice President
Academic Affairs
and Provost



Administrative Services A624
Corvallis, OR 97331-2128

(503) 754-2111

May 16, 1988

MEMORANDUM

TO: Thurston Doler, President, Faculty Senate

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

RE: Program Reduction

Enclosed is the revised version of "Criteria for Program Reduction, Termination, and Reorganization." It has been revised in light of the suggestions received and is now ready for Senate action.

GBS/nrh

Enclosure

c: President Byrne
D.S. Fullerton

Vice President
Academic Affairs
and Provost



Administrative Services A624
Corvallis, OR 97331-2128

(503) 754-2111

May 16, 1988

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

Dear Bill:

Enclosed is a revised version of our document "Criteria for Program Reduction, Termination, and Reorganization." Also enclosed is a copy of a companion document accepted by our Faculty Senate which establishes internal procedures guiding program reduction consideration. We believe these two documents together provide a desirable framework for guiding us as we begin what promises to be a difficult year of budgetary planning.

Since the Chancellor has already shared with the other institutions our preliminary draft, I am taking the liberty of distributing to the other OSSHE institutions a copy of the current versions of both documents. I hope this will be helpful. Please let us know if you have any comments.

Sincerely,

A handwritten signature in cursive script that reads "Graham B. Spanier".

Graham B. Spanier
Vice President for Academic Affairs
and Provost

Enclosures

cc: Chancellor Davis
Institution Presidents
Vice Chancellor Pierce
Dave Quenzer
OSU Vice Presidents
D. S. Fullerton
Thurston Doler ✓

CRITERIA FOR PROGRAM REDUCTION,
TERMINATION, AND REORGANIZATION

OREGON STATE UNIVERSITY

MAY 16, 1988

I. GENERAL CRITERIA AND PRINCIPLES

Oregon State University, as a Land Grant and Sea Grant institution, has a unique set of responsibilities for education, research and service. As a comprehensive research university, it encompasses a variety of academic programs, research interests and service functions. Because of its complexity and diversity a single set of specific criteria will not be applicable to all of its programs and functions. However, common to all of its activities is a commitment to its institutional goals and mission. Also inherent in its diversity is a common commitment to quality. The general principles herein stated are thus fundamental criteria and applicable to all elements of the University:

A. Basic Mission

"Oregon State University serves the people of Oregon, the nation and the world through education, research and service.

Oregon State extends its programs throughout the world, and is committed to providing access and educational opportunities to minorities and to disabled and disadvantaged persons.

Oregon State has an inherent commitment to provide a comprehensive array of high-quality educational programs in the sciences, liberal arts, and selected professions. The University encourages students, both on and off campus, to develop an enriched awareness of themselves and their global environment.

Through research, Oregon State extends the frontiers of knowledge in the sciences, liberal arts, and in all aspects of natural, human, and economic resources. Oregon State contributes to the intellectual development and the economic and technological advancement of humankind.

As a Land Grant and Sea Grant university, Oregon State has a special responsibility for education and research enabling the people of Oregon and the world to develop and utilize human, land, atmospheric, and oceanic resources. Unique programs of public service throughout Oregon supplement campus-based university teaching and research." (from Preparing for the Future: Strategic Planning at Oregon State University)

Program reviews must be conducted fully cognizant of this mission. As a corollary, all programs, support functions and services must contribute to the institutional mission.

B. Integration and Balance of Mission

The University is committed to an effective integration of its primary functions of teaching, research and service. The university community supports the thesis that the quality of instruction and service is enhanced when faculty are also engaged in research and scholarship. Therefore, an appropriate balance of teaching, research and service should be maintained within the major academic units and the university at-large.

C. Primacy of Academic Programs

Academic programs exist for the purpose of fulfilling the primary missions of extending our knowledge base, to provide teaching and an environment for learning, and to encourage service. Primacy should therefore be accorded to maintaining and enhancing the quality of academic programs through talented faculty, students, dedicated staff. Certain disciplines are central to all universities and provide the foundation for overall strength of university programs.

D. Necessity of Support Programs

To fully and effectively utilize its human resources and achieve its mission, the University must provide the necessary physical facilities and resources including buildings, laboratories, and equipment.

Strong academic programs depend upon effective and efficient support functions to achieve the primary mission of the University. The evaluation of support programs should, therefore, be based primarily upon how they contribute to the performance and strength of academic programs.

E. Academic Freedom and Tenure

A great university must support the principles of tenure and academic freedom. They help create a climate which engenders creative thought and unbridled expression. They serve the University by ensuring an environment necessary to attract and retain the best available faculty.

Program reviews and subsequent reductions or eliminations must not abrogate the principles of tenure, academic freedom or due process which are essential to the stability, integrity and excellence of the institution.

F. Affirmative Action

Oregon State University has a demonstrable commitment to affirmative action and educational opportunity with particular focus on ethnic minorities and women. This commitment must not be compromised by economic pressures.

G. Accountability

Oregon State University, as a recipient of public funding, has the obligation to manage its activities effectively and efficiently. Efficiency in this context should be gauged relative to the nature of the missions to be performed and should not be used to justify reductions in the quality of the University's functions. The University must not compromise its commitment to excellence and strong academic programs.

H. Uniqueness and Duplication

Program reviews must be made in the context of the University's mission and specific goals. The concerns about program duplication must recognize the interrelatedness of University programs and the necessity of balance in a comprehensive research university. In general, programs central to all universities and those unique to OSU should receive a high priority for continuation.

I. Relationship with the State and Society at Large

The University must enjoy a close relationship with the State of Oregon and the larger society it serves. Indeed, the maintenance of OSU's excellence enhances the overall quality of life within society at large. However, the emergence of a body of knowledge and new ideas should not be determined by the availability of external resources or the demands of clients. The University must retain its autonomy and the capacity to act as a constructive force within the society it serves.

II. CRITERIA FOR ACADEMIC PROGRAMS

Two alternative types of actions will be considered in review of academic programs. These are: 1) reduction or termination of existing programs; and 2) reorganization and consolidation of existing programs. Though these measures are not entirely mutually exclusive, they are sufficiently distinct in character to require differing sets of criteria to control their application. Thus, criteria set forth for academic programs are presented in two categories: reduction/ termination, and restructuring. It may be appropriate to consider a given program in each category or in only one.

A number of criteria, both positive and negative, are included in each category. Given a great diversity of academic programs, the stated criteria will not include all considerations which may be applicable to individual programs. It is understood that such additional considerations are not rendered irrelevant by their omission and may be therefore considered. It also should not be assumed that every stated criterion is of equal weight, or that a program will be "scored" by the algebraic addition of its positive and negative features. Rather, the "negative" criteria listed in each section are intended as indicators of programs that may be appropriate for review. The criteria should be cited to support any suggestion of program modification. The "positive" criteria, by contrast, are of critical relevance to ultimate decisions as to which programs will be formally considered for modification. Many of these latter criteria are partially or substantially subjective in character, and the balancing of these factors will involve value assumptions and policy choices. These balances will be finally struck and policy choices made at the campus level only after opportunity to address them has been afforded all interested persons in accordance with established OSU and OSSHE procedures.

A. Definition of Program

The unit of review for these criteria is a "program." A program is a unit which has one or more of the following characteristics:

- * has the word "College," "School," "Department," "Center," "Office," "Institute," "Station," "Division," "Council," "Service," "Program," "major," "minor," or "option" as a part of its title;
- * is headed by a person entitled "dean," "director," "chair," "head," "coordinator," "manager," "superintendent," or "leader;"
- * is identified as a degree or certificate program in OSSHE listings of OSU programs;
- * offers a degree, a certificate, or a credential;
- * has a sequence of specific academic requirements;
- * is an established distinct academic option or track within a larger unit;
- * has been approved as a distinct function or activity of OSU by the OSBHE;
- * constitutes an organized and identifiable activity or function not identified above.

B. Criteria for Reduction or Termination

The following criteria will be applied in determining whether to recommend that a program be reduced. The criteria under A) will be used to assist in identifying programs in which reductions may be feasible. The criteria under B) and C) will then be considered in determining which programs should not be recommended for reduction or elimination.

1. Criteria Supporting Reduction (Including Possible Termination)

- a. The program's contribution to the OSU missions of teaching, research, and service does not justify maintenance of its present size.
- b. The program is significantly larger than such programs found in OSU's comparator institutions.
- c. The program is one that if reduced will not substantially impair the viability or quality of other OSU programs.
- d. The program is one that normally would be expected to be accredited but is not; or one which is exposed to a substantial risk of loss of accreditation. If the program is not appropriate for accreditation, the program has been deemed to be of a level of quality or size that raises questions concerning its viability or continuation.
- e. The program is one for which the present and probable future demand is insufficient to justify its maintenance at existing levels of support. Insufficient demand may be indicated by significant decline in one or more of the areas over a protracted period:
 - * in the number of completed applications for admission to the program;
 - * in the student credit hours generated in lower division, upper division, and/or graduate level courses in the program;
 - * in the number of students who complete majors or degrees in the program;
 - * for instructional programs designed to prepare graduates for specific employment, the market demand for graduates of the program;

- * in the case of support and service programs, the level of demand for the service provided;
 - * in the case of research programs, the level of research being conducted or the level of funding for the program.
- f. The program's productivity relative to the University's investment in faculty, staff, equipment, facilities, or other resources has declined significantly without demonstrable enhancement of quality or redirection to other aspects of OSU's overall mission.
- * In the case of instructional programs, the following may be considered to indicate a significant decline in productivity:

The average credit hours of lower division, upper division, or graduate level courses taught per full time equivalent faculty declined significantly over the past five years relative to OSU enrollment trends, and are at their present levels below those prevailing in such programs at OSU's comparator institutions.
 - * In the case of noninstructional programs, productivity shall, where possible, be measured in terms of units of output appropriate to the unit's mission.
- g. The instructional productivity of a program is substantially less than the average for OSU as a whole. The level of instruction and, where relevant, the mode of instruction appropriate to the program shall be considered, including particularly the average number of contact hours carried by the faculty.

2. Criteria Contraindicating Reduction

- a. The program's nature is such that reduction would impair the critical mass necessary to have adequate quality.
- b. The program cannot be reduced without a substantial risk to accreditation.
- c. Current projections indicate that demand for the program or its graduates will increase substantially within the next five years.

- d. The program cannot easily be reduced within the next three to five years other than by attrition because of the tenure or other employment status of its faculty and staff.
- e. Scholarly research or creative activity of the faculty within this program, as shown by publications, creative production, honors and awards, external funding, or other objective measure, is higher than that of the institution as a whole.

3. Criteria Contraindicating Elimination

- a. The program is one that objective evaluation indicates has achieved a national or international reputation for exceptional quality.
- b. The program supplies significant instruction, research, or service that OSU is better equipped to supply than other organizations.
- c. The program exists as a result of legislative statute.
- d. The program is the only one of its kind within the State of Oregon.
- e. The program is an essential program for every university.
- f. The program's elimination would have a substantially negative impact on education and societal concerns in Oregon.
- g. The program's elimination would result in substantial loss of revenue currently derived from grants, contracts, endowments or gifts.
- h. The program's cost is minimal relative to the tuition or other income generated by it.
- i. The program represents a substantial capital investment in specialized physical plant or equipment that could not be effectively redirected to alternative uses.
- j. The program is one characteristically staffed by members of groups protected by affirmative action.

C. Criteria for Reorganization, Consolidation, or Restructuring

1. Criteria Supporting Reorganization

- a. Two or more programs have a substantial similarity or affinity of objective such that economies of operation or improvement in quality may reasonably be expected from their consolidation.
- b. The clarity of the program's identity and function will be increased by transfer to or consolidation with another program.
- c. The nature and function of the program is such that its support might appropriately be transferred in whole or part to grant, contract, user fees, or other state agencies.

2. Criteria Contraindicating Reorganization

- a. The consolidation or transfer is sufficiently uncommon within American higher education so as to render recruitment and retention of quality students and faculty difficult.
- b. The consolidation or restructuring would endanger the quality and/or accreditation status, where applicable, of one or more of the programs affected.
- c. The programs, though dealing with similar subject matter, are substantially different in orientation, objective, or clientele.
- d. The cost reduction of consolidation or transfer would be so modest as to make such reorganization rather pointless.

III. CRITERIA FOR ADMINISTRATIVE AND SUPPORT SERVICES

Any decision to reduce, terminate, or consolidate programs should be subject to central review because of the possible impact of such action on another unit. Reductions, terminations, or reorganizations made with no recognition of quality or psychological impact can be detrimental to the university, and therefore to the success of academic programs.

Types of actions to be considered in the review of student, academic, and administrative support programs include reduction or termination of existing programs and/or reorganization and consolidation.

Criteria to be used as the basis of decision making in these areas may differ among units, but the following general guidelines are suggested for use in the overall review.

A. Criteria for Termination, Reduction, or Reorganization

1. Opportunities for significant cost reductions for similar or higher levels and quality of essential service(s) through:

- * reorganization/restructuring of service units and programs
- * purchase of services at lower cost from external providers; or obtaining them at no cost through partnerships with the private sector
- * substitution of services that meet university needs, but at lower cost
- * Redundancy of service(s): functions provided by other administrative units or levels within OSU, OSSHE, or state government with no net additional cost.
- * Demand by faculty, students, or administration for the services is modest or low.
- * Service(s) are determined to be less essential for the performance and strength of Oregon State University academic programs.
- * other methods.

B. Criteria Contraindicating Termination, Reduction, or Reorganization

- * Similar essential services(s) otherwise unavailable.
- * Similar essential service(s) available from alternative providers only at increased cost or at great inconvenience to users.
- * Service available from alternative providers is inferior in quality or level of service provided.
- * Support service is interdependent with and complementary and directly supportive to academic functions.
- * Service and support activity is mandated by federal or state statute, funding agency regulations, or administrative rules and regulations of OSSHE.
- * Support service is essentially self-supporting, resulting in limited opportunity for significant budget savings.

- * Cost to the university in public support and image is, in the President's view, greater than the monetary savings incurred.
- * Reduction or termination of the support service would transfer responsibility to another unit without a significant overall cost savings.
- * Support service generates income whose loss would be detrimental to the university.
- * Support service is essentially self-supporting, resulting in limited opportunity for significant budget savings.
- * The nature and function of the program is such that its support might appropriately be transferred in whole or part to grant, contract, user fees, or other state agencies.

BALLOT

June 2, 1988

ELECTION OF PANEL FOR FACULTY HEARING COMMITTEES

In accordance with procedures adopted by the Faculty Senate on December 3, 1970 and amended by further actions, a new Panel B is to be elected to serve from July 1, 1988 - June 30, 1990. The Panel to be elected will be designated as Panel B. Current Panel B will be designated as Panel A during 1988-90.

VOTE FOR NO MORE THAN 10 NAMES in the list of nominees below (these nominees were presented to the Senate in the May 5, 1988 Senate agenda, in conformance with provisions of the Senate's Bylaws):

1. ___ Aguirre, Sylvia, Instructor, Financial Aid
2. ___ Andrews, Martha, Assistant Professor, Home Economics
3. ___ Bodenroeder, Pamela, Senior Research Assistant, Statistics
4. ___ Cook, Curtis R., Professor, Computer Science
5. ___ Fichter, Becky, Entomology, Research Associate
6. ___ Filson, Lauren K., Assistant Professor, Archives
7. ___ Fontana, Peter R., Professor, Physics
8. ___ Griffiths, Robert P., Associate Professor, Microbiology
9. ___ Hallan, Jerome, Professor, Health & P.E.
10. ___ Harmelink, Ruth I., Assistant Professor, Human Development
11. ___ Headrick, Charlotte, Assistant Professor, Speech
12. ___ Hibbs, David E., Assistant Professor, Forestry
13. ___ Hu Ching, Yuan, Assistant Professor, Animal Science
14. ___ Huh, Chih-Ah, Assistant Professor, Oceanography
15. ___ Kopperman, Paul, Associate Professor, History
16. ___ Lewis, Margaret J., Assistant Professor, Family Living
17. ___ Low, Martha, Instructor, English
18. ___ Neilson, Norma, Associate Professor, Business
19. ___ Piepmeier, Karen, Assistant Professor, Education
20. ___ Rawson, Cathleen L., Research Associate, Bio/Bio
21. ___ Shenk, Myron D., Assistant Professor, Crop Science
22. ___ Snyder, Stanley P., Professor, Vet Med
23. ___ Trappe, James, Professor, Forest Science
24. ___ Vander Woude, Jean H., Instructor, International Education
25. ___ Watson, Barney, Instructor, Food Science

Academic Affairs—
Curriculum



Corvallis, Oregon 97331

(503) 754-2111

May 20, 1988

TO: Thurston Doler, President
Oregon State University Faculty Senate

FROM: Bruce Shepard, Chair
Curriculum Council

SUBJECT: Fifth Year Teacher Education Programs

At the request of the OSU-WOSC School of Education, the Curriculum Council has reviewed the "Preliminary Proposal for Fifth-Year Teacher Education Programs." We have a recommendation for Senate action on this matter. Several features of the proposal need to be understood in order for our recommendation to make sense.

The proposal from the School of Education does not fit within the customary rubric of category I and category II proposals. However, major curricular changes are being proposed. The Curriculum Council believes that Senate approval is both required and appropriate.

The proposal is unusual in another respect: although the result of a year of intense work, the proposal is still "preliminary." Certain issues have yet to be resolved and such things as detailed course proposals must still be developed. Ordinarily, the Curriculum Council would not bring a preliminary proposal to the Senate. However, circumstances surrounding the initiation of the fifth-year concept in Oregon are anything but ordinary.

The Fifth-Year proposal addresses important issues having to do with responsibility for determining graduate degree requirements. The Teacher Standards and Practices Commission has stipulated that fifth-year certification programs will, with eight additional semester hours, result in masters degrees. The WOSC-OSU proposal makes clear that OSU will not comply with such a requirement. This important and appropriate position needs to be raised at the state level. And this has to be done in a timely fashion. (There is the

likelihood that another institution will be submitting a more compliant proposal to the State Board.)

Although the proposal for fifth-year programs is preliminary and contains a number of uncertainties, we are persuaded that the proposal offers an acceptable framework for designing fifth-year programs in education. We are also convinced that the important issues raised in the proposal need to be addressed at the state level. We believe Senate approval is required before the proposal can leave this campus. However, Senate approval of a preliminary proposal should not constitute approval of the numerous curriculum actions that must be taken for implementation of the proposal. We expect those actions to follow usual curriculum procedures. Consequently, we have worded our recommendation for Senate action as follows:

The Curriculum Council recommends that the Faculty Senate approve the "Preliminary Proposal - Fifth-Year Teacher Education Programs" as a framework for developing final proposals for courses, program requirements, and admission requirements.

xc: Curriculum Council
Fullerton
Calvin

School of Education OSUWOSC

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

May 12, 1988

M E M O R A N D U M

To: Faculty Committees: Oregon State University
and Western Oregon State College

From: Robert D. Barr, Dean
OSU-WOSC School of Education

Subject: Preliminary Proposal - Fifth-Year Teacher Education Program

Attached is the OSU-WOSC School of Education preliminary description of our proposed Fifth-Year Teacher Education Program. It reflects nearly a year of intensive work by our Faculty and over 150 Teachers, Administrators, and Educators throughout Oregon. Yet, this major curriculum transformation is far from over. Conceptual, developmental, and training efforts will continue throughout the next calendar year. Major questions have yet to be addressed.

1. A number of funding issues exist. The State Board of Higher Education and the Oregon Legislature have yet to wrestle with the issue of funding a program that will add an additional year's program to the Higher Education curriculum. Serious funding problems will exist for Schools/Colleges of Liberal Arts and Sciences. The School of Education has yet to negotiate field-experience contracts with Public Schools for the expanded Fifteen-Week Student Teaching experience. Major questions remain regarding how Summer semester will be funded for the Fifth-Year Program. At this time, it is not yet possible to project the costs of the Fifth-Year Program.

2. The School of Education has yet to complete an impact statement regarding the Fifth-Year Program. While the increased admission requirements of the Fifth-Year may eliminate approximately 30% of our existing students, there is no way of knowing the number of people in other fields and programs who will now be attracted into the new Fifth-Year program. We have yet to design and project staffing for our undergraduate elective courses and field experiences. The possibility of cooperation with Arts and Sciences to develop an undergraduate Disabilities Studies major is also still in discussion. Serious questions remain regarding the scope of our Master's Degree program and the staffing needs for our graduate activities.

Office of the Dean

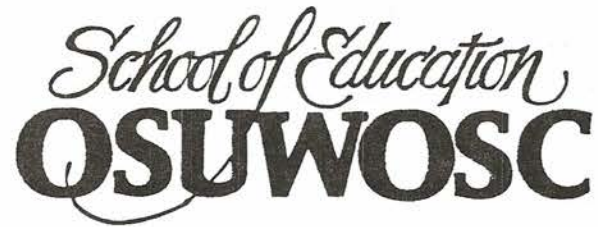
OSU Campus: Education Hall, Room 215 • Corvallis, Oregon 97331 • (503) 754-3739
WOSC Campus: Education Building, Room 201A • Monmouth, Oregon 97361 • (503) 838-1220 Ext. 471

3. Summer Term offers a number of problems. We have designed the Fifth-Year as a Trimester, consisting of three 15-week periods. Issues remain regarding the Academic calendar, Summer Term calendar, organization, and funding. The OSSHE has held out hope for the possibility of State funding for the Fifth-Year term.

Recognizing these uncertainties, we are sharing our best efforts at conceptualizing the Fifth-Year Program and asking for a preliminary review and action on our proposal. We recognize that final approval of the program specifics and other areas of uncertainty will occur during the next calendar year. Such a preliminary review is essential to move a Fifth-Year proposal forward so that the Chancellor's Office and the State Board will have some indication of scope of the new programs being developed and decision points that will demand their attention.

s1

Attachment



**Fifth-Year
Professional School
Teacher Education Program**

Spring 1988
OSU-WOSC School of Education

New Concept of Teacher Education: FIFTH-YEAR QUALITY ASSURANCE

In compliance with new policies and standards established recently in Oregon, the OSU-WOSC School of Education has designed a new Fifth-Year Professional School Program for Teacher Education. And while many of the features of this new program are similar to those of other colleges and universities, we believe it represents a bold departure for the field of teacher education. Building on the Quality Assurance Program announced in 1984, which included a Beginning Teacher Warranty, the new Fifth-Year Program will ensure that all graduate students who are recommended for teacher certification will have demonstrated their abilities to "effectively foster student learning" in a public school classroom. No other teacher education program has used these essential criteria for evaluating teachers or prospective teachers.

Employers of our graduates will have a "Quality Assurance" that our students have demonstrated their abilities to teach all types of children and youth effectively. They will also have a detailed Profile Assessment regarding our graduates' knowledge, skills, and performance levels.

SPECIAL THANKS

The School of Education is deeply indebted to the more than 150 teachers, administrators, and educators throughout Oregon who assisted us in designing our Fifth-Year Program.

For those who worked with us at our Developmental Workshops I & II, participated in our departmental advisory groups, the OSU Commission on Teacher Education and School of Education Consortium, please know how much we needed and appreciated your effort. Because of your support and suggestions, criticism and concern, we believe our new program is grounded in reality and, when implemented, will be "second to none."

Robert D. Barr, Dean

TABLE OF CONTENTS

PART I - Background and Overview

Introduction	1
Fifth-Year Policies/Standards/Guidelines	6
Designing the New Program	8
A "Merged" Professional School.....	11

PART II - Fifth-Year Professional School

Teacher Education Program

Distinctive Program Themes	13
Characteristics of the New OSU-WOSC Professional School for Teacher Education.....	16
Basic Structure	17
Transition to the New Fifth-Year Program	19
Student Advising	19
Undergraduate Majors for Students Interested in Teacher Education.....	20
Quality Assurance and Assessment.....	20
Research-Based Professional Core	22
Field Experiences	22
Fifth-Year and Graduate Study.....	23
Follow-up Support	25
Follow-up Evaluation	25

PART III - Teacher Education Program Descriptions

Research-Based Core Curriculum	27
Elementary Education	31
Secondary Education	37
Special Education	41
Special Education Core	41
Handicapped Learner Program	44
Severely Handicapped Learner Program	48
Speech Impaired Program	52
Hearing Impaired Program	57

PART I

BACKGROUND AND OVERVIEW

PART I - BACKGROUND AND OVERVIEW

INTRODUCTION

After a period of intense discussion and debate, Oregon is moving to implement a Fifth-Year Teacher Education Program.

DEVELOPING A NEW FIFTH-YEAR TEACHER EDUCATION PROGRAM

In compliance with new policies of the Oregon State System of Higher Education and standards of the Oregon Teacher Standards and Practices Commission, the OSU-WOSC School of Education is transforming Teacher Education from an undergraduate major to a Fifth-Year Professional Program at the graduate level. This task is being approached with great care because of the implications of this move.

The OSU-WOSC School of Education has attempted to design, in a matter of months, a new Teacher Education Program that will replace a program which has evolved over the past two decades and that is recognized regionally and nationally as an exemplary program. In the past, the Education program at Western Oregon State College has received two awards for excellence from the American Association of Colleges of Teacher Education. In 1986, the OSU-WOSC School of Education received two awards for excellence: The American Association of State Colleges and Universities Showcase of Excellence Award, and the exclusive Mitau Award for Distinctive Achievement. In 1987, the OSU-WOSC School of Education became one of 84 Charter Members of the Holmes Group. All Teacher Education Programs, including Baccalaureate Degree programs, Master's Degree programs, and Doctoral programs, are accredited by the appropriate state and national agencies.

Since the OSU-WOSC School of Education prepares over half of the 1,300 new teachers certified in Oregon each year, the development of the new Teacher Education Program at OSU-WOSC has state-wide implications. The OSU-WOSC School of Education is the largest Teacher Education Program in Oregon and in the Western United States, and is one of the nation's major Schools of Education. The OSU-WOSC School of Education is also one of the largest graduate programs at OSU and the third largest producer of new doctorates at Oregon State University.

Moving teacher education to the fifth-year has serious implications for both the state's school districts and for students interested in teaching. For students, it will mean an additional year of study, an additional year of tuition, and another year's delay in entering the profession as a salaried teacher. For school districts, it will mean that new teachers will cost more. And, given the continuing financial problems of "safety netted" Oregon, these higher costs will be difficult to meet. Higher salaries for beginning, inexperienced teachers may mean fewer teachers or services for communities. For these reasons, the

PART I - BACKGROUND AND OVERVIEW

Fifth-Year Teacher Education Program must provide students and their employers with a strong "value added" program. Students and their employers will demand a stronger program for the time and money that they invest.

WHY A FIFTH-YEAR PROGRAM

The transition of teacher education from an undergraduate to a Post-Baccalaureate program represents a dramatic change in how society perceives the preparation of teachers. And, while it is still too early to describe the move to the fifth-year as a national trend, there is growing interest in the concept. California established such a program over ten years ago, and other states are now considering it. While most agree that there is little research to support the fifth-year concept, it is increasingly evident that the reform of teacher education has become an effective political issue with strong public support. While most Oregon educators were skeptical of the fifth-year concept, none of the various education associations — teachers', administrators', or school boards' — officially opposed the move. Large numbers of education faculty in higher education opposed the fifth-year teacher education concept, and the state associations for special education actively opposed it. In hearings throughout the state, concern was expressed that the proposed Fifth-Year Program would especially weaken the preparation of special education and elementary teachers. The Fifth-Year Program generated most interest and support from the state's leading politicians, newspaper editorial boards and, apparently, with lay citizens.

National Support

At the national level, support for moving teacher education to the graduate level came from two major sources. First, the influential Carnegie Forum on Education and the Economy championed the elevation of teacher education to a graduate, professional program. Also, an elite group of research-based Schools of Education created a new national association called "The Holmes Group," and made the transition of teacher education to the fifth-year their primary platform.

Support in Oregon

In Oregon, interest in reforming and improving public education led to concerns regarding teacher education. Speaker of the House, Vera Katz, who served on the Carnegie Forum, was instrumental in focusing interest on a new Fifth-Year Teacher Education Program. President of the Senate John Kitzhauber joined House Speaker Katz in establishing a broadly-based citizen group, the 1986-87 Interim Legislative Committee, to look for ways to improve both public education and teacher education. For teacher education, the Interim Legislative Committee recommendations called for a new graduate level program. The Oregon Teacher Standards and Practices Commission (TSPC) has also been working for the past several years to upgrade and improve teacher education. During recent years, the Commission has attempted to move away from the "approved program" concept of teacher education, in

PART I – BACKGROUND AND OVERVIEW

which students gain certification by completing courses required as part of approved college/university certification programs. More recently, the Commission has been more interested in scores on standardized tests than students' college transcripts and grade point averages. TSPC has required satisfactory scores on the California Basic Educational Skills Test (CBEST) and now permits certified teachers to earn additional endorsement areas by passing standardized Content Examinations in selected areas of the National Teacher Exam.

New Oregon Policies

Last year, after seven public hearings around the state, the Oregon State Board of Higher Education (OSSHE) established a new policy for teacher education in all state system colleges and universities. The new policy eliminated all undergraduate teacher education majors, raised admission standards, and required teacher education to become a fifth-year professional program. Soon after the OSSHE established the new policy, TSPC established new teacher standards for fifth-year programs.

Fifth-Year Rationale

The interest in a fifth-year program of teacher education was motivated by several factors.

Enhancing the Status of Teachers

There has been growing interest in recent years, both at the state and national levels, in enhancing the professional status of teachers. It is hoped that elevating teacher education to a graduate professional level, similar to law and medicine and other professional fields, will enhance both the prestige and the salaries of the teaching profession.

Academic Majors

At one time, teachers needed only to have a high school education or to be able to pass a minimum level Normal Examination. Less than fifty years ago, teachers were required to have only two years of college. It was not until the 1950's that teachers were required to return to college and earn a Baccalaureate Degree. These degrees were typically earned in "normal schools" or teacher's colleges, with majors in Pedagogy. Only in the past two decades has the trend emerged for teachers to major in academic subject areas. Today, approximately thirty percent of OSU-WOSC students complete an academic major and pursue Teacher Education as Post-Baccalaureates. All secondary undergraduates earn degrees in an academic area. Today, the social expectation seems to be rising for teachers once again as it has in the past for other professional fields. The move to the fifth-year will complete the professionalization of the training of teachers.

Changing Emphasis on Methodology

The interest in requiring an academic major for teachers was especially evident in the preparation of elementary teachers, where undergraduate students studied little or no academic work at the junior/senior level. There has also been a con-

PART I – BACKGROUND AND OVERVIEW

Changing Emphasis on Methodology

The interest in requiring an academic major for teachers was especially evident in the preparation of elementary teachers, where undergraduate students studied little or no academic work at the junior/senior level. There has also been a concern that the focus in many of the nation's 1,300 colleges and universities which prepare teachers has been too much on "how to teach" rather than on "what to teach."

New Talent Pool

Perhaps the most compelling reason for moving teacher education to the fifth-year has been the interest in attracting a new "pool of talent" from other academic and professional fields. Among the large number of current Post-Baccalaureate students are engineers, practicing attorneys, and even some with earned Doctorates. Typically, these more mature students have voiced disappointment at having to take sophomore, junior, and senior courses in order to become a teacher. The hope is that individuals from other academic and professional fields will find it more compelling to enter teaching via a one-year, graduate program.

CONTINUING CONTROVERSIES

While there is growing consensus in the state of Oregon regarding the major features of the new Fifth-Year Teacher Education Program, a number of controversies continue.

Five-Year or Fifth-Year

One controversy focuses on whether or not teacher education should be a five-year graduate and undergraduate program or a one-year program at the fifth-year, graduate level. The OSSHE policy permitted both types of programs and, indeed, a number of campuses began planning these two programs. Five-year programs, composed of both an undergraduate component and a culminating fifth-year of graduate study, are designed for those individuals who make an early decision to become a teacher. Fifth-year programs are designed for individuals who decide to enter teaching late in their baccalaureate programs or after graduation. The fifth-year is also conceived as a "fast-track" into teaching. It is hoped that this will attract new "talent" into teaching. While the OSSHE policy permitted undergraduate prerequisites in Education, new TSPC standards eliminate undergraduate education prerequisites. *The OSU-WOSC School of Education is strictly following the TSPC regulations and is proposing NO undergraduate education course prerequisites for the Fifth-Year.* Undergraduates will, however, have elective introductory courses and field experiences available.

Fifth-Year and Master's Degree

A second controversy surrounds the Master's Degree. Many public school teachers believe the Fifth-Year should culminate in a Master of Arts in Teaching Degree or some other applied degree. School administrators tend to feel that such a graduate degree will raise the cost of a new teacher without provid-

PART I – BACKGROUND AND OVERVIEW

ing any assurance that new teachers would be any better trained than those completing an undergraduate program. Some colleges and universities have designed their fifth-year program as a MAT Degree. Others have refused to reduce the standards for their existing MS, M.Ed., and MA degrees. TSPC standards specify that teachers who complete a fifth-year program could complete a Master's Degree in no more than an additional eight (8) hours of graduate work. The OSSHE, however, believes that TSPC does not have the authority to establish standards for Master's Degrees and is seeking a legal opinion from the Attorney General's Office. *The OSU-WOSC School of Education will not develop a new applied Master's Degree or reduce standards on existing degrees.*

Undergraduate Education Majors

Another controversy centers on the definition for undergraduate education majors. There are different opinions regarding whether or not undergraduate majors in Health and Physical Education should be eliminated. There were also academic majors in the College of Arts and Sciences entitled "Art Education" and "Music Education," which have specially designed curricula for individuals who plan to teach. The Chancellor's Office has indicated that any undergraduate program designed exclusively for teachers should be eliminated or more broadly expanded. At OSU, programs in the College of Health and Physical Education have been judged to be appropriate, since they emphasize a broad-based curriculum designed for a cross-section of careers – not solely Teacher Education. At WOSC, the Physical Education programs will be redesigned as a Health and Fitness Program and expanded to include a variety of career options in addition to teaching. Programs in Music Education in the College of Liberal Art (OSU) will be redesigned as a "conducting major." WOSC undergraduate majors in Music Education and Art Education will also be redesigned or eliminated.

The elimination of undergraduate education programs posed difficult problems for the area Vocational Education, especially for the teaching fields of Business Education and Industrial Education.

While no final decision has been made, there is interest in developing a new undergraduate major in Special Education.

PART I – BACKGROUND AND OVERVIEW

FIFTH-YEAR POLICIES/STANDARDS/GUIDELINES

The Fifth-Year Teacher Education Program is being developed in compliance with new OSSHE policies, new TSPC standards, and recently developed internal guidelines.

OSSHE TEACHER EDUCATION POLICIES

Following seven public hearings held throughout the State of Oregon, the Oregon State Board of Higher Education implemented new policies governing teacher education. The 1986 OSSHE Long-Range Plan established as a goal the reform of teacher education.

Undergraduate Program in Education Eliminated

All undergraduate programs in Education will be eliminated by the Fall of 1990.

Fifth-Year

All teacher education programs will be moved to the Fifth-Year, graduate level, and initiated by the fall of 1990.

Academic Majors

An undergraduate academic major will be required as a prerequisite to the Fifth-Year Teacher Education Program.

Higher Admission Standards

Admission Standards to the Fifth-Year will be raised to admission levels for graduate programs.

TSPC: STANDARDS FOR FIFTH-YEAR GRADUATE PROGRAMS

In 1987, TSPC developed and approved standards to govern the new Fifth-Year Teacher Education Graduate Program.

Output Measures

The new standards emphasized "output measures" rather than required courses as a basis for evaluating students for certification. Students would be evaluated on a variety of standardized exams and on student "work samples."

Testing

The new standards required satisfactory scores on the California Basic Educational Skills Test (CBEST) and appropriate Content Examinations of the National Teachers Examination (NTE) for admission to fifth-year programs. Satisfactory scores on the NTE Professional Core Examination were established as a prerequisite to certification.

Fifteen-Week Student Teaching

The new standards required a 15-week, full-time student teaching experience or a part-time equivalent.

PART I – BACKGROUND AND OVERVIEW

Master's Degree

The new standards specified that students could earn a Master's Degree by completing eight semester hours of graduate course work following the Fifth-Year.

Academic Major

The new standards required all teacher education students to complete an undergraduate major in school subjects.

No Undergraduate Education Prerequisites

The standards specifically deny Fifth-Year Teacher Education programs from requiring undergraduate education prerequisites.

OSU COMMISSION ON TEACHER EDUCATION

The Vice President for Academic Affairs at Oregon State University established a Commission on Teacher Education, composed of an elementary teacher, a school superintendent, a number of academic Deans, and faculty members. The Commission developed a number of guidelines which defined parameters for the development of the new Fifth-Year Teacher Education Program.

The Commission recommended that no new undergraduate majors should be developed for individuals planning to pursue a teaching career and that no new or revised Master's Degree programs should be developed. Among other things, the Commission recommended:

Effective Date for Entering Students

Effective Fall Term 1988, all OSU freshmen interested in a career in Education will be subject to the requirements of the Fifth-Year Teacher Education Program.

Phase-Out of Existing Programs

All currently enrolled OSU students in education must be able to complete their undergraduate degrees and teacher certification programs by the end of Spring semester, 1991. This applies to both secondary and elementary education students.

Master's Degree (M.Ed, M.S., M.A., M.A.T.)

The Fifth-Year will lead to existing Master degrees, although additional work may be required for their completion.

Academic Majors for Elementary Education

OSU undergraduate majors may be accepted from any academic discipline, but for Elementary Education, the following undergraduate majors are recommended:

- Liberal Studies, College of Liberal Arts
- General Science, College of Science
- Human Development & Family Studies, College of Home Economics
- Health and Physical Education, College of Health and Physical Education

PART I – BACKGROUND AND OVERVIEW

Academic Majors for Secondary Teachers

Academic majors or area studies that relate to school subjects are recommended for secondary teachers.

Revision of Selected Undergraduate Education Programs

Undergraduate programs which currently use the word "Education," and whose programs are narrowly focused on Teacher Education, will have to be revised and renamed.

DESIGNING THE NEW PROGRAM

The OSU-WOSC School of Education has conducted an intensive effort at designing a new teacher education program. The effort has involved activity in three areas: 1) on-site visitations to exemplary Teacher Education Programs throughout the United States, 2) a review of research and evaluation regarding teacher education, and 3) a broad-based collaboration with public school educators in Oregon.

NATIONWIDE VISITATIONS

During the past year, teams of educators visited four nationally recognized Teacher Education Programs. The reviewers included Education faculty, college and university faculty in the Arts and Sciences, and public school educators. The purpose of the team visits was to review outstanding programs or program components for consideration in Oregon. The teams also sought to identify and avoid practices or policies that had not proven effective in other programs. *The OSU-WOSC School of Education is the only Teacher Education Program in Oregon to conduct such a national survey.*

Michigan State University

The Education program at Michigan State University was reviewed because it has carefully documented the program's effectiveness through ongoing research.

University of Virginia

A review team visited the program at the University of Virginia, which enjoys one of the strongest financial bases in the nation, in order to learn more about implementing a five-year plan.

University of Florida

A team visited the Education program at the University of Florida because of its national recognition and because it represents a strong five-year program now in operation. This program is also one of the few that has attempted to build the entire program on a research base.

Stanford University

A team visited Stanford University in order to evaluate the effectiveness of an exclusive Post Baccalaureate program with no undergraduate prerequisites. Students in this program spend the year working one-half day in school classrooms and the other half-day studying graduate course work.

PART I – BACKGROUND AND OVERVIEW

RESEARCH AND EVALUATION REVIEW

A review of research and evaluation literature in the field of Teacher Education leads to several conclusions that have impacted the development of the new program.

Increased Body of Knowledge Regarding Teaching and Learning

During the past five years, a significant body of knowledge has emerged regarding teacher education. One area of research has focused on effective teaching and effective schools, and another has focused on human learning. The new Teacher Education Program must balance the traditional emphasis on the methodology of teaching with the substantive research-based knowledge regarding human learning, effective teaching, and effective schools.

Changing Demographics of Public Education

Demographic data indicate the composition of public school classrooms is changing from middle-class students to classrooms with a high proportion of poor, minority, non-English speaking, and handicapped youth. Research and evaluation indicates that teachers feel a sense of inadequacy in dealing with the needs of this increasingly large group of school youth. Few teacher education programs are preparing teachers to deal more effectively with At-Risk youth.

Addressing the needs of "At-Risk" or "disengaged" youth has been identified as a national priority. Approximately thirty percent (30%) of this group fail to graduate from high school and the percentage is much higher for urban areas and for minority groups.

Follow-up Evaluation

Many teachers have strong negative perceptions regarding their former teacher education programs, especially when compared to fields such as business, medicine, and law. Follow-up evaluations indicate that teachers feel their preparation is too often:

- a) divorced from reality,
- b) lacking in intellectual rigor,
- c) too idealistic and theoretical.

The OSU-WOSC School of Education is attempting to design a "teachers" Teacher Education Program; i.e., a program that is planned and developed by teachers and focused on the real needs of teaching.

BROAD-BASED COLLABORATION

In order to ensure that the new Teacher Education Program is responsive to the many needs of the State, it has been developed in collaboration with individuals involved in all aspects of Education. Two Developmental Workshops have served as the primary means for achieving this objective. Workshop I occurred on November 23, 1987, and Workshop II occurred on March 10, 1988.

One hundred and thirty-six educators, drawn from a cross-section of the Oregon educational community, attended the first Developmental Workshop in Salem and participated in drafting a model for the OSU-WOSC Teacher Education Program.

Participants included Elementary and Secondary teachers and administrators from the twenty-five school districts which have Cooperative Agreements with the OSU-WOSC School of Education. In addition, there were Education students and college and university faculty from Arts and Sciences. Participants also included representatives from a variety of educational organizations, such as the Oregon Education Association, Oregon Federation of Teachers, the Confederation of Oregon School Administrators, the Oregon State Board of Higher Education, the Teacher's Standards and Practices Commission, and the Oregon Department of Education. Representatives from community colleges, legislative staffs, and the Governor's staff, as well as other Schools of Education also participated.

The participants met in work groups organized around interest in the Elementary, Secondary, Special Education, and Vocational Education areas of concentration in the current Teacher Education Program. The work groups were asked to consider three areas in particular:

- a) Prerequisites to admission to the Fifth-Year Teacher Education Program.
- b) Prerequisites to assuming full-time responsibility for a classroom as a student teacher.
- c) Content and format of the Evaluation Form for Performance in Student Teaching.

Participants of the first Workshop were invited to participate in Developmental Workshop II in Salem in March, and over 100 returned to review the work of the OSU-WOSC School of Education and offer their reactions and recommendations.

FACULTY DEVELOPMENT ACTIVITIES

In addition to departmental retreats and developmental activities, the OSU-WOSC School of Education established a Faculty Development Team, which participated in scheduled off-campus retreats and weekly developmental meetings. The Development Team has analyzed and synthesized policies and standards, information from the National Survey of Teacher Education Programs, research and evaluation, the reactions and recommendations of Developmental Workshops I and II, and assisted the Dean in preparing this final Plan for the Fifth-Year Program.

PROGRAM REVIEW AND APPROVAL PROCESS

The Fifth-Year Teacher Education Program will first be reviewed by faculty groups in the OSU-WOSC School of Education: The Teacher Education Committee, the Graduate Committee, the Teacher Education Consortium, and cooperating

PART I – BACKGROUND AND OVERVIEW

public schools. Each of these groups will forward their advice and recommendations regarding the Fifth-Year Program to the Dean of the OSU-WOSC School of Education, who will then make final revisions and forward the Plan to faculty committees at both OSU and WOSC. At WOSC, the Plan will be reviewed by the Teacher Education Committee and the Graduate Committee, and forwarded to the Provost for his action. At OSU, the Plan will be reviewed by the University Curriculum Council and the Graduate Council, and forwarded to the Vice President for Academic Affairs.

The Fifth-Year Program will then be forwarded to the Chancellor's Office for staff review, review by the OSSHE Academic Council and, finally, by the Oregon State Board of Higher Education.

A 'MERGED' PROFESSIONAL SCHOOL

Following an external review during the Fall of 1987, the Oregon State Board of Higher Education took action in April 1988 to continue the "Merger" of Education programs at Oregon State University and Western Oregon State College. The Board action included the following requirements:

Merger Continued

The Board concluded that the Merger was a good idea when it was approved in 1982, continues to be an important opportunity for the Citizens of the State of Oregon, and deserves an opportunity to succeed.

Merged Programs

Programs in Elementary and Secondary Education should be completely merged by the Fall of 1990.

Fifth-Year Program

Extended Teacher Education programs should be developed and presented to the Oregon State Board of Higher Education as merged programs.

Teaching Research

The Teaching Research Division should assist the OSU-WOSC School of Education to develop strong graduate and undergraduate programs in Education.

Dean's Schedule

The Dean will schedule more time on the WOSC campus.

PART II

FIFTH-YEAR PROFESSIONAL SCHOOL OF EDUCATION

DISTINCTIVE PROGRAM THEMES

The goal of the OSU-WOSC School of Education is to develop a new Teacher Education program that is at the cutting edge of quality. The new program will be grounded in significant research and reflect the most up-to-date developments in the field. The goal is to build upon the tradition of excellence in teacher education to develop the finest program in America. In order to achieve this level of excellence, the Dean has established six distinctive themes that will underline all aspects of the new program.

PARTNERSHIP WITH PUBLIC SCHOOLS

The OSU-WOSC School of Education has joined with local public school educators as full partners in our new Teacher Education Program. While there is a long tradition of working closely with public schools, the goal will be to establish a full partnership in developing and operating our new program. Through the Developmental Workshops, public school educators have played a significant role in planning the new Fifth-Year Program. Now efforts are underway to develop effective strategies for assisting in the preparation of new teachers. *This should include an increased number of adjunct appointments in public schools, increased use of public school educators as instructors in our Teacher Education Program, and increased use of college and university faculty in researching problems in Public Education and working for solutions.* Membership in Action Alliance for Excellence in Education and the Valley Education Consortium provide rich opportunities for such partnerships.

QUALITY ASSURANCE TEACHER EDUCATION

The OSU-WOSC School of Education has gained national attention for Quality Assurance Teacher Education. The School has received two national awards, been funded by the Johnson Foundation for a National Wingspread Conference, and has had over a dozen other colleges and universities replicate our program. The Wingspread Conference Report was disseminated by the American Association of Colleges of Teacher Education to one thousand leading Schools of Education in America. Articles regarding the Quality Assurance Program have appeared in *The Kappan*, *The Journal of Teacher Education*, *USA Today*, the *New York Times*, and even *U.S. Magazine*. Most recently, faculty members from Teaching Research and the OSU-WOSC School of Education prepared a special section for the *Journal of Teacher Education* that focused on Educational Productivity and Predicting Teacher Effectiveness (November 1987).

The new Teacher Education Program will continue to emphasize and improve the Quality Assurance concepts. The following are areas that must be developed or improved:

- Management Information System & Ongoing Student Assessment
- Student Assessment Profile & Work Samples
- Performance Assessment of Student Teaching
- Warranty Program & Prediction of Success Research
- Beginning Teacher Clinic

While the OSU-WOSC School of Education has already developed and implemented the Warranty Program, Beginning Teacher Clinic, and is at work on expanding the Student Assessment Program, the major developmental activity is currently focusing on the Performance Evaluation of Student Teachers. *This evaluation will represent a dramatic departure from past practices, for it will involve evaluating student teachers on their ability to foster student learning.* Such a performance evaluation has never been required by a School or College of Education. The performance system is being field-tested with student teachers during the 1987-88 school year.

HUMAN LEARNING AS A CONCEPTUAL BASIS FOR TEACHER EDUCATION

A substantial body of research now provides a conceptual basis for teacher education. In fact, research on learning is providing a solid, substantive concept on which to build teacher education programs. And, since new National Council for Accreditation of Teacher Education (NCATE) standards now require that the content of Teacher Education Programs be carefully grounded in the best available research, there is an urgent need to develop a conceptual basis for teacher education. Rather than focusing so exclusively on instruction methods and techniques, the new Teacher Education Program will attempt to establish the substantive content of teacher education as that of human learning: how learning takes place; where and under what conditions learning takes place; identification of learning styles; diagnosing learning problems; developmental learning in children, youth, adults, and the aged; how to motivate learning, organize, and sequence for effective learning, utilization of effective instructional techniques; and, perhaps most important, how to plan and gather evidence that can assess learning. There will be a constant, ongoing emphasis on helping ALL students learn—regardless of abilities, handicaps, age, or background. Our primary program distinction will be the evaluation of student teachers on their ability to foster student learning.

In order to meet the new NCATE requirements, and to ground our program in a conceptual basis, the School of Education is developing a strong new Core Curriculum to serve all teacher education programs. Human Learning will be the focus of this core. The Core Curriculum will serve our Fifth-Year Program and be closely coordinated with our doctoral curriculum.

CURRICULAR EMPHASIS ON SPECIAL NEEDS AND AT-RISK YOUTH

The demographics of public education are experiencing a dramatic transformation. Each year, for a variety of reasons, there are fewer middle-class children in public education, and more lower socio-economic youth; more minorities, more main-streamed handicapped, and more non-English speaking youth. Increasingly, classroom teachers are reporting that they are having to deal with ever more serious student problems: drugs and alcohol abuse, sexual abuse, physical abuse, divorce, and even suicide. In the State of Oregon, the drop-out rate is approximately 30%. The social problems relating to at-risk youth and the drop-out student are increasingly being recognized as one of the primary issues of our time. The Governor of Oregon has set as a goal the reduction of the drop-out rate in our state by 50%. We now know that all youths can learn, and we now know how to ensure that all students learn effectively. The OSU-WOSC School of Education will ensure that graduates are successful in dealing with at-risk youth.

The strong Departments of Special Education, Vocational and Technical Education, and Counseling and Guidance Education, and strengths in multi-cultural education, bilingual education, English as-a-Second-Language, and adult education provide the OSU-WOSC School of Education with a strong position to make significant contributions to the preparation of teachers to deal effectively with at-risk youth.

EXTENSIVE FIELD EXPERIENCES (STUDENT TEACHING)

While field experiences in public schools can be the most powerful aspect of teacher education, these experiences can also prove unfortunately negative. Field experiences are often one of the most neglected aspects of teacher education.

There is an urgent need to work with local public schools to explore ways of improving our field experiences and maximizing the impact of the experience – both on our students and on local schools.

- Field Experience Laboratories: Carefully selected sites and comprehensive information regarding field practice sites
- School Improvement Practica
- Highly Trained Cooperative Teachers/Mentors and College/University Supervisors

TEACHER AS DECISION MAKER

Each of three new Teacher Education Programs will emphasize the teacher as a "Decision Maker" as a major theme of instruction.

CONCEPT OF SCHOOLING

The new Fifth-Year Program will emphasize a concept of schooling, based upon effective schools and effective teaching

research. In Oregon, this concept is described as "Goal Based Education." This concept focuses on instructional goals rather than textbooks and demands careful educational accountability. Teachers will learn that they must effectively teach all children and youth, and that they will be evaluated on their "ability to foster student learning."

CHARACTERISTICS OF THE NEW OSU-WOSC PROFESSIONAL SCHOOL FOR TEACHER EDUCATION

The development of the new Fifth-Year Teacher Education Program and recent State Board of Higher Education action regarding the merger demands a number of actions:

PROFESSIONAL SCHOOL

The new Fifth-Year Teacher Education Program has been conceptualized as a rigorous, intensive professional school program similar to other such programs in the fields of Pharmacy, Veterinary Medicine, Law, and Business. The program will serve fewer students with exceptional abilities. The program will be an intensive, one-year graduate program that will count toward a Master's Degree. Students will be encouraged to return to campus following completion of the Fifth-Year to complete the requirements of the Master's Degree.

THREE PROGRAMS

Teacher Education Programs at OSU-WOSC will be synthesized into three programs: Elementary Education, Secondary Education, and Special Education, and these programs will be designed as unified, merged programs serving students on both campuses.

REORGANIZATION

The OSU-WOSC School of Education will be reorganized administratively to better facilitate effective management of the new Fifth-Year Program. The administrative structure of the OSU-WOSC School of Education will be a unified, merged organization serving both campuses.

BUDGET

Based on an agreement with the Presidents of OSU and WOSC, the budget of the merged OSU-WOSC School of Education will be organized into three parts: an OSU instructional budget, a WOSC instructional budget, and a merged administrative budget. These three budgets will replace the single, merged budget established by OSU and WOSC in 1986.

BASIC STRUCTURE

The OSU-WOSC School of Education Fifth-Year Professional School Education Program will be a rigorous, intensive graduate program that includes the following basic components:

TWELVE-MONTH PROGRAM

The Fifth-Year program will be twelve months in length and include three academic semesters.

NO UNDERGRADUATE EDUCATION PREREQUISITES

Following TSPC Standards, the OSU-WOSC School of Education has planned a "stand-alone" Fifth-Year Teacher Education Program with NO undergraduate Education prerequisites. The OSU-WOSC School of Education will offer undergraduate elective courses and field experiences.

PROFESSIONAL FOUNDATIONAL CORE

A research-based Core Curriculum will serve all Teacher Education Programs.

EXTENSIVE FIELD EXPERIENCES

There will be a total of fifteen weeks full- or part-time equivalent, and varied student teaching experiences during the Fifth-Year. These field experiences will be scheduled so that students rotate between on-campus courses and field experience.

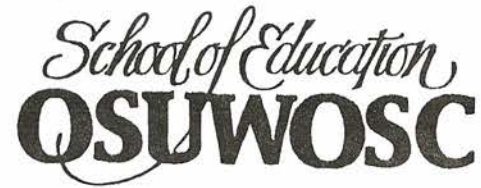
FACULTY/STUDENT COHORTS

Student Cohorts will be organized with faculty and public school educators. These Cohorts will be together for the year-long program.

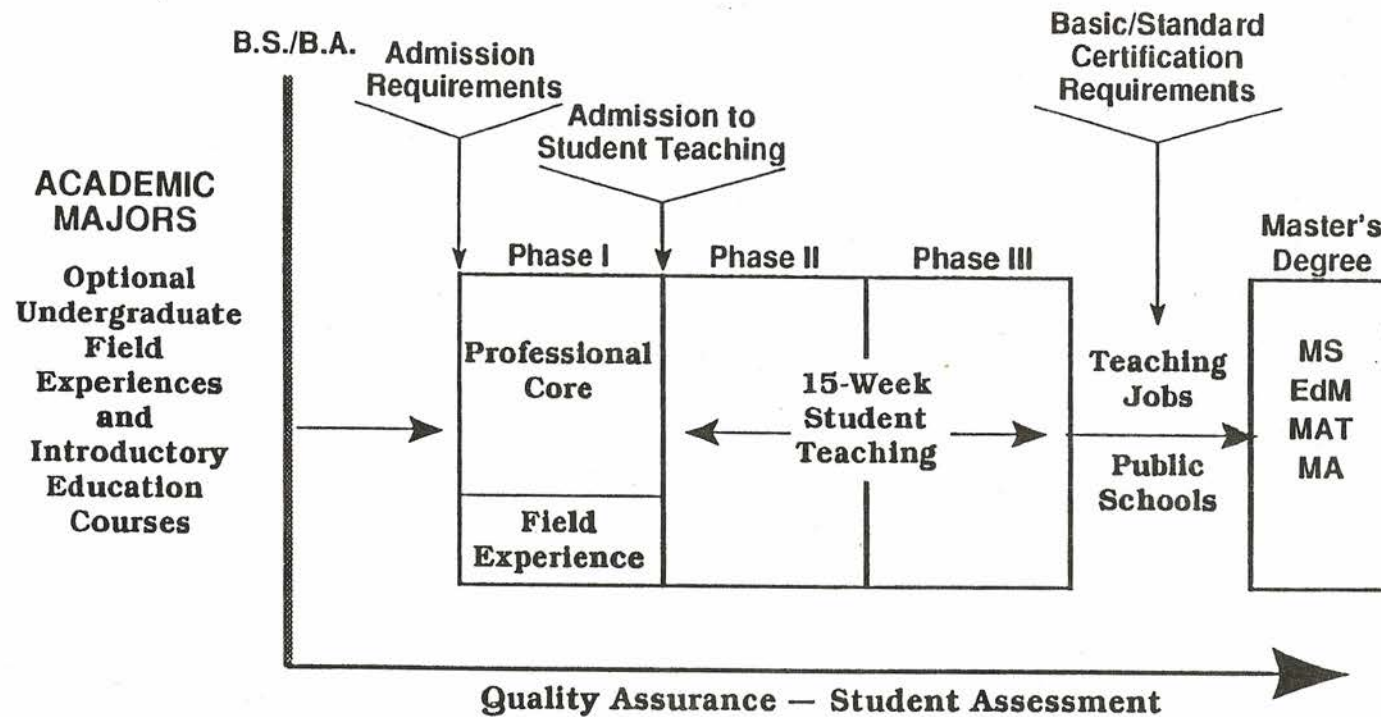
ONGOING QUALITY ASSURANCE ASSESSMENT

As students progress through the Fifth-Year Program, they will be carefully assessed. This assessment will include specific admission standards, assessment standards for admission to student teaching, and a final assessment before being recommended for teacher certification. All courses and field experiences will include carefully stated learning objectives and performance standards. Students will be assessed for knowledge, skills, and their ability to "foster effective learning with all types of children and youth."

(For a design of the Fifth-Year Program, see the Chart on the next page.)



PROFESSIONAL TEACHER EDUCATION PROGRAM



TRANSITION TO THE NEW FIFTH-YEAR PROGRAM

The new Fifth-Year Teacher Education Program will be initiated in the Summer Semester, 1990. Any students who can complete the requirements for undergraduate teacher certification by the end of Spring Semester, 1991, may pursue the degree requirements for these programs. After that time the Fifth-Year Program will be required. All freshmen entering Oregon State University or Western Oregon State College beginning with Fall Term 1988, who wish to pursue a teaching career, will be subject to the requirement of the Fifth-Year Teacher Education Program.

- Existing Undergraduate Programs Must Be Completed–Spring 1991
- New Freshmen Begin Requirements for Academic Majors– Fall 1988
- Fifth-Year Initiated– Summer 1990

STUDENT ADVISING

Student advising for Teacher Education Programs will be more complicated under the Fifth-Year Program. The OSU-WOSC School of Education will no longer have primary responsibility for advising undergraduates who plan a career in teaching. The head advisors in the OSU-WOSC School of Education will be responsible for: a) developing catalogue copy describing the new program, b) developing information describing the new program, c) developing and disseminating a recruitment program designed to inform high school and community college counselors, parents, and students, and d) working closely with other academic units and the Admission's Offices at Oregon State University and Western Oregon State College to ensure that faculty members on both campuses are accurately and adequately informed regarding the requirements of the Fifth-Year Program.

Academic advising in the School of Liberal Arts and Sciences (WOSC), and the Colleges of Liberal Arts, Science, Home Economics, Health & Physical Education, Business, and Agriculture will need to develop— in cooperation with the OSU-WOSC School of Education— advising information for undergraduates in their academic area who plan to pursue a teaching career. Academic advisors outside of the OSU-WOSC School of Education should be careful to identify any of their undergraduate academic majors who are interested in teaching and ensure that they have accurate information regarding prerequisites for teacher education programs in the OSU-WOSC School of Education. Academic units should also recognize their responsibilities and opportunities to recruit students for their school or college who are interested in teacher education.

UNDERGRADUATE MAJORS FOR STUDENTS INTERESTED IN TEACHER EDUCATION

Students interested in gaining admission to the OSU-WOSC School of Education Fifth-Year Teacher Education Program will be required to have a BS or BA degree with a major in an academic area. Both OSU and WOSC will utilize existing undergraduate majors. And, with the exception of majors in Art Education, Music Education, and Physical Education (WOSC) which may be revised, there will be no new undergraduate major developed. (The one exception may be an undergraduate disabilities studies major.) *The goal will be to have students interested in teaching complete rigorous majors in academic disciplines, rather than in programs designed for teachers.*

Students will pursue undergraduate degrees in individual academic disciplines in the Arts, Sciences, or in professional areas that relate to school subjects (History, Math, Health, etc.), in area majors that relate to school subjects (Biological Sciences, Social Sciences, etc.), or appropriate Interdisciplinary programs (Liberal Studies, General Science) that relate to school subjects. *Provisions will also be made so that students with any undergraduate major have access to the Fifth-Year Program.*

Regardless of the undergraduate majors, Teacher Education Programs may establish *academic* prerequisites for admission to the Fifth-Year Program. As stated earlier, there will be no undergraduate Education course prerequisites.

Students interested in teaching should consider majors, minors, and electives that provide them an opportunity to pursue certification programs in more than one area.

QUALITY ASSURANCE AND ASSESSMENT

The Quality Assurance Student Assessment will involve a carefully developed system for reviewing student knowledge, abilities, skills, and performance—in order to gain entrance into the program and to satisfactorily advance through the program.

FIFTH-YEAR ADMISSION REQUIREMENTS

BA/BS Degree

Students will be required to have a BA or BS prior to admission to the Fifth-Year Program.

GPA

Students must meet GPA requirements for Graduate Study at OSU and WOSC. At OSU this is 3.00 GPA for the last 60

hours of graded, undergraduate coursework. At WOSC, this is a 2.75 GPA for the entire undergraduate program.

CBEST

Students must have passing scores on all three sections of the California Basic Education Skills Test.

NTE Content Exam

Students must have passing scores on National Teacher Examination Speciality Area Test (Content Exams) or other TSPC approved test of subject matter knowledge for each area for which they plan to seek teaching certification. In Special Education, the NTE Content Examination will be given at the end of the Fifth-Year Program. A Department exam will be developed and used for admission in Special Education.

Competency to Work With Children

Students must provide favorable recommendations from "immediate supervisors employed by educational social agencies attesting to ... competency to work with school age children or youth in a volunteer or paid work [experience]."

Good Moral Character

Students must be able to answer affirmatively to TSPC "good moral character" questions.

Personal Interview

Students must complete a personal interview with program advisors.

ADMISSION TO STUDENT TEACHING

Before a student is admitted to the final segment of the 15-week, full-time student teaching, work in the OSU-WOSC School of Education will be carefully reviewed and evaluated. Only those students who have demonstrated satisfactory levels of performance will be permitted to student teach. Students will be assessed regarding their:

Knowledge of Foundational Core Areas

The School of Education will develop examinations designed to assess student knowledge in Core Curriculum Areas.

The Student Portfolio

Students will develop personal portfolios that include samples of their work. These portfolios will include video tapes, instructional materials, and faculty/public school evaluations. Portfolios will be reviewed to determine skill and performance levels during instructional planning and development, micro-teaching, and early field experiences.

PREREQUISITES FOR CERTIFICATION

Before any student is recommended to TSPC for Certification, they must meet a final assessment of performance levels:

NTE Professional Core

Students must report passing scores on the NTE Professional Core battery.

Student Portfolio

During the final semester, portfolios will be expanded to include samples of work developed during Student Teaching. Student work samples will be reviewed to determine if quality standards have been met.

Demonstrated Ability to Foster Student Learning

The final aspect of the Fifth-Year Teacher Education Program will be for students to demonstrate their ability to effectively foster student learning during their student teaching experience. Students will be held responsible for carefully identifying their instructional objectives, and following instruction, to be able to evaluate student learning. Students must demonstrate their ability to foster learning in all types of students.

QUALITY ASSURANCE ASSESSMENT PROFILE

The OSU-WOSC School of Education will complete a Quality Assurance Assessment Profile for each graduate of the Fifth-Year program. This assessment will include standardized test scores: CBEST, NTE Content Exam(s), NTE Professional Core, assessment of instructional program goals, performance assessment of field experiences, including the Student Teaching Evaluation, which includes assessment of the ability to effectively foster student learning.

RESEARCH-BASED PROFESSIONAL CORE

Approximately one-quarter of the Fifth-Year Program will consist of a twelve semester hour Professional Core Curriculum that serves all teacher education programs. This Core will consist of the research-based "body of knowledge" that represents the foundational knowledge for the field of education.

FIELD EXPERIENCES

Approximately one-third of the Fifth-Year will focus on supervised experience in public schools. The field experiences will be scheduled throughout the year and culminate in a full-time, seven-week student teaching experience during the final semester of the Fifth-Year.

Year-long Sequence of Experiences/Rotating Between Schools/Colleges

During the year, students will rotate between field experiences in public schools and on-campus courses totaling eight weeks of preliminary student teaching. These preliminary field experiences will be planned to provide students with experiences in a variety of different school settings and a variety of student types.

Student Teaching

The Fifth-Year will culminate in a seven week, full-time student teaching experience that will be a minimum of six weeks long.

Placement/Supervision

Collaboration between the college/university and public schools is essential in identifying criteria and making effective use of field supervision. The goal will be to identify and select exemplary public school teachers and college and university faculty to supervise student teachers. All college and university supervisors will be required to complete training that focuses on the program's goals and evaluative processes. It is hoped that carefully selected schools can be identified as "field training sites;" much like "teaching hospitals" where doctors and nurses are trained.

Emphasis on Performance

As described earlier, the School of Education will base the final assessment of students on their ability to "foster student learning."

FIFTH-YEAR AND GRADUATE STUDY

MAINTAINING EXISTING MASTER'S DEGREES

In developing policy regarding Master's Degrees at OSU and WOSC, there are a number of issues that must be considered.

1. Since approximately 1/2 of all new teachers hired in the State of Oregon are from out-of-state, opportunities other than the Fifth-Year must be available for relating their previous academic work to Master's Degree Programs.
 2. Large numbers of part-time graduate students are pursuing Master's degree program contracts. Provisions must be made to honor these contracts over the next few years.
 3. Large numbers of graduate students are pursuing Master's degree programs in areas other than elementary and secondary education. Students in business and industry, community college and university teaching, foreign students, and students who need research skills for advanced graduate work must have appropriate Master's degree programs available.
 4. Students in the secondary level need to complete graduate work in their academic teaching areas. The Fifth-Year does not allow for essential aspects in the preparation of secondary teachers.
-

5. Provisions must be made for students who have completed fifth-year programs at other institutions and who are interested in graduate programs at OSU-WOSC.

For these reasons, the OSU-WOSC School of Education is recommending the continuation of existing Masters's degree programs that have been approved at Oregon State University and Western Oregon State College. These degrees include:

Master of Education
Master of Science in Education
Master of Arts in Teaching
Master of Arts and Master of Science
in academic areas

MASTER'S DEGREES FOR FIFTH-YEAR STUDENTS

The entire Fifth-Year Teacher Education Program has been planned at the graduate level. All aspects of the Fifth-Year Program have been developed as rigorous, graduate-level experiences. Even student teaching has been reconceptualized as a graduate practicum.

Following the Fifth-Year Program, students may elect to pursue any of the existing Master's degree programs. Completion of any of these programs will require more than the "eight semester hours" TSPC maximum. *With the exception of some areas of Special Education, Counseling, and Master's degree programs in non-certification areas, students will be able to complete one of the Master's degree programs in the School of Education in 12-15 hours beyond the Fifth-Year Program.*

NO APPLIED MASTER'S DEGREE

The OSU-WOSC School of Education is strongly opposed to developing a new applied Master's degree to be awarded at the completion of the Fifth-Year plus eight semester hours. However, should the OSSHE establish a Master's degree for Fifth-Year Certification students, the School of Education insists that the applied degree program be a newly created offering rather than diminishing the requirements of existing degrees.

DOCTORAL STUDY IN EDUCATION FOR TEACHERS

The School of Education has advanced degree programs leading to both the Ed.D. and Ph.D. The School of Education will utilize the Ed.D. to develop an applied doctoral program for practicing master teachers. This program will be developed to encourage able teachers with Master's degrees to continue their academic development and will involve extensive, supervised program components that can be completed in their school settings.

FOLLOW-UP SUPPORT

Graduates of the Fifth-Year Program will be provided with a number of follow-up support services:

BEGINNING TEACHER WARRANTY

First-year teachers and their principals will be covered by the Beginning Teacher Warranty Program. The Warranty covers first-year teachers who have been evaluated by their principals as being less than successful. Warranty services include:

- On-site consultation and assistance
- Assistance in curriculum development
- Special workshops/conferences
- Substitute teacher costs to replace the beginning teacher for short periods of time.

And, in situations where teachers are unable to adequately improve their performance by the end of the school year, the OSU-WOSC School of Education will provide the teacher with a free tuition remission for one Summer of graduate work.

BEGINNING TEACHER CLINIC

The OSU-WOSC School of Education will continue the Beginning Teacher Clinic, which provides for intensive instruction in "problem areas most frequently reported" by new teachers. The Clinic also provides the new teacher with an opportunity to meet with and consult with their former professors.

CONTINUING PROFESSIONAL DEVELOPMENT

The OSU-WOSC School of Education will offer a variety of opportunities for teachers to continue their professional development beyond the Fifth-Year. These include reading and conference courses, supervised practicum, graduate courses leading to the Master's and Doctoral degrees, and courses offered throughout the state via Continuing Education.

FOLLOW-UP EVALUATION

New policies in the OSU-WOSC School of Education have established a comprehensive follow-up evaluation of Fifth-Year Program graduates. This follow-up evaluation will be essential in the continuing review and improvement of the new Fifth-Year Program.

PART III

TEACHER EDUCATION PROGRAM DESCRIPTIONS

RESEARCH-BASED PROFESSIONAL CORE CURRICULUM

INTRODUCTION

All three teacher education programs will include a Professional Core Curriculum consisting of the research-based “body of knowledge” that is foundational to the field of education. This Core Curriculum will consist of twelve hours of coursework and be scheduled into the first semester of the Fifth-Year Program.

The Core will include the following components:

- Human Development and Learning
- Applied Research for Effective Schools and Effective Teaching
- School and Society: Trends and Issues in Education
- Information Technology
- Social, Cultural, Linguistic, and Individual Factors in Student's Success

The Core courses will serve all teacher education programs and become “Model courses,” designed to demonstrate effective, multi-media instructional techniques. Some of these courses will be planned for large group settings.

The Core Curriculum will guide each student to develop and analyze a statement of his/her philosophy of education. Each of the Core courses will include outcome goals. Students will be carefully assessed regarding the accomplishment of these goals.

PROFESSIONAL CORE INSTRUCTIONAL GOALS

Upon completion of the Professional Core, teacher candidates should:

- understand the unique political, social, economic, and legal role of schooling in American democracy and its significance and contribution to other institutions and sectors of American society;
- comprehend the major premises and developments associated with significant historical and contemporary schools of pedagogical thought as a means of examining and shaping their own professional values and better understanding the educational consequences;
- be able to use historical and comparative knowledge to assess current trends and anticipate educational consequences;
- understand the governance structure and financing of American schools and the functions of subdivisions of the systems;

- know about the variety of conditions that affect the classroom performance of students over which the teacher has limited control (e.g., socioeconomic status, linguistic status, cultural orientation, class size, exceptionality of classes);
- understand the cycles of lifelong human growth and development and the major theories of cognitive, affective, and psychomotor development and how these affect learning;
- understand typical and atypical behavior and learning patterns of children and adolescents within specified cultural contexts;
- know how the roles of profession, craft, science, art, and the like relate to the role of the teacher;
- be familiar with the governance and organization of the teaching profession as differentiated from the governance of schools;
- know the rights, responsibilities, ethics, and standards of practice for the teaching profession;
- be able to use sources of professional educational literature and systems of information retrieval;
- have a working knowledge of statistics and research methods sufficient to understand and apply them to the improvement of professional practice.

PROFESSIONAL CORE COURSE DESCRIPTIONS

HUMAN DEVELOPMENT AND LEARNING

3 HOURS

This course is designed as an opportunity to begin the transition from student to teacher. The course is organized around four questions: What is the role of the student? How do humans learn? What does it mean to teach? What do teachers need to know?

RESEARCH: REFLECTIVE PRACTICUM TO DEVELOP PROFESSIONAL SKILLS

2 HOURS

The complexity of teaching demands that teachers develop the skills to frame problems, experiment on-the-spot, and detect consequences and implications – what Schon calls reflection-in-action. In this course, students will examine both artistic and scientific methods for reflecting on teaching. Students will explore topics such as, posing questions that critically examine one's teaching, identifying and collecting data that address critical questions, and drawing appropriate conclusions based on data. The course will have a field component during which students will develop reflection in action skills.

SCHOOL AND SOCIETY: TRENDS AND ISSUES IN EDUCATION

2 HOURS

The purpose of this course is to explore the relationship between schools and society in America by studying the social, political, legal, historical, economic, and philosophical environments which shape this complex relationship. We enter this course with varied impressions on what the schooling process entails, and familiarity with the roles of teacher

and student. Through readings and discussions, we will attempt to construct a larger perspective of the relationship between these schools we are so familiar with and the society which they serve. These larger societal contexts exert important though often underestimated or overlooked influences on the nature of teachers' work and the extent to which academic learning is able and likely to occur within our schools. As the complexity and interdependence of these issues become evident, so too will the fact that these issues are not conducive to simple explanations or easily prescribed solutions. Such is the nature of teaching and learning in American schools.

INFORMATION TECHNOLOGY

2 HOURS

This course provides students with the ability to select, evaluate, and use instructional materials and equipment. It explores the relationship between verbal and visual communication and instruction. Students form a conceptual framework for integrating instructional technology and evaluate its potential for improving learning at all grade levels. The impact of emerging technologies on educational practice is also examined.

SOCIAL, CULTURAL, LINGUISTIC, AND INDIVIDUAL FACTORS IN STUDENTS' SUCCESS

3 HOURS

This course is designed to create a broad-based awareness and understanding of how such factors as socioeconomic status, minority/ethnic group identification, language background, learning modalities, and the individual student's learning strengths and weaknesses relate to academic and affective development. This background knowledge will be translated into flexible teaching and learning strategies that are socio-culturally and individually sensitive.

ELEMENTARY EDUCATION

INTRODUCTION

The Department of Elementary Education has developed a new Fifth-Year Teacher Education Program in the teaching of elementary students, grades K-9. The program is based on current research in effective teaching, input from the public sector through meetings held at Willamette University, and the Department of Elementary Education Advisory Committee. We feel the program represents an innovative organization and approach to teacher education and will provide the State of Oregon with *the finest trained elementary teachers possible given the time constraints the Fifth-Year Program places upon their preparation in the complicated "art" of teaching.*

The Fifth-Year Elementary Education Program is a merged program serving students on both campuses. All program standards, requirements and courses will be the same on both campuses.

Program Theme

The theme of the Fifth-Year Elementary Education Program will be "The Teacher as Decision Maker: Teaching/Learning – A Cooperative Venture."

PROGRAM STRUCTURE

The program will involve very few traditional courses. The program will include:

A Four-Part Student Teaching Program

- Student Teaching I – 2 weeks in a public school
- Student Teaching II – 4 weeks in a public school
- Student Teaching III – 1-2 week "January Experience"
- Student Teaching IV – 7 week culminating experience

Decision Labs I, II and III

Includes models of teaching, assessment strategies, etc. Emphasis on video and varied types of micro-teaching.

Applied Human Learning I, II, and III/Lab

Includes "clusters" of content related curriculum materials and their application to learners and the learning environment.

"Cohorts"

Designed to provide the personalization component of the program. Application of other course content and opportunity for students to specialize will be provided. Students will be assigned based on special interests and/or learning style.

PART III – TEACHER EDUCATION PROGRAM DESCRIPTIONS

Two Semester-Long Courses

The program will include only two courses in a traditional, semester-long format: Reading, Writing, and Children's Literature/Lab, and Elementary Curriculum.

RECOMMENDED UNDERGRADUATE MAJORS FOR ELEMENTARY TEACHERS

Students planning to pursue a career in elementary school teaching may specialize in any undergraduate academic major as long as they can pass the NTE Content Examination in Elementary Education. However, the Department of Elementary Education recommends that students choose an undergraduate major that relates to either human growth and development or the content areas of the elementary school. At OSU, preferred majors include:

- Liberal Studies
- General Science
- Human Development
- Family Studies
- Health and Physical Education
- or a single discipline that relates to the elementary school curriculum

At WOSC, preferred majors include:

- The Humanities or English
- The Natural Sciences
- The Social Sciences
- The Arts

Regardless of undergraduate majors, students are encouraged to take upper division coursework in each basic education area of the elementary school curriculum:

- Language Arts
- Mathematics
- Science
- Social Studies

FIFTH-YEAR ADMISSION REQUIREMENTS FOR ELEMENTARY EDUCATION

- Completion of BA/BS Degree with academic major
- Minimum G.P.A. of 2.75-3.00
- Pass CBEST
- Pass NTE Elementary Content Examination
- Personal interview

PLUS other TSPC requirements regarding experience with children or youth and "good moral character."

TEACHER EDUCATION PROGRAM DESCRIPTIONS – PART III

ELEMENTARY EDUCATION PROGRAM DESCRIPTION

SEMESTER I		18 hrs.
Professional Core		12 hrs.
Human Development and Learning		
Applied Research for Effective Schools and Effective Teaching		
School and Society: Trends and Times		
Teaching the Special Needs Student		
Instructional Technology		
Elementary Program		6 hrs.
Creative Arts in the Elementary School		
Education for a Healthy Lifestyle		
 Semester II		 18 hrs.
Applied Human		
Learning I & II plus Lab		3+1=4
Decision Making Lab I & II		3
Reading, Writing and Children's Literature		3+1=4
Cohort Groups		2
Student Teaching I – 2 weeks		2
Student Teaching II – 4 weeks		3
 Semester III		 18 hrs.
Applied Human Learning III plus Lab		3+1=4
Decision Making Lab III		3
Elementary Curriculum and Laboratory		3+1=4
Cohort Groups		2
Student Teaching III – 1-2 weeks		1
Student Teaching IV – 7 weeks		5
 Fifth-Year Program TOTAL		 54 HRS.

ADDITIONAL INFORMATION

Organization for Teaching Assignments:

Faculty will be assigned into teams for integrated planning and teaching:

- could be **three person teams** (1 for Reading, 1 for Decision Making Labs, 1 for Applied Human Learning Lab)
- could be **four person teams** with assignments varied

Each member of a teaching team would be assigned a "Cohort" of students.

Some of the Decisions yet to be made:

How to work more closely with public schools throughout the entire program.

How to maximize the number and variety of student teaching

PART III – TEACHER EDUCATION PROGRAM DESCRIPTIONS

settings.

How to match student teacher placements in order to maximize the experiences.

Ways to "screen" classroom settings to provide Master Teacher placements in student teaching.

Identification of "preferred" majors and minors in undergraduate BS/BA programs.

How to work with Special Education to provide maximum preparation for regular classroom teachers.

Admission Points

Because of the different faculty size on the two campuses, OSU will have a single students admission point each year; WOSC will have two admission points.

COURSE DESCRIPTIONS

DECISION LAB I: PLANNING FOR INSTRUCTION

3 HOURS

Students will be able to make decisions related to the establishing of objectives and goals determining pupil achievement level, adapting plans for exceptional learners, selecting and organizing instructional materials, designing instructional activities, and estimating time requirements for instructional activities.

The Decision Lab will include micro teaching, case studies, video reviews, and films.

DECISION LAB II: ESTABLISHING CLASSROOM CLIMATE 3 HOURS

Students will be able to make and justify decisions related to establishing and communicating classroom agreements and expectations, providing for equitable treatment of all pupils, responding to student's individual backgrounds and needs, monitoring and encouraging appropriate behavior, interacting and resolving conflicts in a professional manner, using classroom time efficiently and effectively and using materials and support personnel.

The Decision Lab will include microteaching, case studies, video reviews, and films.

DECISION LAB III: EVALUATING PUPIL ACHIEVEMENT AND DESIGNING ACTION RESEARCH

3 HOURS

Students will be able to make decisions related to selecting and using formal and informal assessment procedures; recording and reporting pupil progress, summarizing and using pupil achievement to refine instruction, and analyzing teaching effectiveness through samples of pupils' work.

TEACHER EDUCATION PROGRAM DESCRIPTIONS – PART III

Students will be able to identify and use the basic elements of action research for instructional improvement.

The Decision Lab will include micro-teaching, case studies, video reviews, films, self-evaluation (objective data, journals, video tape, lesson plans, etc.)

"COHORTS"

2 HOURS

Students will be assigned with a professor in order to pursue an identified special interest area such as literacy, outdoor education, special education, math education, etc. Students may spend time on the campus in small group sessions, visit special settings, participate in outdoor school experiences, etc. In addition, class time will allow for personalization and application of other course work to the student's student teaching setting. Professors will follow their Cohort Group into the public schools and provide supervision during student teaching.

STUDENT TEACHING I: OBSERVATION/TUTORING

2 HOURS

A three week period, the first of which is spent on-campus for an introduction to the elementary education program. The next two weeks will be spent in the public schools observing and assuming minimum responsibility for small group work.

STUDENT TEACHING II: SINGLE LESSONS/FULL RESPONSIBILITY, 3-5 DAYS

3 HOURS

A four week period of student teaching during which the student will assume greater responsibility for instruction, culminating in the completion of a 3-5 day full-responsibility teaching experience. Successful completing of the Short Term Full-Responsibility teaching will be required for continuation to Extended Full-Responsibility during Student Teaching IV.

STUDENT TEACHING III: INTRO. TO STUDENT TEACHING SETTING

1 HOUR

A one to two week limited classroom experience at the beginning of the second Professional Semester. Hopefully spent where the student will do Student Teaching IV, this will provide them the opportunity to be introduced to the setting and allow them to better prepare for their Extended Full-Responsibility Teaching.

STUDENT TEACHING IV: FULL RESPONSIBILITY, 2-4 WEEKS

5 HOURS

A seven week extended responsibility teaching experience. Students will be expected to complete 2-3 weeks of full responsibility teaching including the completion of a portfolio showing their ability to bring about learning gains within the school setting.

PART III – TEACHER EDUCATION PROGRAM DESCRIPTIONS

APPLIED HUMAN LEARNING I: SOCIAL STUDIES/LANGUAGE ARTS **4 HOURS**

Within a seminar/laboratory structure this course is designed to integrate the competencies essential for elementary school teaching. The primary focus will be the nature of learning and methods of instruction appropriate for use in elementary classrooms. Areas of emphasis will include content and curriculum (especially in the social science and language arts areas of listening, speaking and mechanics of language), interpersonal communication skills, human relations, social skills, management approaches, and leadership styles.

APPLIED HUMAN LEARNING II: MATH/SCIENCE **4 HOURS**

Within a seminar/laboratory structure this course is designed to integrate the competencies essential for elementary school teaching. The primary focus will be the nature of learning and methods of instruction appropriate for use in elementary classrooms. Areas of emphasis will include math and science content and curriculum. The process approach, the conceptual approach, problem solving, and guided discovery will be mastered as teaching strategies.

APPLIED HUMAN LEARNING III: INTEGRATION/AT-RISK STUDENTS **4 HOURS**

Within a seminar/laboratory structure this course is designed to integrate the competencies essential for elementary school teaching. The primary focus will be the nature of learning and methods of instruction appropriate for use in elementary classrooms. The area of emphasis will be upon integrating and applying concepts and methodologies from higher level thinking approaches and enrichment. Inquiry, creativity, problem solving, and curriculum innovations will be major topics along with techniques that are effective with special populations including at-risk youth.

READING, WRITING AND CHILDREN'S LITERATURE **4 HOURS**

Integrates reading, writing, children's literature and current research. Developmental stages of children are stressed as a focus for instruction in reading and writing. Authors, illustrators and all genres of children's literature will be examined. A variety of approaches to the teaching of reading/writing will be explored. The content of the reading curriculum and general teaching strategies will be presented.

ELEMENTARY SCHOOL CURRICULUM **4 HOURS**

A systematic study of the dynamics of elementary school curriculum including identification of changes due to student needs (e.g. "at-risk"), essential considerations in development of curriculum, variations in curriculum design, evaluation of contemporary curriculum practices, and strategies for curriculum change.

TEACHER EDUCATION PROGRAM DESCRIPTIONS – PART III

SECONDARY EDUCATION

INTRODUCTION

In designing the Fifth-Year Program for the secondary education level, the School of Education has used faculty members from the Departments of Secondary Liberal Arts, Vocational and Technical Education, Science Education, Math Education, and Computer Science Education. Rather than having the several relatively independent programs that currently exist at the undergraduate level, the new Fifth-Year Program in Secondary Education has been planned as a single, merged program serving students on both campuses. All standards, requirements and courses will be the same on both campuses.

PROGRAM STRUCTURE

Fifth-Year Secondary Education Program will consist of:

Professional Core Curriculum	12 hrs.
Research-Based "Body of Knowledge"	
in Education common to all teacher education programs	

Secondary Education Core	14 hrs.
Integrating Reading and Writing in the Content Area	3
Curriculum Beliefs, Practices and Trends	2
Curriculum Development in Endorsement Areas	1
Management and Motivation	5
Micro Teaching in Endorsement Areas	3

Subject-Area Specialty	6 hrs.
Curriculum and Evaluation in Endorsement Areas	
Methods of Teaching in Endorsement Areas	

Student Teaching	18 hrs.
Field Experience I	3
Field Experience II	3
Field Experience III	12

Cohorts
Student and faculty will be organized into cohorts around subject-area specialties.

PART III – TEACHER EDUCATION PROGRAM DESCRIPTIONS

RECOMMENDED UNDERGRADUATE MAJORS FOR SECONDARY TEACHERS

Students planning to pursue a career in secondary school teaching may specialize in any undergraduate academic major as long as they can pass the NTE Content Examination(s) in the content area(s) which they plan to teach. However, students interested in careers in secondary school teaching are urged to pursue undergraduate academic majors and minors that relate to the school subjects they plan to teach. These major(s)/minors could be:

- Single academic disciplines that relate to secondary school subjects (History, Health, Mathematics, Biology, etc.)
- Area or interdisciplinary studies that relate to school subjects (Biological Sciences, Social Sciences, General Science, Liberal Studies, etc.)

FIFTH-YEAR ADMISSION REQUIREMENTS FOR SECONDARY EDUCATION

- Completion of BA/BS Degree with academic major
 - Minimum G.P.A. of 2.75-3.00
 - Pass CBEST
 - Pass NTE Content Examination(s)
 - Personal interview
- PLUS other TSPC requirements regarding experience with children or youth and "good moral character."

SECONDARY EDUCATION PROGRAM DESCRIPTION

SEMESTER I

	18 hrs.
Foundational Core	12
Integrating Reading and Writing in Content Areas	3
Curriculum Beliefs, Practices and Trends	2
Curriculum Development in Endorsement Areas	1

SEMESTER II

	17 hrs.
Field Experience I	3
Management and Motivation	5
Micro Teaching in Endorsement Areas	3
Curriculum and Methods in Endorsement Areas	3
Field Experience II	3

SEMESTER III

	15 hrs.
Curriculum and Methods in Endorsement Areas	3
Field Experience III	12

SECONDARY EDUCATION COURSE DESCRIPTIONS

INTEGRATING READING AND WRITING IN THE CONTENT AREA

3 HOURS

A research-based course for content area specialists which makes the connections between theory and practice in reading, writing, listening and speaking, and thinking at the secondary level. Students will be guided in the assessment and prescription of methods and materials designed to meet the needs of all students. Methods drawn from product-based, process-based paradigms will include strategies for developing vocabulary, comprehension, self-directed learning, thought organization, writing, and higher mental processes.

CURRICULUM BELIEFS, PRACTICES, AND TRENDS

2 HOURS

Curriculum studies designed to enable the teacher to become an effective educational leader/decision maker in a pluralistic society; the dynamic nature of curriculum development.

CURRICULUM DEVELOPMENT IN ENDORSEMENT AREAS

1 HOUR

Application of curriculum beliefs, practices, and trends in endorsement areas.

MANAGEMENT AND MOTIVATION

5 HOURS

Techniques for creating, managing and evaluating effective educational environments; emphasis on classroom management and organization, teaching models, individual differences, conflict resolution, values clarification, roles and responsibilities of teachers and parents in fostering student learning.

MICRO-TEACHING IN ENDORSEMENT AREAS

3 HOURS

Application and analysis of teaching strategies and teacher behaviors in endorsement specific areas; micro-teaching lab.

CURRICULUM AND EVALUATION IN ENDORSEMENT AREAS

3 HOURS

Translating theories and principles of curriculum development into subject-area curriculum models; subject-area considerations in curriculum development, determining goals and objectives, selecting and sequencing educational activities, implications of curriculum models for instruction; components, scope, criteria for selecting instructional material, considerations unique to subject area, organizing curriculum into progressive instructional units; application of classroom instruction evaluation principles to specific subject-area curriculum and instruction designs, to include use of appropriate instruments to collect evaluative data, use of research relating specific to subject areas with consideration for any unique characteristics of instructional settings and objectives.

PART III – TEACHER EDUCATION PROGRAM DESCRIPTIONS

METHODS OF TEACHING IN ENDORSEMENT AREAS**3 HOURS**

Application of knowledge gained from Core and subject-specific curriculum and evaluation courses; in depth, comprehensive call to teach and develop skills, strategies, management techniques, and competencies unique to the subject area.

STUDENT TEACHING**Field Experience I**

(To be developed)

Field Experience II

(To be developed)

Field Experience III

Seven weeks full-time student teaching
(To be developed)

TEACHER EDUCATION PROGRAM DESCRIPTIONS – PART III

SPECIAL EDUCATION

INTRODUCTION

The Special Education Department is a part of the Oregon State University-Western Oregon State College School of Education and is responsible for those programs which prepare personnel in the education of children and youth who have handicaps. Four teacher education programs are included within the department:

- Handicapped Learner (Mildly Handicapped)
- Severely Handicapped Learner
- Hearing Impaired
- Speech Impaired

Each of these teacher education programs has been redesigned to fit the fifth-year model. Each program requires three semesters, including one summer, and each one leads to recommendation for certification in a single endorsement in Special Education under the Oregon Teacher Standards and Practices Commission Standards.

Special educators throughout the state indicate a strong preference for teachers who have both regular and special education background. Unfortunately, the restraints of the Fifth-Year make such dual certification impossible at this time. Each of the new Special Education Fifth-Year Programs will lead to "stand alone" certification. The Department will, however, continue to explore dual endorsement programs with Elementary and/or Secondary Education. The Department will also continue to explore the possibility of an undergraduate major in disabilities studies.

PROGRAM STRUCTURE

Each of the four fifth-year programs includes:

- Professional Education Core Courses
- Special Education Core Courses
- Specialization Courses
- Field Experience

RECOMMENDED UNDERGRADUATE MAJORS FOR SPECIAL EDUCATORS

• BA/BS in Academic Major: Social Sciences preferred.
Recommended (not required) courses
to be included in the undergraduate program:

- Human Development
- Psychology of Learning
- Measurement Theory
- Special Education Electives
- Specialization Courses
- Practicum Electives

PART III – TEACHER EDUCATION PROGRAM DESCRIPTIONS

FIFTH-YEAR ADMISSION REQUIREMENTS IN SPECIAL EDUCATION

- Completion of BA/BS
- GPA 2.75 - 3.00
- Pass CBEST
- Pass Special Education Programs Admission Exam
(Note: The NTE Content Examination in Special Education is not required for program admission since Special Education content will not be taken until the fifth-year program. The NTE Examination will be required for recommendation for certification.)
- Complete program level application process
Application form
Submit 3 completed Applicant Evaluation Forms
Interview
(Note: The Applicant Evaluation Forms will be used to document the TSPC requirement for favorable recommendations from supervisors regarding experience with school-aged children or youth.)

SPECIAL EDUCATION FIFTH-YEAR PROGRAM DESCRIPTIONS

CORE CURRICULUM

HOURS

All programs:

Legal Aspects in Special Education	1
Collaborative Consultation and Team Building	3
Development of Language and Communication	3

Handicapped Learner, Severely Handicapped, and Hearing Impaired Programs:

Education and Habilitation of Individuals Having Disabilities	3
--	---

Handicapped Learner and Hearing Impaired Programs:

Curriculum Based Assessment and Instruction	3
---	---

Speech Impaired and Severely Handicapped Programs:

Medical and Management and Adaptive Techniques with Individuals Having Disabilities	3
--	---

CORE CURRICULUM TOTALS IN SPECIAL EDUCATION

• Handicapped Learner and Hearing Impaired	13
• Speech Impaired	10
• Severely Handicapped Learner	13

TEACHER EDUCATION PROGRAM DESCRIPTIONS – PART III

REQUIREMENTS FOR ADMISSION TO STUDENT TEACHING

- Instructional Work Samples
- Assessment of Knowledge
- Assessment of Skills
- Recommendations from:
 - Practicum College Supervisor
 - Practicum Public School Supervising Teacher

REQUIREMENTS FOR RECOMMENDATION TO BASIC CERTIFICATION:

- Pass NTE Special Education Content Examination
- Pass NTE Professional Education Examination
- Present Portfolio of Work Samples
- Signed Morals Statement
- Recommendations from:
 - Student Teaching Public School
 - School of Education

FIELD EXPERIENCE COMPONENT

Each of the fifth-year programs includes 10 weeks of full-time student teaching, and the equivalent of at least five additional weeks of full-time experience to meet the TSPC standard.

FOUR MASTER'S DEGREE PROGRAMS

Each of the four fifth-year programs also forms part of a Master's of Science Degree in Education. The four Master's Degree Programs are as follows:

Master's of Science in the Educational Specialty:

- Learning Disabilities (Handicapped Learner)
- Multihandicapped (Severely Handicapped Learner)
- Communication Disorders (Currently listed as
Speech Pathology/Audiology)
- Teacher Preparation: Deafness (Hearing Impaired)

SPECIFIC PROGRAM DESCRIPTIONS

Descriptions of each of the four Special Education Fifth-Year Programs follow:

- Handicapped Learner
- Severely Handicapped Learner
- Speech Impaired
- Hearing Impaired

HANDICAPPED LEARNER PROGRAM

PROGRAM OBJECTIVES

SCOPE OF THE PROGRAM

The primary goal of the Handicapped Learner Specialist Preparation Programs to prepare personnel in assessment and programming procedures for a variety of specialist roles, including classroom teacher, resource room teacher, itinerant teacher, and consultant teacher. In Oregon, the program prepares students to teach students with learning disabilities, mild mental retardation, physical disabilities, and emotional disturbance.

The program may be completed as a fifth year of professional education in a Summer and two semesters. The program includes 48 semester hours which may be completed following graduation with a baccalaureate degree.

OBJECTIVES OF THE PROGRAM

1. To prepare teachers of children with Learning Disabilities for public school service at all levels commencing with the primary grades and continuing through the high school grades.
2. To prepare diagnostic-prescriptive clinicians for institutions, agencies, and multi-district units at all levels (K-12).
3. To prepare clinicians, teachers and consultants with:
 - a. an understanding of all types of exceptional children.
 - b. an understanding of the unique personal and social problems in managing the child with learning disabilities.
 - c. an understanding of the theoretical and applied considerations in the education of children with learning problems. These include the development of skills in differential diagnosis and selecting appropriate educational prescriptive techniques for teaching children with learning disabilities.

TEACHER EDUCATION PROGRAM DESCRIPTIONS – PART III

**HANDICAPPED LEARNER
PROGRAM DESCRIPTION**
SEMESTER I

	Hours
Educational Foundations Core	12
Curriculum-Based Assessment	3
Education and Habilitation of Exceptional Individuals	<u>3</u>
	18

SEMESTER II

Assessment and Programming in Reading for Handicapped Learners	3
Practicum (2 hrs. per day plus seminar)	4
Assessment and Programming in Basic Skills for Handicapped Learners	3
Legal Aspects of Special Education	1
Curriculum, Methods, and Materials	3
Managing Students, Data, Programs, and Time	<u>2</u>
	16

SEMESTER III

Student Teaching	8
Seminar: Preparation of Student Portfolio	2
Collaborative Consultation and Team Processes	3
The Development of Language and Communication	<u>3</u>
	16

Total 48-50

**HANDICAPPED LEARNER
COURSE DESCRIPTIONS**
EDUCATIONAL FOUNDATIONS CORE COURSES 12 HOURS

See pages 28-29 for course descriptions.

THE DEVELOPMENT OF LANGUAGE AND COMMUNICATION

3 HOURS

The physiological and psychological aspects of development of language, including both speech and alternative modes of communication; the structure of language, including phonology, morphology, syntax with emphasis on normal development; modern grammar; dialect; cognitive aspects of language and communication.

CURRICULUM-BASED ASSESSMENT AND INSTRUCTION 3 HOURS

The course content consists of the process of curriculum development, scope and sequence of the standard curriculum, the components of curriculum-based assessment and instruction, learning styles, effective strategies for instruction, and alternative curriculum models, such as the functional community-based curriculum.

PART III – TEACHER EDUCATION PROGRAM DESCRIPTIONS

LEGAL ASPECTS IN SPECIAL EDUCATION

This course is designed to present information on the legal aspects of Special Education including applicable laws and their implications for educational programs and related services for individuals have disabilities. Parent issues, ethical issues, and compliance monitoring will also be covered.

EDUCATION AND HABILITATION OF INDIVIDUALS WITH DISABILITIES

3 HOURS

Aspects of disabilities, legal, social, and educational history and current issues in the provision of education, habilitation and related services for individuals who have disabilities and their families.

COLLABORATIVE CONSULTATION AND TEAM PROCESSES

3 HOURS

This course is designed to present information on collaborative consultation and team development as a means of serving individuals with disabilities in the least restrictive environment.

ASSESSMENT AND PROGRAMMING IN READING FOR HANDICAPPED LEARNERS

3 HOURS

To provide instruction in the selection, administration, and scoring of appropriate assessment instruments which evaluate reading word attack and reading comprehension skills in handicapped learners. An examination of eligibility for special education services in the area of reading, data based programming, IEP development, and the implementation of appropriate plans for the mildly handicapped.

PRACTICUM: HANDICAPPED LEARNERS

4 HOURS

Observing and student teaching under the direction of a cooperating teacher; opportunity for assuming direct responsibility for the learning activities of handicapped children or youth; developing skill in the techniques of teaching and classroom management; participation in the life of the school. Practicum will include specific tasks and assignments by the college supervisor in conjunction with the cooperating teacher and/or clinician. Prerequisites vary according to the area of study.

ASSESSMENT AND PROGRAMMING IN BASIC SKILLS FOR HANDICAPPED LEARNERS

3 HOURS

To provide instruction in the selection, administration, and scoring of appropriate assessment instruments which evaluate mathematics calculation, mathematics problem solving, written language, handwriting, spelling, vocational, motor, life/functional, and social skills, and their underlying basic psychological processes. An examination of eligibility for special education services in basic skills areas, data based

programming, IEP development, and the implementation of appropriate plans for teaching basic skills to the mildly handicapped.

**CURRICULUM, METHODS, AND MATERIALS
FOR HANDICAPPED LEARNERS**

3 HOURS

Introduction to curriculum, teaching methods, and instructional materials used in the regular classroom and in various special education settings K-12. The focus will be on the instructional process, the application of learning theory in the development of lesson plans, instructional adaptations to meet the needs of handicapped learners, and the measurement of pupil outcomes. Included will be budget considerations, and the criteria for the selection of methods and materials.

MANAGING STUDENT BEHAVIOR, DATA, AND PROGRAMS

3 HOURS

This course examines models of behavior management for handicapped learners in the classroom. Large and small group techniques will be studied as well as individual management techniques. Techniques for including parents, classroom teachers, and special education personnel in the plan for the student will be presented. In addition, data keeping systems and program management strategies will be a major focus of the course.

STUDENT TEACHING: HANDICAPPED LEARNERS

8 HOURS

Observing and student teaching under the direction of a cooperating teacher; opportunity for assuming direct responsibility for the learning activities of handicapped children or youth; developing skill in the techniques of teaching and classroom management; participation in the life of the school. Full-time student teaching will include specific tasks and assignments by the college supervisor in conjunction with the cooperating teacher and/or clinician. Prerequisites vary according to the area of study.

SEMINAR: PREPARATION OF STUDENT PORTFOLIO

2 HOURS

To provide an opportunity for students to develop their portfolio under the guidance of the faculty through discussion, hands on experiences, group participation, and demonstration.

SEVERELY HANDICAPPED LEARNER PROGRAM

PROGRAM OBJECTIVES

SCOPE OF THE PROGRAM

The primary objective of the Severely Handicapped Learner (SHL) Program is to prepare teachers of students who are moderately, severely, or profoundly retarded, multihandicapped, seriously emotionally disturbed or have other developmental disabilities including autism, deaf-blind, and severe motor and health impairments. The endorsement qualifies the teacher to serve severely handicapped students from birth to age 21 in public schools, private schools, residential centers, and home-based programs in Oregon.

The SHL program is heavily field based, with more than one-third of the required credits devoted to supervised practica and student teaching. Practicum opportunities include parent/infant programs, public schools, residential centers, and adult programs. Full-time student teaching must be completed in public school at the elementary, middle/junior, or senior high level.

The program may be completed as a fifth year of professional education in a Summer and two semesters. The program includes 48 semester hours which may be completed following graduation with a baccalaureate degree.

OBJECTIVES OF THE PROGRAM

1. To prepare teachers of children with severe disabilities for public school service at all levels commencing with the primary grades and continuing through the high school grades.
2. To prepare teachers for institutions, agencies, and multi-district units at all levels (K-12).
3. To prepare teachers with:
 - a. an understanding of all types of children who have severe disabilities (moderate to profound mental retardation, autism, severe sensory handicaps, severe motor impairments, severe health impairments, and emotional disturbances);
 - b. an understanding of the unique personal and social problems in managing a student with severe disabilities; and
 - c. an understanding of the theories and applied technologies in the education of students with severe disabilities. These include the development of skills in assessment, prescriptive programming, classroom management, and a wide variety of highly specialized intervention techniques, and decision-making models.

TEACHER EDUCATION PROGRAM DESCRIPTIONS – PART III

FIELD EXPERIENCE

Special Education 5 – Practicum, 4 credit hours, in Semester II, will provide the equivalent of five-weeks student teaching experience. This, in addition to 10 weeks of student teaching in Semester III, fulfills the requirement for 15 weeks of student teaching experience.

SEVERELY HANDICAPPED LEARNER PROGRAM DESCRIPTION

Semester I	Hours
Educational Foundations Core	10-12
Development of Language and Communication	3
Education and Habilitation of Individuals With Disabilities	3
Practicum	<u>1</u>
	17-19
Semester II	
Assessment, Curriculum, and Instructional Design for Students with Severe Handicaps	6
Practicum: SHL	4
Medical Management and Specialized Techniques for Individuals Having Disabilities	3
Collaborative Consultation and Team Processes	<u>3</u>
	16
Semester III	
Student Teaching: SHL	8
Managing Communication Systems for Individuals With Severe Disabilities	3
Classroom Organization and Management	3
Legal Aspects in Special Education	<u>1</u>
	15
Total	48-50

SEVERELY HANDICAPPED LEARNER COURSE DESCRIPTIONS

EDUCATIONAL FOUNDATIONS CORE COURSES 12 HOURS

See pages 28-29 for course descriptions.

THE DEVELOPMENT OF LANGUAGE AND COMMUNICATION

3 HOURS

The physiological and psychological aspects of development of language, including both speech and alternative modes of communication; the structure of language, including phonology, morphology, syntax with emphasis on normal development; modern grammar; dialect; cognitive aspects of language and communication.

PART III – TEACHER EDUCATION PROGRAM DESCRIPTIONS

CURRICULUM-BASED ASSESSMENT AND INSTRUCTION 3 HOURS

The course content consists of the process of curriculum development, scope and sequence of the standard curriculum, the components of curriculum-based assessment and instruction, learning styles, effective strategies for instruction, and alternative curriculum models, such as the functional community-based curriculum.

LEGAL ASPECTS IN SPECIAL EDUCATION 1 HOUR

This course is designed to present information on the legal aspects of Special Education including applicable laws and their implications for educational programs and related services for individuals have disabilities. Parent issues, ethical issues, and compliance monitoring will also be covered.

EDUCATION AND HABILITATION OF INDIVIDUALS WITH DISABILITIES 3 HOURS

Aspects of disabilities, legal, social, and educational history and current issues in the provision of education, habilitation and related services for individuals who have disabilities and their families.

COLLABORATIVE CONSULTATION AND TEAM PROCESSES 3 HOURS

This course is designed to present information on collaborative consultation and team development as a means of serving individuals with disabilities in the least restrictive environment.

MEDICAL MANAGEMENT AND SPECIALIZED TECHNIQUES FOR INDIVIDUALS HAVING DISABILITIES 3 HOURS

An examination of the medical aspects of major disabilities and the educational implications in the special education/rehabilitation setting. The course will also include specialized equipment, handling skills, specialized assessment, curriculum, and instructional technologies for students having disabilities.

ASSESSMENT, CURRICULUM, AND INSTRUCTIONAL DESIGN FOR STUDENTS WITH SEVERE HANDICAP 6 HOURS

Assessment issues, strategies, and instruments for evaluating skills and instructional needs of students with severe handicaps; curriculum, programming strategies, and instructional methods; data management systems, and measurement of student outcomes.

PRACTICUM: CURRICULUM AND PROGRAMMING 4 HOURS

Classroom experience with emphasis on curriculum-based assessment, design of instructional programs, implementation of individual and group programs, data collection, and data analysis.

TEACHER EDUCATION PROGRAM DESCRIPTIONS – PART III

STUDENT TEACHING: SEVERELY HANDICAPPED LEARNER**8 HOURS**

Full-time teaching experience under the direction of a cooperating teacher.

MANAGING COMMUNICATION SYSTEMS FOR INDIVIDUALS WITH SEVERE DISABILITIES**3 HOURS**

Communication systems for use with individuals with severe disabilities will be presented. Both oral and non-oral techniques including prelinguistic communication will be explored. Alternative/augmentative communication systems focusing on design and development will be included. Technical skills necessary for assessment, program design, intervention strategies, and data systems will be taught.

CLASSROOM ORGANIZATION AND MANAGEMENT**3 HOUR**

Organization and management of classrooms for students with severe disabilities.

SPEECH IMPAIRED PROGRAM

PROGRAM OBJECTIVES

PROGRAM INTENT

The primary goal of the Speech Impaired Program is to prepare speech-language pathologists to provide diagnostic and intervention services to children with speech, language, and hearing disorders. Professional coursework and practica in speech-language pathology and audiology are built on a foundation of theoretical and practical knowledge from education, special education, language acquisition, and speech and hearing science.

OBJECTIVES OF THE PROGRAM

The objectives of the fifth-year program in Speech Impaired are to prepare speech-language pathologists in the:

1. Application of theoretical models of language learning to diagnosis and intervention;
2. Use of differential diagnostic procedures appropriate for children of all ages and handicapping conditions;
3. Design and implementation of developmentally appropriate intervention programs that are data based;
4. Application of various service delivery models to meet the unique needs of children with communication disorders and their environments; and
5. The use of strategies that facilitate communication between teachers, administrators, and parents.

UNIQUE ASPECTS OF THE PROGRAM

ADMISSION

Besides the general admission requirements for the School of Education, there is specific knowledge that a student entering the Fifth-Year Program in Speech Impaired must possess in order to be successful.

The following areas are encompassed in that knowledge base: a) the nature of different types of communication disorders and the scope of practice of the speech-language pathologist and audiologist; b) anatomical, physiological and acoustical aspects of speech, language, and hearing; and, c) transcription of normal and disordered verbal language using symbols

from the International Phonetic Alphabet. All of these will be assessed with a special test designed to measure competence in each of the areas prior to admission.

RESTRICTION OF SCOPE OF PRACTICE

Upon completion of the Fifth-Year Program in Speech Impaired, the student will be eligible for certification in the area of Speech Impaired by the Oregon Teacher Standards and Practices Commission. Because the standards for practice as a speech-language pathologist outside of the Oregon public schools are more stringent, the graduate of the Fifth-Year Program in Speech Impaired will be restricted to a school setting.

In order for a speech-language pathologist to practice in a hospital or clinic, national certification in Speech-Language Pathology by the American Speech-Language-Hearing Association and a license in Speech Pathology by the Oregon Board of Examiners in Speech Pathology and Audiology must be attained. In order to qualify for these, a student must complete three more semesters of course work and practica in speech-language pathology and audiology after the Fifth-Year Program.

The Fifth-Year in speech impaired is designed as a full-time three semester program that must be taken in sequence, beginning with the summer semester.

FIELD EXPERIENCE

The student's first practicum experience will be in the Western Oregon State College Speech and Hearing Center. Supervision will be provided by the faculty of the Speech Impaired Program.

Student teaching will be full-time for fifteen weeks. The first five weeks will be an in-depth clinical practicum in the public schools with a limited number of children with articulation, language, fluency or voice disorders. For the remaining ten weeks, the student will be assigned full-time to a speech-language pathologist in a public school setting. During this time, the student will be responsible for all aspects of the cooperating clinician's program. Supervision will be cooperative between the school district and the faculty of the Speech Impaired Program.

In order to maintain ongoing contact with students in student teaching, a weekly seminar will be held on campus. The content of the seminar will include presentations by students and the responsible faculty member on diagnostic and intervention procedures, coping strategies, and portfolio preparation to meet certification requirements by the Oregon Teacher Standards and Practices Commission.

PART III – TEACHER EDUCATION PROGRAM DESCRIPTIONS

SPEECH IMPAIRED PROGRAM DESCRIPTION

Semester I	Hours
Communication and Language Development	3
Educational Foundations Core	12
Legal Aspects in Special Education	<u>1</u>
	14-16
Semester II	
Audiological Assessment	3
Fluency Disorders	2
Voice and Phonological Disorders	2
Language Disorders in Children	2
Clinical Intervention: Speech-Language	2
Speech-Language Pathology Practicum	1
Collaborative Consultation	<u>3</u>
	15
Semester III	
Medical Aspects	3
Student Teaching: Speech Impaired	12
Student Teaching: Seminar	<u>1</u>
	16
Total	45-47

SPEECH IMPAIRED COURSE DESCRIPTIONS

EDUCATIONAL FOUNDATIONS CORE COURSES 12 HOURS

See pages 28-29 for course descriptions.

THE DEVELOPMENT OF LANGUAGE AND COMMUNICATION 3 HOURS

The physiological and psychological aspects of development of language, including both speech and alternative modes of communication; the structure of language, including phonology, morphology, syntax with emphasis on normal development; modern grammar; dialect; cognitive aspects of language and communication.

CURRICULUM-BASED ASSESSMENT AND INSTRUCTION 3 HOURS

The course content consists of the process of curriculum development, scope and sequence of the standard curriculum, the components of curriculum-based assessment and instruction, learning styles, effective strategies for instruction, and

TEACHER EDUCATION PROGRAM DESCRIPTIONS – PART III

alternative curriculum models, such as the functional community-based curriculum.

LEGAL ASPECTS IN SPECIAL EDUCATION

1 HOUR

This course is designed to present information on the legal aspects of Special Education including applicable laws and their implications for educational programs and related services for individuals have disabilities. Parent issues, ethical issues, and compliance monitoring will also be covered.

EDUCATION AND HABILITATION OF INDIVIDUALS WITH DISABILITIES

3 HOURS

Aspects of disabilities, legal, social, and educational history and current issues in the provision of education, habilitation and related services for individuals who have disabilities and their families.

COLLABORATIVE CONSULTATION AND TEAM PROCESSES

3 HOURS

This course is designed to present information on collaborative consultation and team development as a means of serving individuals with disabilities in the least restrictive environment.

MEDICAL MANAGEMENT AND SPECIALIZED TECHNIQUES FOR INDIVIDUALS HAVING DISABILITIES

3 HOURS

An examination of the medical aspects of major disabilities and the educational implications in the special education/rehabilitation setting. The course will also include specialized equipment, handling skills, specialized assessment, curriculum, and instructional technologies for students having disabilities.

AUDIOLOGICAL ASSESSMENT

3 HOURS

Methods and techniques involved in identification audiometry; administration of impedance, pure tone and speech audiological tests, and interpretation of results. A study of the physics of sound and types and causes of hearing loss. Actual experience in audiological evaluation is included.

VOICE AND PHONOLOGICAL DISORDERS

2 HOURS

This course provides in-depth discussion of the functional and organic etiology and symptomatology of articulation, phonological and voice disorders. Evaluation and management strategies for each of these disorders will be included. Emphasis will be placed on preschool and school-aged children with articulation, phonological and voice disorders.

PART III – TEACHER EDUCATION PROGRAM DESCRIPTIONS

LANGUAGE DISORDERS IN CHILDREN

2 HOURS

This course provides an overview of the nature of language disabilities in preschool and school-aged children. Specific assessment and intervention strategies for this population are included.

CLINICAL INTERVENTION: SPEECH/LANGUAGE

2 HOURS

Specific approaches for articulation, language and stuttering intervention as well as counseling techniques are described. The analysis and application of assessment and intervention strategies to different cases are also discussed. CD 409g, Speech-Language Pathology Practicum must be taken concurrently.

SPEECH-LANGUAGE PATHOLOGY PRACTICUM

1 HOUR

This course is an extension of CD 4— G, Clinical Intervention: Speech/Language. The focus is actual clinical practice with children and adults in the Campus Speech and Hearing Center. Assessing communicative needs and planning intervention programs is included.

CD 5—STUDENT TEACHING: SPEECH IMPAIRED

12 HOURS

Observing and teaching under the direction of a cooperating teacher; opportunity for assuming direct responsibility for the learning activities of handicapped children with communication disorders; developing skill in the techniques of teaching and classroom management; participation in the life of the school. A five-week intensive clinical practicum in the public schools will precede student teaching. Full-time student teaching will include specific tasks and assignments by the College supervisor in conjunction with the cooperating clinician. A weekly seminar will be held to facilitate the experience.

ACOUSTIC, ANATOMIC AND PHONETIC ASPECTS OF LANGUAGE

3 HOURS

This course provides an introductory survey of the anatomy and physiology of the speech and hearing mechanisms. The emphasis of the course is on the physiology of respiration, phonation, articulation and hearing. The functional anatomy of the head, neck, thorax and nervous system is included. Definition and use of phonetic symbols in analyzing speech samples is emphasized. Dialectical differences and communication disorders are also considered.

SURVEY OF COMMUNICATION DISORDERS

3 HOURS

Fundamental principles in speech-language pathology and audiology; symptoms, etiology, assessment and intervention strategies.

TEACHER EDUCATION PROGRAM DESCRIPTIONS – PART III

HEARING IMPAIRED PROGRAM

INTRODUCTION

The Hearing Impaired Program prepares Fifth-Year graduates to teach students who are hearing impaired in resource rooms, special classes, and itinerant settings; or function as a consultant to teachers with students who are hearing impaired in the regular classroom. Upon completion of the program, a student is eligible for Basic Endorsement by the State of Oregon. In order to receive Council on Education of the Deaf certification, a national certifying organization for teachers of hearing impaired students, additional coursework for the master's degree is required.

ADMISSION

Admission requirements in addition to a 2.75 grade point average and a passing score on the California Basic Education Skills Test are:

- pass a competency test in American Sign Language,
- pass a content test on speech science,
- pass a content test on phonetics, and
- pass a content test on normal language development

Students must begin the program Summer semester and will complete the Hearing Impaired Program after their third semester.

HEARING IMPAIRED PROGRAM OBJECTIVES

1. To prepare classroom and itinerant teachers of hearing impaired children for public or private school settings at all levels from preschool through high school.
2. To prepare teachers having an understanding of all types of exceptionality.
3. Identification and implementation of appropriate instructional design.
 - a. selection and adaptation of materials and media from all areas to meet individualized needs including communication.
 - b. implementation of instruction through most appropriate communication channels.
 - c. selection and implementation of instructional strategy utilizing the most appropriate setting so that a high success rate is achieved.
 - d. utilization of support personnel, audiologists, social workers, psychologists, interpreters, aides, peer tutors, parents, etc.
 - e. collection of pre/post data of instruction for program evaluation and modification.
4. Classroom organization and behavior management
 - a. organization and arrangement of classroom or tutoring and academic environment.

PART III – TEACHER EDUCATION PROGRAM DESCRIPTIONS

- b. identification and management of behavior problems.
 - c. integration of a management program compatible with school and administrative behavior management policies.
 - d. establishing high success rates in instruction so that behavior problems diminish and more positive attitudes toward school are developed.
 - e. uses both group and individualized instructional organizational procedures.
5. Implementation and effective communication:
- a. communicates in the most effective mode and channel with students while keeping within guidelines of school and administrative policy.
 - b. demonstrates skill in use of signed English, American Sign Language, and auditory/oral communication in appropriate setting with students.
 - c. communicates with administration, peers, and other staff effectively.
 - d. conferences and communicates professionally with parents.
 - e. adaptation of communication to the needs of the handicapped and multicultural members of the community.

HEARING IMPAIRED PROGRAM DESCRIPTION

Semester I	Hours
Educational Foundation Core	12
Education and Habilitation	3
Orientation to Deafness	<u>3</u>
	16-18
Semester II	
Curriculum-Based Assessment & Instruction	3
Legal Aspects in Special Education	1
Student Teaching I	4
Speech Development in Hearing Impaired	3
Language Development for Hearing Impaired I	2
Audiology	<u>3</u>
	15
Semester III	
Student Teaching II	8
Language Development for Hearing Impaired II	3
Curriculum Adaptation for Hearing Impaired	3
Manually Coded English for Hearing Impaired	<u>2</u>
	16
Total	48-50

TEACHER EDUCATION PROGRAM DESCRIPTIONS – PART III

HEARING IMPAIRED PROGRAM COURSE DESCRIPTIONS

EDUCATIONAL FOUNDATIONS CORE COURSES

12 HOURS

See pages 28-29 for course descriptions.

THE DEVELOPMENT OF LANGUAGE AND COMMUNICATION

3 HOURS

The physiological and psychological aspects of development of language, including both speech and alternative modes of communication; the structure of language, including phonology, morphology, syntax with emphasis on normal development; modern grammar; dialect; cognitive aspects of language and communication.

CURRICULUM-BASED ASSESSMENT AND INSTRUCTION **3 HOURS**

The course content consists of the process of curriculum development, scope and sequence of the standard curriculum, the components of curriculum-based assessment and instruction, learning styles, effective strategies for instruction, and alternative curriculum models, such as the functional community-based curriculum.

LEGAL ASPECTS IN SPECIAL EDUCATION

1 HOUR

This course is designed to present information on the legal aspects of Special Education including applicable laws and their implications for educational programs and related services for individuals have disabilities. Parent issues, ethical issues, and compliance monitoring will also be covered.

EDUCATION AND HABILITATION OF INDIVIDUALS WITH DISABILITIES

3 HOURS

Aspects of disabilities, legal, social, and educational history and current issues in the provision of education, habilitation and related services for individuals who have disabilities and their families.

COLLABORATIVE CONSULTATION AND TEAM PROCESSES

3 HOURS

This course is designed to present information on collaborative consultation and team development as a means of serving individuals with disabilities in the least restrictive environment.

PART III – TEACHER EDUCATION PROGRAM DESCRIPTIONS

MEDICAL MANAGEMENT AND SPECIALIZED TECHNIQUES FOR INDIVIDUALS HAVING DISABILITIES 3 HOURS

An examination of the medical aspects of major disabilities and the educational implications in the special education/rehabilitation setting. The course will also include specialized equipment, handling skills, specialized assessment, curriculum, and instructional technologies for students having disabilities.

ORIENTATION TO DEAFNESS 3 HOURS

The course content provides an overview of aspects concerning deafness. Contents considered are terminology, incidence, causes of deafness, anatomy of the ear, communication modes, hearing aids and amplification, education, organizations and publications, and cultural aspects of deafness.

STUDENT TEACHING/PRACTICUM: DEAFNESS 12 HOURS

Student teaching I, 1-5 weeks; Student teaching II, 10 weeks

Observing and teaching under the direction of a cooperating teacher; opportunity for assuming direct responsibility for the learning activities of hearing impaired students; developing skill in the techniques of teaching and classroom management; participation in the life of the school. Full-time student teaching will include specific tasks and assignments by the college supervisor in conjunction with the cooperating teacher. Prerequisites according to the area of study.

SPEECH DEVELOPMENT IN STUDENTS WHO ARE HEARING IMPAIRED 3 HOURS

Specialized systems and differentiating characteristics of vowel and consonant sounds; techniques for developing these sounds; goals and materials for speech development and speech correction for use with students who are hearing impaired.

Each Hearing Impaired Program student will tutor two or more deaf children in speech (one of whom will be multihandicapped). Each deaf student is to receive an hour of therapy per week on the segmentals and suprasegmentals of English speech.

LANGUAGE DEVELOPMENT I FOR TEACHERS OF HEARING IMPAIRED STUDENTS 2 HOURS

This course provides students with a knowledge of the syntax and semantics of English needed for language evaluation and programming. Introduction to analysis of language samples and to problems of delayed language will be included.

TEACHER EDUCATION PROGRAM DESCRIPTIONS – PART III

AUDIOLOGICAL ASSESSMENT

3 HOURS

Methods and techniques involved in identification audiometry; administration of impedance, pure tone and speech audiological tests and interpretation of results. A study of the physics of sound and types of causes of hearing loss. Actual experience in audiological evaluation is included.

LANGUAGE II FOR TEACHERS OF HEARING IMPAIRED STUDENTS

3 HOURS

Appropriate language tests are analyzed including semantic, syntactic, and pragmatic aspects. Specialized systems of teaching language to deaf students. Presentation and development of technique and materials used in teaching language to deaf students.

ASSESSMENT PROGRAMMING, CURRICULUM, AND MATERIALS FOR STUDENTS WHO ARE HEARING IMPAIRED

3 HOURS

Overview of assessment, programming curriculum, and materials for use with students who are hearing impaired. Considered are reading, mathematics, science, social studies, and health. The adaptation and development of curriculum and materials is stressed.

MANUALLY CODED ENGLISH IN THE CLASSROOM

2 HOURS

This course is designed to provide the learner with knowledge about entry-level signing skills in the various Manually Coded English systems. Emphasis will be placed on developing the ability to move along the Sign Language Continuum, and understanding the "Total Communication" philosophy for educational purposes.

Academic Affairs—
Curriculum

Oregon
State
University

Corvallis, Oregon 97331

(503) 754-2111

April 22, 1988

TO: Executive Committee,
Faculty Senate

FROM: Bruce Shepard, Chair
Curriculum Council

SUBJECT: Guidelines for Minors and Options

The Curriculum Council has adopted the enclosed guidelines for minors and options. They would be implemented upon conversion to the semester system. Credit hour requirements have been converted to semester credit equivalents and, following recommendations from the Chancellor's office, the term 'Options' has been substituted for what, in the past, have been called 'concentrations.'

xc: Curriculum Council
Fullerton

GUIDELINES FOR MINORS IN UNDERGRADUATE CURRICULA

In addition to the undergraduate major program, there are only two types of recognized second fields of interest in undergraduate curricula at OSU--"minors" and "options."

Minors (18/8)

Minors may be offered by an academic unit for its own majors and/or majors from other academic units.

Minors officially consist of a minimum of 18 designated hours of related course work, 8 of which must be at the upper division level.

Courses required for a major may not count towards a minor. An individual course may not count towards more than one minor.

Options (14/10)

Options are restricted to students of a specific major.

Options officially consist of a minimum of 14 designated hours of related course work, 10 of which must be at the upper division level.

Courses required for an option may not count towards a minor. Students may not take an option and a minor from the same field of study.

Both Minors and Options

Must be approved by all academic units involved. Requests are then submitted to Curriculum Council in Category II memorandum format.

Courses may be selected from those offered by the sponsoring unit as well as by other academic units.

Sponsoring units have primary administrative responsibility:

- course substitutions must be approved by the Dean of sponsoring college/school.
- the sponsoring Dean must certify fulfillment of all requirements.

To appear on student's official academic record and transcript:

- student must make application to the Registrar at the same time formal application is made for a degree.
- Registrar's application is then sent to the sponsoring college/school for Dean's verification and signature.

Graduate School

Administrative Services A300
Corvallis, OR 97331-2121

(503) 754-4881

May 12, 1988

MEMO TO: Thurston Doler, President, Faculty Senate

FROM: Lyle D. Calvin, Dean *Lyle Calvin*

SUBJECT: Resolution re TSPC Administration Rules

In December 1987, the Teachers Standards and Practices Commission (TSPC) passed administrative rules which stipulated the requirements for a master's degree for students in fifth year programs in education. Specifically, TSPC stated that, "A master's degree is awarded upon successful completion of not more than eight additional semester hours of professional and/or subject matter courses."

Because of a concern that an outside body was attempting to set requirements for an academic degree at institutions within the Oregon State System of Higher Education, representatives from the University of Oregon and Oregon State University (the Provosts, Deans of Education and Deans of the Graduate School, and associates) met to develop strategy to counter this move by TSPC. One result was to write a resolution to be presented to the Faculty Senate at each institution. It is intended that similar resolutions will also be presented to the Faculty Senates at other institutions of the OSSHE that have graduate programs in education.

Enclosed is a copy of the TSPC administrative rules and a copy of the resolution jointly agreed to by Paul Holbo, Associate Provost at U of O, and Graham Spanier, Vice President for Academic Affairs and Provost at OSU. We ask for your consideration of this resolution and endorsement by OSU's Faculty Senate. If you have questions regarding TSPC's actions or our position on this matter, they should be addressed to Graham Spanier, Bob Barr or me.

c: G. B. Spanier, Vice President for Academic Affairs
and Provost
R. D. Barr, Dean, School of Education

CERTIFICATE AND ORDER

91.

for
FILING ADMINISTRATIVE RULES WITH THE SECRETARY OF STATE

Dec 18 4 24 PM '87

SECRETARY OF STATE

I HEREBY CERTIFY that the attached copy is a true, full and correct copy of rule(s) adopted by the _____

Teacher Standards and Practices Commission

(Agency)

on December 4, 1987

(Date)

become effective January 15, 1988

(Date)

The within matter having come before the Teacher Standards and Practices Commission after

(Agency)

all procedures having been in the required form and conducted in accordance with applicable statutes and rules and being fully
divided in the premises:NOW THEREFORE, IT IS HEREBY ORDERED THAT the following rule(s) be adopted: Perm. ☒ or Temp. ☐
(List Rule Number(s) or Rule Title on Appropriate Lines Below)

Adopted:

(New Rules)

584-16-005 through 584-16-090

Amended:

(Existing Rules)

Suspended:

(Temporary Only)

Repealed:

(Existing Rules)

RECEIVED

DEC 18 1987

LEGISLATIVE COUNSEL'S
OFFICE

Administrative Rules of the Teacher Standards and Practices Commission

(Agency)

DATED this 18th day of December, 19 87

By:

(Authorized Signer)

Title: Richard S. Jones, Executive Secretary

Statutory Authority: 342.147

Subject Matter: Standards for Master's Degree Teacher Education Programs.

Statement of Need Attached: ☒Fiscal Impact Attached: ☒

or Further Information Contact: David V. Myton, Coordinator of Teacher Education Phone: 378-6813

RECEIVED

RECEIVED

DEC 18 1987

Dec 18 4 24 PM '87

LEGISLATIVE COUNSEL'S
OFFICETeacher Standards and Practices Commission
630 Center Street, NE Suite 200
Salem, OR 97310BARBARA ROBERTS
SECRETARY OF STATE
December 18, 1987

STANDARDS FOR APPROVAL OF MASTER'S DEGREE TEACHER EDUCATION PROGRAMS

DEFINITIONS AND PROCEDURES

Definitions

584-16-005 (1) "Competencies": Ability to apply knowledge and skills appropriately and effectively in achieving the expected outcomes of a public school curriculum including fostering of pupils' achievement.

(2) "Consortium": Coalition of representatives of institutions, school districts, teacher organizations, and students coming together to design, evaluate, and make recommendations for improving a master's degree teacher education program.

(3) "Endorsement": The subject matter or special education field and grade level in which the individual is authorized to teach. Certificates are endorsed for fields in which the candidates have achieved passing scores on NTE Specialty Area Tests or other Commission- approved tests of subject matter knowledge.

(4) "Evaluation": Appraisal of a program's performance or outcomes.

(5) "Field-Centered Activities": Learning activities designed to develop professional competence through observing, assisting, or teaching in a public or approved non-public school.

(6) "Institution": The college or university that offers the master's degree teacher education program.

(7) "Instructional Faculty": Full-time and part-time faculty who teach professional courses and supervise field-centered activities and student teachers.

(8) "Knowledge": Information and understanding necessary to provide instruction in a public school.

(9) "Liaison Officer": The person designated by the unit to submit any program modifications for TSPC approval, issue all recommendations for certification under the approved program, authorize any waivers of professional courses for students enrolled in the program, and handle all correspondence between TSPC and the unit.

(10) "NCATE": The National Council for Accreditation of Teacher Education, an organization recognized in the U. S. to accredit programs for the preparation of students and other professional school personnel.

(11) "NTE": National Teacher Examinations developed and administered by the Educational Testing Service, CN6051, Princeton, NJ 08541-6051.

(12) "Objectives": Statements of the knowledge, skills, and competencies that prospective teachers are to possess upon completion of the course and/or program.

(13) "Oregon Administrative Rule": An administrative rule adopted by TSPC in accordance with ORS Chapter 183. Rules have the force of law.

(14) "Professional Course": A course in pedagogy or a field-centered learning experience for which graduate credit is awarded and that is designed to enable candidates to successfully complete student teaching and pass the NTE Professional Knowledge Test.

(15) "Program": A 9- to 12-month sequence of professional courses and field-centered activities that culminates in issuance of a Basic Teaching

Certificate. All academic requirements for issuance of the Standard Teaching Certificate are also met by successful completion of the 9- to 12-month program. A Standard Teaching Certificate is issued upon verification of three years' successful teaching in Oregon public schools. A master's degree is awarded upon successful completion of not more than eight additional semester hours of professional and/or subject matter courses.

(16) "School Supervisor": Public school teachers who assist, supervise, and evaluate students enrolled in field-centered activities and student teaching.

(17) "Skills": Ability to use knowledge effectively in the performance of specific tasks typical of those required for teaching in a public school.

(18) "TSPC": Teacher Standards and Practices Commission.

(19) "Unit": The college, school, or department of designated by the institution to organize and operate the program.

Application of Standards

584-16-010 (1) The standards set forth in OAR 584-16-005 through 584-16-095 as a basis for approval of master's degree teacher education programs developed by Oregon colleges and universities. TSPC requires compliance with each of the standards for approval of a program.

(2) These standards become effective January 15, 1988 and apply to all master's degree teacher education programs after that date.

(3) TSPC shall evaluate programs on site using these standards at intervals no longer than five years. Institutions may request the Commission to schedule program approval visits in conjunction with visits of the National Council for Accreditation of Teacher Education (NCATE).

(4) Institutions are not authorized to place student teachers in public schools without TSPC approval. (See ORS 332.075, Powers of Board; 342.975, Training School Defined; and 342.980, Student Teacher; authority to teach; contract requirements and effect.) However, if an institution not previously approved for a master's degree teacher education program documents that it meets the preconditions specified in OAR 584-16-025 through 065, the Commission may authorize the institution to begin the program and to place students in public schools for field-centered activities and student teaching. New programs shall be evaluated on site when the first candidates are completing student teaching.

(5) Visiting committees that conduct on-site evaluations under Sections (3) and (4) of this rule shall consist of equal representation of teachers, administrators, and teacher educators appointed by TSPC. Commissioners and other consultants may be appointed as needed. Upon receipt of the visiting committee report, and the institution's response to the visiting committee's report, the Executive Secretary of TSPC shall prepare proposed resolutions for consideration by TSPC. The Executive Secretary may propose:

(a) Continuing approval without conditions;

(b) Continuing approval on condition that the institution make a report or reports on a specified date(s) indicating its progress in removing deficiencies listed in the report; determining the acceptability of such progress report(s) is the responsibility of TSPC.

(c) Non-approval, but with provisions that students who complete their work within a specified period of time following denial of program approval may receive certification; or

(d) Non-approval without conditions.

(6) TSPC may re-evaluate programs at intervals other than the five-year cycle when the unit fails to provide the reports specified in 584-16-075 and 584-16-080 or when TSPC has other evidence that the program is not meeting one or more Standards for Master's Degree Teacher Education Programs.

Cost of Program On-Site Evaluations

584-16-015 All direct costs for on-site evaluations of a program shall be borne by the institution requesting approval. These costs include:

(1) Travel, meals, and lodging to conduct a workshop for the visiting committee;

(2) A preliminary visit to campus by the team chairperson and TSPC consultant; and

(3) Travel, meals, and lodging to conduct the on-site evaluation.

Contested Cases

584-16-020 Whenever an institution is denied approval or has such approval withdrawn, such denial or withdrawal shall be treated as a contested case within the meaning of ORS Chapter 183.

PRECONDITIONS FOR PROGRAM APPROVAL

Verification of Compliance with Preconditions

584-16-025 An institution that is scheduled for an on-site evaluation of a program shall provide for TSPC 60 days prior to the visit verification of compliance with the preconditions in OAR 584-16-025 through 065.

Authorization for the Program

584-16-030 (1) The institution is authorized by the Oregon Office of Policy and Management to offer master's degrees in the State of Oregon.

(2) The institution is accredited by or holds candidate status with the Northwest Association of Schools and Colleges to offer graduate programs.

(3) The request for an on-site evaluation of the program has been authorized by the president of the institution.

Control of the Program

584-16-035 (1) The institution has designated responsibility and authority for the program to a college, school, or department, hereinafter called the unit. The unit shall have full responsibility and authority to govern: objectives of the program; admission and retention of students in the program; selection, professional development, and retention of faculty in the program; use of resources allocated to the program; and recommendation of candidates for certification upon successful completion of the program.

(2) The unit has established written policies and procedures to guide its operation.

(3) The institution has established and utilized a consortium to develop, evaluate, and recommend improvements of the program. The consortium consists of equal representation appointed by school district(s),

organization(s) that represent teachers in bargaining matters, students in the program, and faculty from the institution.

(4) The consortium has established written bylaws to direct its operation.

Plan for Evaluation and Improvement of the Program

584-16-040 (1) The unit has filed with TSPC a plan which has been approved by the consortium for evaluation of the program.

(2) Procedures and criteria to be used in evaluating the program are described in the plan, and a timeline is established for collecting and analyzing data to produce the reports specified in OAR 584-16-080, Program Evaluation and Reports.

(3) The unit summarizes and analyzes evaluation results.

(4) The consortium makes recommendations on improvements, if needed, in the evaluation procedures and/or the program design and operation.

Curriculum

584-16-045 (1) The unit has filed with TSPC a description of the curriculum for the program.

(2) A current outline is submitted to TSPC for each professional course in the program. Each outline states the objectives and activities of the course and the procedures and criteria for evaluating the achievement of students enrolled in the course.

(3) The relationships of required courses to the knowledge, skills, and competencies specified in OAR 584-16-070, Objectives of the Course of Study, are displayed in a chart or diagram.

Admission to the Program

584-16-050 (1) The unit has filed with TSPC the procedures and criteria for selection of students and for appropriate placement of them in courses and field experiences.

(2) Admission procedures comply with federal and state laws prohibiting discrimination in educational institutions.

(3) The unit admits only applicants who possess at least the following minimum qualifications:

(a) Possess skills in reading, writing, and mathematics demonstrated by passing the California Basic Educational Skills Test (CBEST);

(b) Hold baccalaureate degrees from regionally-accredited colleges or universities;

(c) Have accumulative grade-point averages that qualify for full admission to graduate programs at the preparing institution;

(d) Present favorable recommendations from immediate supervisors employed by educational or social agencies attesting to applicants' competence to work with school-aged children or youth in a volunteer or paid work experiences; and

(e) Provide evidence of good moral character necessary for certification in Oregon by responding to character questions asked by TSPC.

The response shall be satisfactory to the institution and shall provide a basis for recommending the candidates for certification.

Selection of Faculty for the Program

584-16-055 (1) The unit has filed with TSPC the criteria and procedures used in selecting and assigning instructional faculty. Resumes on forms approved by TSPC demonstrate that:

(a) All faculty in the unit have formal academic preparation in their instructional fields beyond the master's degree;

(b) All faculty in the unit have been involved, such as teaching, consulting, or supervising, with Oregon elementary and/or secondary pupils and classroom teachers, at least every three years;

(c) All faculty who supervise field-centered activities or student teachers have had a minimum of three years' teaching in preprimary through grade 12 while holding certification in Oregon or another state.

NOTE: Sections (a) and (c) of this rule apply only to faculty employed by the institution after the date of initial approval of the program by TSPC or to faculty employed after January 15, 1991, whichever is earlier.

(2) The unit has filed with TSPC the procedures and criteria used in selecting and assigning school district supervisors of field-centered activities and student teaching. School district supervisors have:

(a) Preparation in supervising, evaluating, and/or instructing student teachers;

(b) Three years' teaching experience in preprimary through grade 12 immediately prior to supervision and/or instruction; and

(c) Hold Basic or Standard Teaching Certificates, or the equivalent, with proper endorsements for current assignments.

(3) Employment procedures comply with federal and state laws prohibiting discrimination in educational institutions.

(4) The unit has filed with TSPC a description of its current procedures for orienting instructional faculty and school district supervisors to their program assignments and to provide training, if needed, on supervision and evaluation of student teachers.

Arrangements for Field-Centered Activities and Student Teaching

584-16-060 (1) The unit has secured a written agreement from each school district that provides field sites. This agreement includes a commitment to select and assign only those supervisors who meet criteria specified in OAR 584-16-055(2), Selection of Faculty for the Program. In addition, the district agrees to assist the unit in evaluating the work samples and reporting the success of candidates as required by OAR 584-16-075, Field-Centered Activities and Student Teaching.

(2) The unit has described the field-centered activities that are required prior to and/or following student teaching and has stated the relationship of these activities to required professional courses.

(3) The unit has secured TSPC approval for each Oregon non-public school in which candidates will be placed for student teaching. TSPC shall consider the following evidence in determining that the requested non-public school placement is at least equivalent in quality to public school placements.

(a) The non-public school has been evaluated by and is registered with the Oregon Department of Education as provided by ORS 345.515 through 345.565;

(b) The cooperating school's supervisors and the practicum site administrator hold current Oregon certificates valid for their assignments;

(c) The cooperating school's curriculum is similar to the curriculum required by Oregon Standards for Public Schools, OAR 581-22-316 and 581-22-420 or 581-22-425;

(d) The cooperating school's instructional mode and schedule of classes are similar to those of public schools; and

(e) The cooperating school holds accreditation by the Northwest Association of Schools and Colleges (secondary schools including their affiliated elementary schools) and/or accreditation by appropriate school associations or groups of schools.

(4) The unit has secured TSPC approval for each out-of-state public school in which candidates will be placed for student teaching.

Waivers of Academic Requirements and Appeals on Academic Decisions

584-16-065 (1) The institution has filed with TSPC procedures and criteria whereby the liaison officer may waive part or all of the program on a course-by-course basis if the candidate demonstrates the competencies and knowledge the courses were intended to develop. The institution may waive the requirements for student teaching only if the applicant's ability to foster pupils' learning has been established through work samples required by OAR 584-16-075 (7), Field-Centered Activities and Student Teaching.

(2) The unit has filed with TSPC a procedure to resolve cases in which the unit's supervisor and the cooperating school's supervisor do not agree that the candidate demonstrated the competencies required for successful completion of student teaching.

(3) The unit has filed with TSPC a procedure for handling appeals of candidates who are denied recommendation for certification on the basis of unsatisfactory performance in the program.

OPERATION OF THE PROGRAM

Objectives of the Course of Study

584-16-070 Through the required course of study, candidates for certification develop knowledge, skills, and competencies needed to:

(1) Plan for Instruction

(a) Select or write learning goals that are consistent with district objectives and Oregon Board of Education directives appropriate for the physical and mental maturity of the pupils;

(b) Determine the current achievement level of the pupils with respect to the learning goals;

(c) Establish objectives for a unit of instruction that will be useful in formulating daily lessons and in evaluation of pupils' attainment of learning goals;

(d) Adapt unit and lesson plans for exceptional learners and for pupils from varying cultural, social, and linguistic backgrounds;

(e) Select and organize instructional materials and equipment needed to teach the unit of instruction;

(f) Design instructional activities to achieve unit and lesson objectives; and

(g) Estimate the time required for direct instruction, pupils' practice and application, and evaluation of pupil learning.

(2) Establish a Classroom Climate Conducive to Learning

(a) Communicate classroom rules and behavioral expectations that are appropriate to the level of development of pupils and consistent with laws governing student rights and responsibilities;

- (b) Apply for all pupils principles of sex equity and racial justice; and apply to the extent possible principles of least restrictive environment for the handicapped when establishing classroom rules and procedures;
- (c) Recognize the effects of the physical, social, and emotional climate of the pupils' homes and community on pupil motivation and behavior;
- (d) Encourage appropriate behavior and provide meaningful reinforcement when it occurs;
- (e) Monitor pupil conduct and take appropriate action when misbehavior occurs;
- (f) Interact thoughtfully and courteously with students, colleagues, and parents and resolve conflicts in a professional manner;
- (g) Use classroom time effectively to provide maximum time on learning tasks;
- (h) Manage instructional transitions decisively and without loss of time;
- (i) Arrange and set up instructional materials and equipment in advance of class to facilitate use during lessons;
- (j) Coordinate the use of teacher aides, parent volunteers, student assistants, and other support personnel to achieve instructional objectives, if these resources are available in the field setting.
- (3) Implement Plans for Instruction
 - (a) Organize pupils to engage in planned learning activities;
 - (b) Communicate learning outcomes to be achieved and focus pupil interest on tasks to be accomplished;
 - (c) Provide instruction using a variety of instructional techniques to achieve planned objectives;
 - (d) Monitor the effectiveness of learning activities and modify the pace and content of instruction as needed to achieve unit and lesson objectives; and
 - (e) Use techniques that promote critical thinking and problem solving and that encourage divergent as well as convergent thinking.
- (4) Evaluate Pupil Achievement
 - (a) Select and use tests, observation, pupil interviews, and other formal and informal assessment procedures to determine the extent to which each pupil has achieved the objectives of the lesson and/or unit of instruction;
 - (b) Grade and record the pupils' progress, prepare anecdotal records, and report achievement to pupils and parents;
 - (c) Summarize the data on pupil achievement by quartiles of pupils in relationship to instructional objectives;
 - (d) Use data on pupil achievement to refine curriculum objectives and to plan further instruction; and
 - (e) Document teaching effectiveness through assembling and analyzing samples of pupils' work.

Field-Centered Activities and Student Teaching

584-16-075 (1) The unit provides structured, supervised field experiences prior to and/or following student teaching in conjunction with required professional courses.

(2) Prior to admission to student teaching, each candidate demonstrates knowledge of subject matter necessary for the teaching position for which he or she is preparing by passing the appropriate NTE Specialty Area Test or other TSPC-approved test of subject matter knowledge.

(3) Student teaching is a full-time experience for a minimum of 15 weeks or the equivalent part-time experience.

(4) A student teacher assumes full responsibility for teaching at least three periods a day under the guidance of qualified cooperating teachers for a minimum of six weeks.

(5) The unit's supervisor(s) makes a minimum of six supportive/evaluative visits during the student teaching assignment. At least twice during student teaching, the unit's supervisor(s) meets with the candidate and the school district supervisor(s) in joint conferences to discuss supervisors' evaluations and the student teacher's work samples as required by section (6) of this rule.

(6) Each student teacher assembles and analyzes three samples of work to illustrate his or her ability to foster pupils' learning. Each work sample includes:

(a) Goals for the unit of study (generally two to five weeks in length) that vary in kind and complexity, but that include concept attainment and application of knowledge and skills;

(b) Instructional plans to accomplish the learning goals for the identified group(s) of pupils;

(c) Data on learning gains resulting from instruction, analyzed for each pupil, and summarized in relation to pupils' level of knowledge prior to instruction;

(d) Interpretation and explanation of the learning gains, or lack thereof;

(e) A description of the uses to be made of the data on learning gains in planning further instruction on this and subsequent topics and in reporting pupils' progress to them and their parents.

(7) The unit supervisor(s) and the cooperating school supervisor(s) jointly determine that the candidate has demonstrated in student teaching the skills and competencies specified in OAR 584-16-070, Objectives of the Courses of Study. Performance is reported to the unit on forms established by TSPC.

(8) Thirty days prior to the date that student teaching begins, each candidate shall file with TSPC a completed and signed student teaching registration form together with a transcript from ETS verifying passing scores on the appropriate NTE Specialty Area Test or other Commission-approved test of subject matter knowledge.

(9) Within 10 days after student teaching begins, the unit shall file with TSPC a list of the student teachers placed in that semester or term, showing the school, cooperating teacher(s), and college supervisors assigned to each student teacher.

Program Evaluation and Reports

584-16-080 The unit evaluates and reports to the consortium and TSPC the conditions, activities, and outcomes of the program as follows:

(1) In year one of each five-year approval cycle, the unit compiles and analyzes profiles of students' qualifications for admission to and placement in the program.

(2) In year two of each cycle, the unit compiles and analyzes profiles of the students' performance in the program, including:

(a) Summaries of academic performance in professional courses,

(b) Reports of cooperating teachers and unit supervisors on performance in student teaching, and

- (c) Analysis of the work samples prepared by student teachers in accordance with OAR 584-16-075(6), Field-Centered Activities and Student Teaching.
- (3) In year three, the unit compiles and analyzes a profile of the performance of graduates of the program, including:
 - (a) Summaries of results of the NTE Professional Knowledge Test,
 - (b) Follow-up of graduates to determine employment patterns and graduates' assessments of their preparation for teaching, and
 - (c) Summaries of assessments by employing school districts on graduates' preparation for teaching.
- (4) In year four, the unit shall conduct a comprehensive evaluation of the total program, including:
 - (a) Analysis of the appropriateness of the curriculum for the positions for which candidates are preparing;
 - (b) Examination of the performance of instructional faculty and school district supervisors in instructing, supervising, and evaluating students;
 - (c) Analysis of the degree to which objectives of the course of study are being met by program activities;
 - (d) Review of minutes of the consortium for the past five years that contain recommendations on the evaluation process and/or modifications needed in the approved program, and analysis of actions taken by the unit to implement consortium recommendations; and
 - (e) Consideration of any other evidence of efficiency and effectiveness of the program and the context in which it operates.
- (5) Annually, the unit submits to TSPC by June 30:
 - (a) An outline for each new or revised professional course in the program together with a description of the relationship of such courses to the knowledge, skills, and competencies specified in OAR 584-16-070, Objectives of the Course of Study, and
 - (b) The applicable evaluation report in Sections (1) through (4) of this rule.

OUTCOMES OF THE PROGRAM

Qualified Candidates Recommended for Certification

584-16-085 The institution recommends for initial teaching certificates candidates who demonstrate:

- (1) Mastery of professional knowledge, evidenced in:
 - (a) Accumulative grade point averages that qualify for graduate degrees at the institution; and
 - (b) Passing scores as set by TSPC on the NTE Test of Professional Knowledge or other Commission-approved test of pedagogical knowledge;
- (2) Mastery of professional skills and competencies, as evidenced in:
 - (a) Satisfactory completion of three samples of work to illustrate the candidate's ability to foster pupil learning, in accordance with OAR 584-16-075(6), Field-Centered Activities and Student Teaching,
 - (b) Satisfactory performance in field-based activities and student teaching evaluated jointly by unit supervisors and cooperating school supervisors, in accordance with OAR 584-16-075(7), Field-Centered Activities and Student Teaching.
- (3) Compliance with Standards for Competent and Ethical Performance of Oregon Educators as set forth in Division 20.

Continuous Program Improvement

584-16-090 The institution and the consortium annually review reports called for under OAR 584-16-080, Program Evaluation and Reports, and systematically modify the program as needed to:

(1) Better meet the Objectives of the Course of Study in OAR 584-16-070 through improved personnel selection, program content, instruction, supervision, and/or evaluation of candidates.

(2) Increase the relevance of the program to public school curriculum, sound professional practices, and current research on effective schooling.

WHEREAS the Oregon Teacher Standards and Practices Commission, at its December 1987 meeting, adopted a program approval standard limiting the amount of time and/or credit that an Oregon institution of higher education may require for a master's degree teacher-education program,

BE IT THEREFORE RESOLVED that the President and faculty of the University of Oregon consider this standard to be highly inappropriate, beyond the proper and reasonable scope of the Commission's responsibility and authority, and an intrusion into the rightful affairs and responsibilities of the University,

BE IT FURTHER RESOLVED that the University of Oregon, acting under the rightful authority of the State System of Higher Education, will continue to determine the requirements for the degrees that it awards.

5-10-88 psh

UNIVERSITY OF OREGON

5-10-88

VICE PRESIDENT FOR
ACADEMIC AFFAIRS AND PROVOST

Graham Spanier, Provost OSU
Lyle Calvin, Grad. Dean
Barr, Dean of Educ.



*Here's the revised copy of a
revision. Thanks for your*

Paul Wesley

cc: Calvin, Barr, Cowart
Dole

RECEIVED MAY 16 1988

103.



UNIVERSITY OF OREGON

May 12, 1988

Provost Graham Spanier
Oregon State University
Corvallis, OR

Dear Graham:

This note is simply to inform you that yesterday afternoon the U of Oregon Senate endorsed the TSPC resolution by a vote of 24 to 0. The lack of a single negative vote is truly remarkable and attests to the righteousness of our cause!

The full Assembly will address the resolution in early June.

Has Dean Barr had any word yet on whether PSU and other institutions might join us?

With my regards,

Cordially,

Paul S. Holbo
Vice Provost

cc: Olum, Reinmuth, Ramsing, Gilberts, Grosenick

RECEIVED MAY 04 1988

Department of English

Oregon
State
University

Corvallis, Oregon 97331-5302

(503) 754-3244

May 2, 1988

To: Thurston Doler, President, Faculty Senate

From: Bob Frank, Chair *for Sarah*

Re: Teacher Preparation

Let me share in writing my concerns about developments in teacher education. We all remember that a major impetus behind the proposed changes in teacher education--elimination of education majors, the development of a fifth year, for example--was the desire, among others, to emphasize preparation in a content area such as history or physics. From what I've heard, however, just the opposite is likely and, perhaps, even being encouraged by some of the decisions of the Teachers Standards and Practices Commission.

I understand that TSPC is proposing that persons be allowed to teach in Oregon high schools in any area simply by passing a content area examination. One could conceivably teach speech or mathematics without ever having a single course in these areas. I find that outrageous. I'm not insensitive to the concern of some that we find a number of ways to bring qualified people into teaching who have not completed a five-year program; however, the passing of ludicrously simple content area exams is not the way. If the content examinations were challenging, I'd still have concerns.

In addition, there apparently is considerable pressure to have students enroll only in education courses in a fifth year. If that were to happen, students possibly would complete fewer hours in the content area than they do now. An English Education major, for example, now majors in English and takes considerable coursework in education, perhaps, majoring in Education. The student graduates with a basic certificate and is required in subsequent years to take an additional thirty or so hours in both education and language arts before he or she is granted a standard certificate. If, however, the standard certificate is granted, at the end of the fifth year, and the fifth year focuses solely on education courses, the student has earned a standard certificate with fewer hours in the content area (undermining the purported effort to increase coursework in content areas).

Furthermore, I understand that TSPC could well lead the push to award students a master's degree at the end of the fifth year and that the Commission rather than colleges and universities could in effect determine the requirements for the degree.

My concerns are twofold then: 1) that, in fact, teachers could well end up with even fewer courses in content areas and 2) that TSPC is developing curricula for state colleges and universities. I find both deplorable and urge the Faculty Senate to consider my concerns and perhaps go on public record expressing concern, or objecting, or taking whatever action the Faculty Senate might consider appropriate. Thank you for your attention.

RF:ds

RECEIVED MAY 6 9 1988

Graduate School

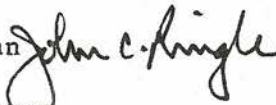
Oregon
State
UniversityAdministrative Services A300
Corvallis, OR 97331-2121

(503) 754-4881

May 5, 1988

MEMO TO: Faculty Senate Executive Committee

FROM: John C. Ringle, Associate Dean



SUBJECT: Postbaccalaureate Student Status

A committee of the Graduate Council studied the status of postbaccalaureate students at OSU and submitted their report (attached) to the Graduate Council. The Council discussed this report on March 10 and April 14, 1988, and on April 14th the Council approved the report and recommended that it be implemented.

In essence, the report recommends that postbaccalaureate students be handled as undergraduate students and that the academic colleges and schools be responsible for these students rather than the Graduate School.

This recommended change has been discussed with the Registrar and Director of Admissions, and the Chairs of the Academic Deficiencies Committee and the Graduate Admissions Committee. They support such a change although they acknowledge that the detailed procedures will still need to be worked out.

This change would also involve minor changes in the Academic Regulations, and it would impact the Undergraduate Admissions Committee.

Copies of the report are being sent to all individuals receiving copies of this memo to alert them of this recommended change.

I will be pleased to supply you with any additional information that might be necessary.

Attachment

c: W. Browne, Chair, Graduate Council
J. Dost, Chair, Academic Deficiencies Committee
S. Francis, Chair, Academic Regulations Committee
W. E. Gibbs, Registrar and Director of Admissions
J. Gonor, Chair, Graduate Admissions Committee
S. Stone, Chair, Undergraduate Admissions Committee

GRADUATE COUNCIL
Oregon State University
Corvallis OR 97331

REPORT: A Study of the Postbaccalaureate Student Status

COMMITTEE: William Gerwick, Susan Hall, and Warren Suzuki

SUBMITTED: April 14, 1988

INTRODUCTION:

The purpose of the study was to review the postbaccalaureate student classification. Committee members interviewed the Registrar and Director of Admissions, Chairperson of the Academic Deficiencies Committee and representatives of the Colleges of Business, Engineering, and Pharmacy, School of Education, Office of International Education, and Business Affairs. A summary of current policies and major recommendations is attached.

FINDINGS AND DISCUSSION:

According to Academic Regulation 4b, a "student holding a baccalaureate degree who is admitted to work toward a second baccalaureate degree or teaching certificate is classified as a postbaccalaureate student." The "Application for Admission as Post-Baccalaureate Student" (Form PB) and its accompanying instructional sheet reflect the differentiation between pursuing "second" bachelor's degrees and teaching certificates.

The term, "teaching certificate," is further defined in the 1987-88 Graduate Catalog as referring to students who are participating in 45-hour standard teaching certificate programs but are not pursuing a master's degree. Students complete the requirements for Oregon standard teaching certificates after being awarded basic teaching certificates. A prerequisite for basic teaching certificates is a bachelor's degree. At least 30 of the 45 credits for standard teaching certificates are prescribed graduate-level coursework; the remaining 15 credits may be satisfied with upper-division or graduate courses. Applicants who already hold bachelor's degrees but who subsequently wish to satisfy the requirements for basic teaching certificates are admitted as postbaccalaureate students who are seeking second bachelor's degrees. Students pursuing concurrently both standard teaching certificates and master's degrees are classified as graduate students.

A fifth-year teacher education program will be implemented during Fall 1990 and will replace the current programs that prepare students for basic and standard teaching certificates. Applicants for the new fifth-year programs must satisfy the university's graduate admission requirements including having earned a minimum GPA of 3.0 on the last 90 credits of graded coursework. Postbaccalaureate status will no longer be needed by students who are pursuing basic teaching certificates after Spring 1991 and standard teaching certificates after Spring Semester 1998.

According to the Admissions Office's instruction sheet, applicants for postbaccalaureate status must have earned a minimum GPA of 2.5 on the last 90 credits of graded undergraduate coursework for the first bachelor's degree.

Applications for those who have GPA's from 2.25 to 2.49 are reviewed by the Graduate Admissions Committee. Those having GPA's below 2.25 may not be admitted as postbaccalaureate students. These policies were established by the Graduate School. Foreign students must satisfy the English language proficiency requirement and have a minimum GPA of 3.0 for all foreign coursework. Minimum GPA's for undergraduate admission vary among and within academic colleges.

When considering the postbaccalaureate status, a companion classification is "special student." According to Academic Regulation 1c, the "special student category may be used by those holders of a baccalaureate degree who (1) do not wish to pursue an advanced degree or (2) have not met the requirements for admission to the Graduate School." The Graduate Catalog does not mention the latter proviso for the special student status.

Postbaccalaureate students pursuing second bachelor's degrees are assessed undergraduate fees. These students will hereinafter be referred to as "postbaccalaureate (undergraduates)" (although officially identified as "nongraduates," the term "undergraduates" seems more descriptive of their status). Postbaccalaureate students who are pursuing standard teaching certificates pay graduate fees; they will be designated "postbaccalaureate (graduates)." A few years ago, all postbaccalaureate students paid graduate fees. Special students (graduate) pay graduate fees. Postbaccalaureate (undergraduate), postbaccalaureate (graduate) and special (graduate) students who are enrolled in seven or fewer credits during a term pay undergraduate fees for undergraduate courses and graduate fees for graduate courses.

According to both Academic Regulation 1c and the Graduate Catalog, special (graduate) students may apply for graduate student status at any time if they would have qualified for admission to an advanced degree program when admitted to special student status. The Graduate Catalog but not the academic regulations specifies that postbaccalaureate students may also apply for reclassification to graduate student status under the same conditions specified for special (graduate) students. Academic Regulation 1c and the Graduate Catalog state that special students who had previously applied and failed to meet the requirements for admission to Graduate School must complete 24 hours of coursework with a grade of A or B in each course prior to being reconsidered for admission as regular graduate students. As an additional restriction, the Graduate Catalog specifies that special (graduate) and postbaccalaureate (graduate) students who would have been unqualified for admission as graduate students, as determined a posteriori by the Graduate Admissions Committee, must also complete 24 credit hours. The Graduate Catalog further differs from the academic regulation by stating that the 24 hours may be in either undergraduate or graduate coursework rather than graduate courses only. The Graduate Catalog advises that:

Students working toward reclassification should select courses that eliminate deficiencies and demonstrate ability to do satisfactory graduate work in the field of interest. Such courses should be carefully selected in consultation with an academic adviser from the graduate field into which the student desires admission. (p. 7)

The term "reclassification" in the Graduate Catalog may be technically correct but could be misleading. Form G, "Application for Admission to Graduate

School," and the same procedures are used to apply for graduate student status regardless of whether the applicants are undergraduate, postbaccalaureate (undergraduate), postbaccalaureate (graduate), or special (graduate) students at OSU or persons not enrolled at OSU. These forms and procedures are used whether or not applicants are or were initially eligible for admission as graduate students. The purpose of the reclassification section is to inform inadmissible applicants of what they must do to qualify as applicants for graduate student status.

There appears to have been some speculation that students have held postbaccalaureate (undergraduate) status rather than special student (graduate) status while qualifying for graduate student status. Greater speculation seems to focus on persons applying for and being classified as postbaccalaureate (undergraduate) rather than postbaccalaureate (graduate) students. The implied motive for these alleged misclassifications is the savings on fees that can be realized by students. This potential benefit only accrues to Oregon residents. Undergraduate tuition is lower than graduate tuition for Oregon residents, but vice versa for nonresident students. Postbaccalaureate and special students who are enrolled in seven or fewer credits are assessed undergraduate fees for undergraduate courses and graduate fees for graduate courses. Insufficient information in both the Admissions Office's information sheet and the Graduate Catalog may result in persons applying for the incorrect status. More critical, however, is that the possible lack of understanding of apparent policies or an improper implementation of them may result in misclassifications by those charged with this responsibility. Academic advisors may also be unaware of the apparent policies and may therefore be misadvising students and potential applicants.

Postbaccalaureate students may reserve up to 15 credit hours of graduate-level coursework for potential application to their graduate studies programs. The credits must be in excess of those needed for first or subsequent bachelor's degrees, carry A or B grades, earned during the last 45 hours of coursework, and completed prior to admission as graduate students. Postbaccalaureate (undergraduate) students may reserve no more than six credits per term for potential application to their graduate studies program.

A distinction is not made between postbaccalaureate (undergraduate) and postbaccalaureate (graduate) students in the first sentence in the Graduate Catalog's discussion on reserving credits. The apparent inclusion of postbaccalaureate (graduate) students may be unnecessary. Coursework being completed by postbaccalaureate (graduate) students is for a purpose beyond obtaining bachelor's degrees. Furthermore, rules on transferring credit and residence apply to postbaccalaureate (graduate) as well as special (graduate) students who are subsequently admitted as regular graduate students.

The Admissions Office's information sheet states that: "Applicants wishing to fulfill teacher certification requirements who do not require advising by OSU School of Education should seek admission as 'Special,' non-degree graduate students." This exception could be misleading to most non-degree applicants who wish to complete coursework needed for a standard teaching certificate. At the very least, applicants/students will usually need to determine the requirements for a standard teaching certificate and to acquire verification that those requirements have been met from the School of Education. Considering Academic Regulations 1c and 4b, as clarified by the Graduate

Catalog, all applicants who wish to prepare for a standard teaching certificate but not an advanced degree should apply for postbaccalaureate student status. One reason for insisting on this is that up to 15 of the 45 credits required of these students may be satisfied with upper-division coursework for which special students (graduate) pay undergraduate fees.

Most standard teaching certificate students attend Oregon State University only during summer terms. Because the university has open enrollment during summer terms, these students are simply "non-admitted." These non-admitted students are treated as special (graduate) students. Applicants for postbaccalaureate status are required to have official transcripts of grades from all institutions of higher education that they attended sent to the Admissions Office. Transcripts of grades are not required of applicants for special (graduate) student status. Little if any effort is apparently made to require students attending only summer sessions for the purpose of satisfying requirements for standard teaching certificates to apply for postbaccalaureate (graduate) status.

The Graduate School serves as the academic college/school for the postbaccalaureate student status regardless of the students' major. Enrollments during the past two summer and fall terms were as follows:

<u>Term</u>	<u>Postbaccalaureate Enrollments</u>	
	<u>Undergraduate</u>	<u>Graduate</u>
Summer 1986	177	95
Fall 1986	335	13
Summer 1987	142	39
Fall 1987	396	6

The Graduate School currently does not monitor the progress of postbaccalaureate students. This responsibility has been delegated to the academic units. The representatives of the academic colleges that were interviewed indicated that their organizations have assumed full responsibility for monitoring student progress. Postbaccalaureate (undergraduate) students are considered undergraduate or professional students. However, no organization, such as the Academic Deficiencies Committee, has assumed the overarching responsibility for monitoring student progress. Changing the responsibility for postbaccalaureate students from the Graduate School to academic colleges and all other organizations concerned with undergraduate policies and procedures, such as the Registrar's Office and the Academic Deficiencies Committee, should not significantly impact on their work load.

RECOMMENDATIONS:

1. Responsibility for all postbaccalaureate (undergraduate) students should be reassigned to the academic colleges. The overarching responsibility for satisfactory progress for postbaccalaureate (undergraduate) students should be delegated to the Academic Deficiencies Committee and the Registrar's Office. The School of Education should be delegated the responsibility for all postbaccalaureate (graduate) students.

2. The School of Education should establish procedures to assure that its postbaccalaureate (undergraduate) students have been appropriately classified. The School should also establish procedures to identify special (graduate) students who are pursuing standard teaching certificates but not master's degrees. The School should then encourage these students to apply for postbaccalaureate (graduate) student status. In addition to the technicality of having students appropriately classified, departments now receive transcripts of grades for all prior collegiate work and grade reports for postbaccalaureate students but not for special students.
3. The Graduate Council should not take any action on the policies on the classification of postbaccalaureate (undergraduate), postbaccalaureate (graduate), and special (graduate) students. Academic Regulation 4b, the Graduate Catalog and the application form for admission to postbaccalaureate student status and its accompanying instruction sheet should be appropriately upgraded to reflect fully and consistently the classification policies. The exception specified in the instruction sheet on applying for postbaccalaureate (graduate) student status should be modified so that only students who do not wish to be recommended for certification by the School of Education may apply for special (graduate) student status.
4. The statements on special (graduate) students applying and qualifying as applicants for graduate student status should be consistent in the Graduate Catalog and Academic Regulation 1c. A similar statement should be added to Academic Regulation 4b for postbaccalaureate (graduate) students. The use of the term, "reclassification," although correct, should be avoided.
5. The policies on reserving courses for graduate credit should apply to undergraduate and postbaccalaureate (undergraduate) students but not to postbaccalaureate (graduate) students. Postbaccalaureate (graduate) and special (graduate) students may apply up to 15 hours of graduate credit on subsequent graduate degrees, but they do not reserve these credits per se.
6. Applicants for postbaccalaureate (undergraduate) status should first be required to satisfy the university's admission requirements for undergraduate transfer students. They must then meet the admission requirements of the academic colleges and undergraduate or basic teacher certification programs for which postbaccalaureate (undergraduate) status is being sought. Furthermore, the current GPA requirements for satisfactory progress (2.5 except 2.25 for the first term) should be replaced by the GPA requirements of the academic colleges and undergraduate or basic teacher certification programs in which the postbaccalaureate (undergraduate) students are enrolled.
7. The university's General Catalog should be revised to reflect the proposed policy changes and refinements in documentation discussed above. Regardless, the discussion on postbaccalaureate (undergraduate) status should appear in the undergraduate rather than graduate portion of the catalog although a note on its location can be made in the graduate section.

SUMMARY OF PROPOSED POLICIES AND PROCEDURES FOR POSTBACCALAUREATE,
SPECIAL GRADUATE AND GRADUATE STUDENT STATUSES

	<u>Postbacc-undergrad (or nongraduate)</u>	<u>Postbacc-graduate</u>	<u>Special-graduate</u>	<u>Graduate</u>
Purpose	Obtain second bachelor's degree (including basic teaching certificate until June 1991).	Obtain standard teaching certificate but not advanced degree (until June 1998).	(1) No degree. OR (2) Not qualified and attempting to qualify for graduate student status.	Obtain advanced degree.
Admitted in academic major	Yes	Yes	No	Yes
Minimum GPA for admission				
Now	2.5 (foreign students - 3.0 on foreign work)	2.5	None	3.0 on last 90 hours of graded undergrad coursework
Proposed	Same as undergrad transfer student or academic college or department if higher.	Same as undergrad transfer student or academic college or department if higher.	No change	No change
Fees				
Full time	Undergraduate	Graduate	Graduate	Graduate
Part time	Based on course level for up to 7 credits; undergrad for 8+ credits.	Based on course level for up to 7 credits; graduate for 8+ credits.	Based on course level for up to 7 credits; graduate for 8+ credits.	Graduate
Responsibility				
Now	Graduate School	Graduate School	Graduate School	Graduate School
Proposed	Academic college	Sch of Education	No change	No change

	<u>Postbacc-undergrad (or nongraduate)</u>	<u>Postbacc-graduate</u>	<u>Special-graduate</u>	<u>Graduate</u>
Minimum GPA for satisfactory progress				
Now	2.5 (2.25 for first term)	2.5 (2.25 for first term)	None	3.0
Proposed	Determined by academic college or department	Determined by Sch of Education	No change	No change
Academic deficiencies				
Now	Graduate School	Graduate School	Graduate School	Graduate School
Proposed	Acad Deficiencies Committee	Sch of Education	No change	No change
Maximum graduate credit taken in this category that may be used for subsequent graduate degree	15 total but maximum 6 per term.	15 hours total	15 hours total	Not applicable
Use Reservation of Credit form	Yes	Not applicable	Not applicable	Not applicable
Residence requirement	Undergraduate rules	Not applicable	Not applicable	Graduate rules
Reclassification (correct term but misleading) to graduate student status				
Use Form G	Yes	Yes	Yes	Not applicable
Complete 24 hours if rejected	Yes	Yes	Yes	Not applicable

RECEIVED MAY 2 9 1988

Graduate School

Oregon
State
UniversityAdministrative Services A300
Corvallis, OR 97331-2121

(503) 754-4881

May 18, 1988

MEMO TO: Faculty Senate Executive Committee

FROM: John C. Ringle, Associate Dean *John C. Ringle*

SUBJECT: Proposal to Change the Numbering System for Courses Taken
for Graduate Credit

A proposal calling for a change in the course numbering system to use numbers 500-699 for courses taken for graduate credit was presented to the Graduate Council on January 28, 1988. The Council discussed the proposal and recommended that it be submitted to the academic departments for comment. This was done by Dean Calvin on February 5, 1988 (copy attached).

Twenty-five (25) comments on the proposal had been received by early April, of which 16 were generally supportive, 7 were neutral, and 2 were opposed to the change. A summary of these comments was presented to the Graduate Council on April 14, 1988. There were some concerns and details to be worked out, but the Council believed these could be resolved satisfactorily. The Council, after more discussion, approved the proposal and recommended that it be forwarded to the Faculty Senate for review and action.

Dean Calvin notified Larry Pierce, Vice Chancellor for Academic Affairs, on February 15, 1988, of this possible change since a uniform course numbering system has been established for all state institutions. On April 27, 1988, Dr. Pierce responded that he had discussed the proposal with his staff and that he had found it a reasonable one with several advantages. Dr. Pierce said he would send a copy of the proposal to the graduate deans at the other state institutions and would discuss it with the Academic Council of the OSSHE.

We are requesting review and approval of this proposal by the Faculty Senate. If approved by the Senate, it could then be forwarded as an official request to the OSBHE.

Please contact us if you have any questions.

c: W. G. Browne, Graduate Council

Graduate School



Corvallis, Oregon 97331-2121

(503) 754-4881

February 5, 1988

MEMO TO: Deans, Directors, and Department Heads/Chairs

FROM: Lyle D. Calvin, Dean *Lyle Calvin*SUBJECT: Proposal for Change in the Numbering System
for Courses Taken for Graduate Credit

The present course numbering system used throughout the State System of Higher Education provides for graduate credit to be given for courses numbered 400-499(G) and 500-599. This proposal calls for a change in the course numbering system to use numbers 500-699 for courses taken for graduate credit. Numbers from 500-599 would be used for courses intended primarily for masters level work, 600-699 would be used for courses primarily at the doctoral level. The (G) designator would be dropped from 400-499 courses. If the change is to be effected, the professional courses (now 600-699) and inservice courses (now 700-799) would have to be renumbered.

It is further proposed that courses now taught as 4xx(G) courses be designated as 4xx/5xx courses, with students wanting undergraduate credit taking the course at the 4xx number and students wanting graduate credit taking the course at the 5xx number. All students, both undergraduates and graduates, would attend classes together. The department and/or the instructor would be able to assign extra work to those students registered for the 5xx numbered course and would be able to grade against higher standards. Minimum enrollment requirements would be based on the combined enrollment for the 4xx/5xx numbered course.

It would be desirable to have the 4xx/5xx courses taught together to have common digits at the second and third positions, e.g. 421/521. This would require renumbering courses so as not to use identical numbers for other courses at either the 4xx or 5xx level. Some of the current 5xx numbers will presumably be renumbered as 6xx courses, freeing up enough 5xx numbers so that all departments will have enough numbers. Also, many of the 5xx-level courses would not have 4xx-level equivalents.

This mechanism would also provide an easy method of identifying courses taken by undergraduates to be reserved for graduate credit. In this case, the students would have to register for a 5xx-level course in order to receive graduate credit for it. The change would also allow masters thesis work (503) to be distinguished from doctoral thesis work (603).

-OVER-

-2-

The 5xx and 6xx numbers are used by many other institutions and are recognized to indicate masters and doctoral course work. Some accrediting bodies also expect this distinction and having this numbering system would allow us to meet their requirements more readily.

This proposal was recommended by the Graduate Council (1/22/88) and is now being forwarded to departments and academic deans for review. Comments should be sent to Lyle Calvin, dean of the Graduate School, for submission to the Graduate Council at an early April meeting. If reception to the proposal is favorable, it is anticipated that the Graduate Council will approve it and send it to the Faculty Senate. Final approval of this proposal by the OSBHE would be required, and the logical time for this change to occur would be fall 1990 at the time of the semester conversion.

ms

College of Business



Corvallis, Oregon 97331

May 2, 1988

Memo To: OSU Faculty Senate
Thurston Doler, President

From: OSU Retirement Committee
Les Strickler, Chairman

Subject: Committee's 1987-88 Annual Report

GENERAL

- Committee membership: Susan Hron (Staff Benefits), Gil Knapp (Music), Jane Meiners (Family Resource Mgt), Robert Michael (Physical Education), Norma Nielson (Finance), Austin Pritchard (Zoology) and Les Strickler-Chairman (Emeritus Finance).
- Responsibilities: Faculty retirement matters.
- Major activity areas: Conducting pre-retirement planning sessions, monitoring retirement legislation and providing recommendations on retirement policies.

PRE-RETIREMENT PLANNING

- Conducted 7th annual program involving four monthly two-hour sessions.
- Attendance averaged 50 per session and this was noticeably down compared with previous years.
- After special appeal, received \$500 budget from the Faculty Affairs Office.

ACTIONS TAKEN

- Affirmed summer action by Chairman conveying lack of need for meeting with Vice President Spanier on subject of changes in tenure relinquishment contracts' policies (administration indicated no changes proposed in OSU policies).
- Affirmed summer action by Chairman conveying lack of need for meeting with Vice President Spanier on his proposal for seeking a widening of participation levels in the TIAA/CREF retirement contribution option (Committee views forwarded earlier).

Memo To OSU Faculty Senate, Thurston Doler, President
 May 2, 1988
 Page 2

- Authorized Chairman contact of Intercollegiate Athletics Dept. in "housekeeping" matter of certification language used on staff athletic ticket application form for retirees.
- In response to Executive Committee request, recommended legislative bill requiring greater retiree input before changes are made in retirees' medical insurance premium levels.
- Recommended that the Executive Committee seek certain "housekeeping" changes in the processing of retirees' parking permit applications.
- Recommended Senate approval of a resolution seeking a change in SEBB's eligibility rules for retirees' medical insurance.

RECOMMENDATIONS FOR CURRENT SENATE ACTION

- Resolution A: Benefit Figures in PERS-sponsored medical insurance plans.
- Resolution B: Emeritus Faculty Policies
- Resolution C: Early Retirement Policies
- Resolution D: OSU Faculty Retirees' Privileges

RECOMMENDATIONS FOR NEXT YEAR'S COMMITTEE

- Seek improved liaison with FEWC.
- Offer pre-retirement information program every other year and in non-legislative years.
- In off years for information program, offer estate management type programs.
- Give more careful attention to monitoring retirement legislation.
- Establish better liaison with OSU's representative on OSSHE's Tax Deferred Annuity advisory council.

DANGER CLOUDS NEEDING ATTENTION

- Proposed Ballot Measure: using PERS reserves for financing schools.
- Proposed Ballot Measure: subjecting PERS income to Oregon personal income taxation.

College of Business



Corvallis, Oregon 97331

May 2, 1988

Memo To: OSU Faculty Senate
Thurston Doler, President

From: OSU Retirement Committee
Les Strickler, Chairman

Subject: Benefit Features in PERS-sponsored Medical Insurance Plans

The OSU Retirement Committee recommends Faculty Senate consideration of the resolution that follows:

RESOLUTION A

WHEREAS the benefit features in the new PERS-sponsored medical insurance plans for under-65 persons are woefully deficient in comparison with those in existing SEBB-sponsored plans and even with those in medical insurance plans generally and

WHEREAS current SEBB eligibility rules require a 65-and-over state retiree seeking a \$50 monthly subsidy by enrolling in PERS-sponsored Medicare supplement plans to also enroll their under-65 dependents in these deficient plans and

WHEREAS these conditions can have the unfortunate consequences of either (a) 65-and-over retirees giving up the \$50 subsidy in order to obtain acceptable quality medical insurance for their under-65 dependents or (b) unacceptable quality medical insurance for the under-65 dependents of 65-and-over retirees going for the \$50 subsidy; now therefore

BE IT RESOLVED by the OSU Faculty Senate
That the PERS Retirement Board be strongly urged to proceed with dispatch to secure benefit improvements in the PERS-sponsored medical insurance plans for under-65 persons and

BE IT FURTHER RESOLVED by the OSU Faculty Senate
That support for this urging be sought from such organizations as the IFS, the AOF and the OSSHE.

College of Business



Corvallis, Oregon 97331

May 2, 1988

Memo To: OSU Faculty Senate
Thurston Doler, President

From: OSU Retirement Committee
Les Strickler, Chairman

Subject: Emeritus Faculty Policies

The OSU Retirement Committee recommends Faculty Senate consideration of the resolution that follows:

RESOLUTION B

WHEREAS OSU administrators continue to suggest that emeritus faculty policies need to be changed in order to severely reduce the numbers receiving this designation and

WHEREAS the administration, in implementing current emeritus faculty policies, appears to be giving inadequate attention to criteria and other limiting elements already contained in written statements of such policies and

WHEREAS the 1986-87 OSU Retirement Committee forwarded recommendations on this subject to the Senate Executive Committee but such recommendations were tabled by the Executive Committee and

WHEREAS a major reason for administrative concern with such matters evidently is a desire to have improved recognition of exceptionally meritorious service and

WHEREAS the major reasons for widespread faculty concern with such a change would be (a) the goodwill values lost from the many faculty members not receiving this form of recognition for typically long and sacrificial periods of service and (b) the harm to those faculty members who would be unable to use this designation in carrying out various post-retirement research and professional service activities; now therefore

Memo To OSU Faculty Senate, Thurston Doler, President
May 2, 1988
Page 2

BE IT RESOLVED by the OSU Faculty Senate
That Distinguished Emeritus Faculty status, together with some
appropriate form of tangible reward, be granted to a very limited
number of faculty retiring each year and

BE IT FURTHER RESOLVED by the OSU Faculty Senate
That emeritus faculty policies existing otherwise be retained
essentially in their present form.

College of Business



Corvallis, Oregon 97331

May 2, 1988

Memo To: OSU Faculty Senate
Thurston Doler, President

From: OSU Retirement Committee
Les Strickler, Chairman

Subject: Early Retirement Policies

The OSU Retirement Committee recommends Faculty Senate consideration of the resolution that follows:

RESOLUTION C

WHEREAS the OSSHE Chancellor's Office currently is engaged in a process intended to produce a uniform early retirement program for OSSHE faculty and

WHEREAS OSU and other OSSHE faculty deserve a strong voice in the ultimate design of any system-wide early retirement program and

WHEREAS the OSU Retirement Committee has addressed the subject of changes in OSU's early retirement on several occasions by forwarding recommendations largely accepted by the Faculty Senate; now therefore

BE IT RESOLVED by the OSU Faculty Senate
That the OSSHE Chancellor's Office be vigorously urged to obtain system-wide faculty input regarding any changes in faculty early retirement policies and

BE IT FURTHER RESOLVED by the OSU Faculty Senate
That the opportunity for such faculty input be such that adequate time is allowed for completing these processes and

BE IT FURTHER RESOLVED by the OSU Faculty Senate
That such interest groups as the IFS and AOF be encouraged to give their support to these urgings addressed to the Chancellor's Office.

College of Business



Corvallis, Oregon 97331

May 2, 1988

Memo To: OSU Faculty Senate
Thurston Doler, President

From: OSU Retirement Committee
Les Strickler, Chairman

Subject: OSU Faculty Retirees' Privileges

The OSU Retirement Committee recommends Faculty Senate consideration of the resolution that follows:

RESOLUTION D

WHEREAS current and prospective OSU faculty retirees almost universally will have performed their long services as active employees with great financial sacrifices and

WHEREAS the existing privileges granted to such persons in their retirement years is exceedingly modest and

WHEREAS cursory review of this situation by the Retirement Committee has identified several areas where such privileges could either be extended or made more uniform around the campus and

WHEREAS actual action on such changes would be the responsibility of the OSU administration; now therefore

BE IT RESOLVED by the OSU Faculty Senate
That the OSU administration be encouraged to conduct a review of privileges granted to OSU retirees and

BE IT FURTHER RESOLVED by the OSU Faculty Senate
That said review give consideration to such specific retiree privilege additions or clarifications as:

- (1) A discount on greens' fees for the new OSU golf course,
- (2) a uniform policy of offering opportunities for emeritus faculty listing in the staff directory,
- (3) a uniform policy of offering reasonable levels of office services' support for retirees' research and professional activities, subject to financial abilities of the involved unit and
- (4) a continuation of retirees' privileges for widows and widowers of deceased retirees.

Senate Budgets and Fiscal Planning Committee
Annual Report 1987-8

Membership: Douglas Brodie, Forestry Mgt
Donald Claypool, An. Sci.
R. Bruce Rettig, Agr. and Res. Econ.
John Dunn, Health and P.E.
Margy Woodburn, FN (Chair)
Court Smith, Anthropology
Dave Parker, ASOSU
Lenny Trapp, ASOSU
Andrew Hashimoto, Ag. Eng. Sen. Exec. Comm. Liaison

ACTIVITIES:

- 1) Review of Category 1 curricula proposals. The Committee recommendations were reported at the December 3 meeting of the Faculty Senate. Four issues were identified to the Curriculum Council: library resources, budget impact of a new program in this period of tight budgeting, need for impacts to be considered college-wide and in total, costs of semester base and the need for flexibility during this time.
- 2) Exploration of avenues for the Committee to participate in the University Budget development process. Vice President Coate has attended several Committee meetings to provide financial information, answer questions and receive input. A proposal for an observer role for two Committee members at the Dean's budget hearings was not accepted due to a change in the nature of the hearings. Strategies need further exploration. A report was made to the Faculty Senate on March 3. The Committee has recommended that the process used be such that faculty are kept informed in the usual communication lines of Dean to Dept. Head to total faculty. The Committee has also concluded that the total University Budget must include a realistic reserve for unexpected costs.
- 3) The Committee kept informed on cost estimates for semester conversion as developed by John Davis. Issues to be considered were forwarded to Dr. Davis.
- 4) The Committee developed "Guidelines for Program Redirection", revised on the base of input from the Executive Committee and the University Administration, and presented the document to the Executive Committee and then the Senate on May 5. The Deans' Committee draft of "Program Reduction Criteria" was also reviewed by the Committee.

The Committee recommends two changes in membership:

1. A position as ad hoc member be established for the Associate Director for Planning and Institutional

Research. Rationale: This new position will provide a focus for planning activity and data collection. A liaison relationship would serve both as an avenue for concerns and a source of institutional data. Vice President Coate supports this action.

2. One student member be a graduate student, appointed by the Graduate and Professional Student Association.

Rationale: The Standing Rules provide for 3 student members; currently only 2 have been appointed by ASOSU. Graduate student representation is appropriate. Another avenue of securing that appointment may be suggested.

The Committee also recommends that:

1. The Budgets and Fiscal Planning Committee be designated as the Committee to have input into and review facility planning and building priorities.

College of
Liberal Arts



Corvallis, Oregon 97331-6202

(503) 754-2511

May 12, 1988

TO: Faculty Senate

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

RE: Annual Report

The Academic Advising Committee met six times during the Fall and Spring Terms. Topics discussed were as follows:

1. Reviewing the program of new student week so as to ascertain if more students could be served during orientation.
2. Discussed possible procedures that would get students to accept more responsibility for seeking advising.
3. Use of TV monitors at the Coliseum that would explain registration procedures step by step.
4. The value of faculty training sessions for those new to advising.
5. Peer advising.

The last topic received the most attention. Members of the Blue Key had appeared before the Head Advisor's group promoting the idea of greater use of peers for academic advising. Ms. Allison Baird, student member of the Faculty Senate committee, visited the Blue Key officers and reported back to the other members about what that organization envisaged. The committee requested responses to the following:

1. Just what is meant by peer advising?
2. What are the anticipated duties?
3. How would peer advisers be rewarded (e.g. unit credit)?
4. How would peer advisers be trained to handle questions concerning department, college and university matters?
5. Who would organize the training sessions and would they be concurrent with possible faculty advising workshops?

The chair then invited interested Blue Key students to participate in the Northwest Academic Advisers Conference held in Vancouver, B.C. March 17-18. The ASOSU funded two students in toto and provided an additional \$75.00 for a student member of this committee to attend. The OSU student participants had the opportunity to visit with and attend workshops put on by representatives of other colleges heavily involved in peer advising. One result of the conference was that the OSU student representatives have been invited to submit a workshop proposal for the next conference which will be held on the University of Washington campus in March, 1989. The student reps did come away with an appreciation that peer advising is more than an idealistic concept that sounds nice. Indeed they now realize the degree of effort needed to implement a support service that would bolster the current structure of student services.

It was the intent of the committee to address one other item of business during the Spring term. But with the resignation of Mr. Tom Kruger to accept a position at Seattle University and severely conflicting schedules, the meetings failed to generate a quorum. But the idea was proposed that the Faculty Senate Committee on Academic Advising be phased out and that the Faculty Senate Office appoint a faculty member and one student as a liaison to the Head Adviser's Committee which meets monthly. Since neither group have had the opportunity to explore this possibility, it is suggested that the idea be discussed by next year's committee.

The committee has no recommendations to submit to the Faculty Senate for their consideration.

JJO/pmh

At the onset of this school year the members of Blue Key Senior Honorary set out to work on retention at OSU. Through research and interviews with various administrators we discovered that our efforts could be best utilized in developing a peer advising program. With more work we developed the purpose and timeline attached on the back of this report. The advising conference in Vancouver, B.C. was our chance to share ideas with other schools and learn about successful programs on other campuses.

The most beneficial aspect of the conference from a student's prospective was the interaction with counselors and advisors from other schools. I personally learned what types of peer advising programs are offered and what has been successful. It was also refreshing to learn that these peer advising programs have provide a very essential service to the schools.

From the results I learned about at the conference I recommend that OSU partake in a decentralized peer advising program as soon as possible. The use and willingness of Blue Key and other honoraries such as Mortar Board, Cardinal Key, Talons, and Thanex is essential to its success. It is necessary that an adviser take charge of the program and provide training and organization and also to insure its usccess and continuance. Unless course credit is granted to the peer advisers it is important to provide a large group to spread the responsibility. Peer advising should be restricted to general information, college requirements, and referral advising. Peer advisers should stay away from specific departmental advising and personal advising. Finally, I believe a student representative should attend next years advising conference. A follow up on the program can be presented there and more infomration can be gathered.

Colleen M. Hanigan
President, Blue Key Senior Honorary
Senior in Industrial Engineering

Department of
Women Studies



Corvallis, Oregon 97331

(503) 754-2826

May 2, 1988

TO: Thurston Doler, President
Faculty Senate

FROM: Jeanne Dost, Chair
Academic Deficiencies Committee

SUBJECT: ACADEMIC DEFICIENCIES COMMITTEE ANNUAL REPORT, 1987-88

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 academic policy related to improving grades by repeating courses reduces students' opportunities for academic rehabilitation. Thus, in order to ameliorate this problem, the Committee continues its policy of earlier intervention---suspension. As a result, the Committee suspended 60 more students than suspended prior to the Winter Term, 1987. 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 students as well as the university to interrupt the students' attendance at Oregon State. Therefore, suspensions for Spring Term are expected to decrease. The annual total suspensions remain at about 500 per year. The Committee believes that this policy continues to be advantageous to students.

The Committee also revised Academic Regulation 22 to meet the requirements of the semester system. The Committee sent these suggestions to the Academic Regulations Committee and approved the minor revisions made by that Committee.

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 1987 report is attached. When available, the Winter and Spring terms' reports will be forwarded for appending to this report.

JD: hpl
cc: Ralph H. Reiley, Jr.
Assistant Registrar

Department of
Apparel, Interiors
and Merchandising

College of
Home Economics



Corvallis, Oregon 97331

(503) 754-3796

May 9, 1988

TO: Thurston Doler, Senate President

FROM: Sally Francis, Chair, Academic Regulations Committee *S. Francis*

RE: 1987-88 Annual Report

The AR Committee met weekly nearly all year as we successfully completed a thorough review of the entire Regulations including the changes necessary for semester conversion. The Committee also considered several items which were brought to our attention by the Executive Committee or chairs of other committees. AR Committee action on these items is presented below:

1. AR9.c. A proposal to add a warning statement that students should not assume they have been dropped from a class under this regulation was adopted by the Senate at its January 14, 1988, meeting. At the same meeting, the Senate directed the Committee to consider a proposal to delete AR9.c. In a May 9, 1988, memorandum to President Doler, the Committee reported to the Senate its decision to retain AR9.c.
2. AR28. A proposal to add a footnote giving academic units authority to resolve difficulties in degree progress due to semester conversion was adopted by the Senate at its January 14, 1988, meeting.
3. AR5. A proposal to permit students to transfer between colleges at any time was adopted by the Senate at its January 14, 1988, meeting.
4. AR22.d. A proposal to add a modification to this regulation to exclude on-campus Continuing Education courses from enrollment by suspended students was adopted by the Senate at its October 1, 1987, meeting.
5. AR17. A proposal to consider a new grading system was considered by the Committee. In a February 1, 1988, memorandum to President Doler, the Committee reported that this matter had been considered during the 1987-88 academic year with no change recommended and that it was too soon to reconsider the same item. The Committee will place this item on its agenda early in 1988-89.

As noted above, conversion of the regulations to the semester calendar occupied much of the Committee agenda for 1987-88. Attached is a copy of a draft document of the Academic Regulations which reflect most of the semester changes (noticeably missing is the revision of the General Education requirements to incorporate the Baccalaureate Core which has been completed but has not yet been to the typist) and a number of other minor changes to be considered independent of the calendar conversion. The Committee plans to present these proposals to the Senate fall, 1988, in two packages: (1) changes related to the semester conversion; and (2) all other proposed changes.

Despite an unusually demanding work load, the Committee met regularly with excellent attendance and accomplished its work in a responsible and timely manner. I would like to acknowledge the contributions of all members of the committee.

RECEIVED MAY 18 1988

Office of
Student ServicesOregon
State
University

Corvallis, Oregon 97331

(503) 754-3661

May 18, 1988

MEMORANDUM

TO: Thurston Doler, President
Faculty Senate

FROM: Nancy M. Vanderpool, Chair 
Academic Requirements Committee

RE: Annual Report (1987-88) to Faculty Senate

Six faculty and three students served as members of the Academic Requirements Committee. Administrative and clerical support to the committee was provided by Ralph Reiley, Assistant Registrar, and Julie Cone, Secretary, Registrar's Office. Their assistance in preparing the petitions and background information for the committee and the clerical follow-up of the committees' decisions is vital to completing the volume of work done by the committee. The committee meets weekly, except for summer on a monthly basis, for two to four hours each time. To date, 3,447 actions in response to student requests have been considered. A full numerical categorization of the 1987-88 actions will be forwarded after June 30 to the Faculty Senate Executive Committee for inclusion with this report.

The committee worked cooperatively with the Academic Regulations Committee to clarify AR 9c., No-Show-Drop course policy. The impact of semester conversion on Academic Requirements Committee procedures and students was examined and recommendations were given to Jack Davis.

Two problem areas surfaced during the course of examining student petitions. They are late add of project and reading and conference credit, and S-U grading changes.

1. Late add of project and reading and conference credit.

The committee has received a number of petitions for late add of project and reading and conference credit for up to five hours of credit. The petitions seldom include an explanation of subject matter or the scope of the work to be done to earn the credits requested. Out of concern that the objective of the requested credit is a meaningful academic experience, it will be the future expectation of the committee that petitions include more complete information on the nature of the project and the scope of work to be accomplished.

2. AR 18a. (1) (b) Selection of S-U grading.

A recommendation made for the past two years and again this year is that a separate action be required to select the non-graded option. Many times in petitions, students contend that an incorrect marking or lack of information resulted in an unintentional choice of graded or non-graded. A separate form requiring the student and faculty advisor's signature may result in a more informed, thoughtful choice, and thus decrease the number of petition requests.

We request that the Academic Regulations Committee consider recommending a procedure which calls for a separate action to be taken in order to select non-graded or change to graded.

NMV:jd

RECEIVED MAY 12 1988

College of
Veterinary MedicineOregon
State
University

Corvallis, Oregon 97331-4802

(503) 754-2141

M E M O R A N D U M

DATE: May 12, 1988

TO: Faculty Senate

FROM: H. N. Engel, Chair *H. N. Engel*
Advancement of Teaching CommitteeSUBJECT: ANNUAL REPORTS OF FACULTY SENATE COMMITTEES/COUNCILS

The Advancement of Teaching Committee had the primary charge of selecting the recipients of the L. L. Stewart Faculty Development Awards. This year the selection process was slightly different. The fall selection guidelines were similar to previous years, however, with the introduction of the new basic core curriculum an additional group of awards were made in the spring. This past fall the committee reviewed 41 applications totalling \$59,000 for approximately \$12,000 in funds. The maximum amount of each award was \$1,800. The second round had a maximum limit of \$2,500 for each award. There were 35 applications totalling over \$76,000 in requests. The committee placed major emphasis on selecting projects which benefited the conversion to the new basic core curriculum and awarded over \$24,000 in grants.

The following list identifies recipients of the Stewart Award in the first round:

Wolfgang Dill (Assoc Prof, German)	\$ 1,800.00
Nicole E. Duffee (Assist Prof, Vet Med)	1,800.00
Lizabeth Ann Gray (Assist Prof, Counseling)	1,800.00
Olaf Hedstrom (Assist Prof, Vet Med)	1,037.00
Zoe Ann Holmes (Prof, Foods & Nutrition)	1,590.00
Ronald H. Jeffers (Assoc Prof, Music)	820.00
Rubin H. Landau (Prof, Physics)	1,800.00
W. Alfred Mukatis (Assoc Prof, Finance)	1,428.00
William R. Rogers (Assoc Prof, Extension)	500.00
Total	\$12,775.00

The awardees in the second round of selections for this grant included:

Dan Armstrong (Instr, English)	\$ 2,500.00
Marcus J. Borg (Assoc Prof, Religious Studies)	2,287.26
Michael T. Coolen (Assoc Prof, Music)	2,445.40
E. Julius Dasch (Assoc Prof, Geology)	2,365.00
Thomas P. Dick (Assist Prof, Math)	2,200.00
Gary Ferngren (Prof, History)	2,495.40
Royal G. Jackson (Assist Prof, Res Rec Mang)	1,524.00
Lynda J. King (Assist Prof, Foreign Lang)	1,500.00
Marian J. Kosteki (Assist Prof, Bus Admin)	1,785.00
Mary Lee Nolan (Assoc Prof, Geography)	2,493.00
Shiao-ling Yu (Assist Prof, Foreign Lang)	2,500.00
Total	\$24,095.06

Page 2
 Annual Reports of Faculty Senate (1987-1988)
 Advancement of Teaching Committee

This committee had the task of developing a new student assessment of teaching form last year which was introduced in the fall of 1987. The information obtained from these computer-read forms has not been made available to our committee. One of the tasks next year of this committee will be to re-evaluate the new forms and the compiled data and determine what changes should be made.

Furthermore, our committee was given the charge to identify if there was a need to change the current grading system of A, B, C, D, and F. There were several letters in support of some sort of change which would provide a means to better discriminate the grades which students receive. Our committee was unable to come to a unanimous decision on which method would be best, but propose that a change be instituted with the introduction of the new basic core curriculum in the fall of 1990. The following proposal was developed by this committee.

PROPOSAL:

To better evaluate the performance of students, a new grading scale should be instituted with the introduction of the new basic core curriculum in the fall of 1990. Either of the following plans should be used at the discretion of the faculty senate.

Plan A

A	=	4.0
A-	=	3.7
B+	=	3.3
B	=	3.0
B-	=	2.7
C+	=	2.3
C	=	2.0
C-	=	1.7
D+	=	1.3
D	=	1.0
D-	=	0.7
F	=	0.0

Plan B
 ("Univ of Washington Method")

A	=	4.0-3.9
A-	=	3.8-3.5
B+	=	3.4-3.2
B	=	3.1-2.9
B-	=	2.8-2.5
C+	=	2.4-2.2
C	=	2.1-1.9
C-	=	1.8-1.5
D+	=	1.4-1.2
D	=	1.1-0.9
D-	=	0.8-0.7
F	=	0.0

Advancement of Teaching Committee Members

Faculty:

Harold N. Engel, Chair (Vet Med)
 Christina Alcantara (Foreign Lang)
 Norman Lederman (Science Ed)
 Paul Kopperman (Hist)
 Gary Musser (Math)
 Robert Schwartz (English)

Students:

Eric Clarke (Soph, Engr)
 Raquel Osborn (Sr, Ed)

RECEIVED APR 22 1988

Academic Affairs—
CurriculumOregon
State
University

Corvallis, Oregon 97331

(503) 754-2111

April 22, 1988

TO: Executive Committee,
Oregon State University Faculty Senate

FROM: Bruce Shepard, Chair
Curriculum Council

SUBJECT: End-of-Year Report

The Curriculum Council has made a major effort this year to change the way it does business: the Council has sought to focus upon major policy questions and to delegate responsibility for routine curriculum matters. As a result, the activities of the Curriculum Council during the 1987-88 academic year have been varied and interesting.

- * Six Category I proposals were considered, five of which were recommended to the Senate for their adoption. The recommended proposals were adopted by the Faculty Senate.
- * The Curriculum Council worked closely with the Curriculum Review Commission and provided the Senate with recommendations on the Commission's proposal for a new general education program.
- * Attention to the curricular components of calendar conversion was a major activity. We worked with the Calendar Conversion Council to develop a schedule for curriculum conversion; adopted procedures for curriculum conversion after consulting with representatives of each school, college, the Library, and the Graduate Council; wrote and distributed guidelines for conversion; joined with the Calendar Conversion Council and University Publications to conduct a workshop on calendar conversion; met with individuals and representatives of schools and colleges to monitor progress and discuss problems; collaborated with the Calendar Conversion Council in the dissemination of information via a status report; and are assisting that Council with the development of a conversion handbook.
- * We have revised guidelines and procedures for processing curriculum proposals. These changes were needed to make the statement of procedures consistent with the University's current administrative structure and to

assure that the Council continues its responsibility to the Senate for major curriculum matters without becoming bogged down in administrative tasks.

- * The Curriculum Council has been reviewing policies on the awarding of academic credit for "developmental" and "remedial" courses. This effort continues.
- * The Curriculum Council worked with the Executive Committee and the Vice President for Academic Affairs and Provost to define the role of the Curriculum Council in decisions involving program reduction.
- * The Curriculum Council has reviewed policies on minors and concentrations and is submitting recommendations for changes to the Executive Committee.
- * The Curriculum Council has conducted an inquiry into degree requirements for distinguishing the BA and BS degrees, has sought faculty comment on the topic through a variety of means, and will be bringing a proposal to the Senate this academic year.
- * The Curriculum Council has initiated research on the question of whether academic credit should be granted for courses taken through the English Language Institute. We are awaiting a formal proposal from the Institute prior to taking further action.
- * At the direction of the Executive Committee, the Curriculum Council considered and commented upon a variety of other proposals having curricular implications.
- * A large number of Category II proposals for new or changed courses or requirements were acted upon.
- * The Curriculum Council continued its responsibility for such routine matters as: processing "X course" proposals, approving requests for p/np grading, answering questions, meeting with faculty who had particular problems, reviewing department's purportedly "editorial" changes in catalog copy, and bringing disputants to agreement when curricular controversies arose.

We have been busy. We would like to recognize the valuable assistance provided to the Council by D.S. Fullerton, Associate Vice President for Academic Affairs, and by Nan McNatt, Secretary to Academic Affairs.

GUIDELINES FOR MINORS IN UNDERGRADUATE CURRICULA

In addition to the undergraduate major program, there are only two types of recognized second fields of interest in undergraduate curricula at OSU--"minors" and "options."

Minors (18/8)

Minors may be offered by an academic unit for its own majors and/or majors from other academic units.

Minors officially consist of a minimum of 18 designated hours of related course work, 8 of which must be at the upper division level.

Courses required for a major may not count towards a minor. An individual course may not count towards more than one minor.

Options (14/10)

Options are restricted to students of a specific major.

Options officially consist of a minimum of 14 designated hours of related course work, 10 of which must be at the upper division level.

Courses required for an option may not count towards a minor. Students may not take an option and a minor from the same field of study.

Both Minors and Options

Must be approved by all academic units involved. Requests are then submitted to Curriculum Council in Category II memorandum format.

Courses may be selected from those offered by the sponsoring unit as well as by other academic units.

Sponsoring units have primary administrative responsibility:

- course substitutions must be approved by the Dean of sponsoring college/school.
- the sponsoring Dean must certify fulfillment of all requirements.

To appear on student's official academic record and transcript:

- student must make application to the Registrar at the same time formal application is made for a degree.
- Registrar's application is then sent to the sponsoring college/school for Dean's verification and signature.

BA/BS Requirements

Purposes:

The Curriculum Council recommends a University policy on BA and BS degrees that:

Enhances the value and meaning of the BA and BS degrees,

Assures that students will receive the baccalaureate degree that is appropriate to their course of study

The Policy:

The policy has the following parts:

- I. As is now the case, colleges decide whether they wish to offer the BA, th BS, or both.
- II. Decisions by colleges on which degrees to offer and requirements for those degrees shall be consistent with principles stated in Section V of this proposal.
- III. If a college decides that it is appropriate for the college to offer both the BA and the BS:
 - A. The college shall adopt distinct requirements for the BA and BS degrees,
 - B. Departments within the college may choose to offer just the BA, just the BS, or both.

When departments deem it appropriate to offer both the BA and BS, the departments may adopt requirements for each degree which elaborate or implement college-level requirements for the degree. Colleges may require such departmental requirements. Departmental decisions on which degrees to offer and departmental degree requirements shall be consistent with principles stated in Section V of this proposal.

- IV. As is now the case, all students receiving a BA degree shall have foreign language proficiency certified by the Department of Foreign Languages and Literatures as equivalent to that attained at the end of the second year course in the language. Colleges offering the BS should consider the appropriateness of a language requirement as one of their requirements for the BS degree.
- V. College and departmental requirements for the BA and BS will be reviewed - as is now the case for all degree requirements - by the Curriculum Council. The requirements will be reviewed for consistency with the following principles:
 - A. The BS degree is conferred for focused curricula that emphasize scientific ways of knowing and quantitative approaches to understanding in the sciences and the social sciences and for curricula in professional fields.
 College BS degree requirements shall provide a depth of preparation in scientific and quantitative approaches to understanding that is significantly greater than that which is required of all undergraduates through the Baccalaureate Core.
 Departmental requirements distinguishing the BS from the BA are optional; when both are proposed, departmental BS requirements will promote focused curricula that emphasize scientific and quantitative approaches to understanding.
 - B. The BA degree is conferred for broad and liberal education in humanities, arts, social sciences, and sciences.
 College BA degree requirements shall provide a breadth of preparation in the humanities, arts, social sciences, and sciences that is significantly greater than that which is required of all undergraduates through the Baccalaureate Core.
 Departmental requirements distinguishing the BA from the BS are optional; when both are proposed, departmental BA requirements will promote broader preparation within the major and among related fields.
 - C. When a college proposes to offer both a BS and a BA, the requirements for the degrees shall place comparable demands upon the time and effort of students. The assessment of comparability shall include college requirements distinct to the BS and the BA and the University's foreign language requirement for the BA.
 - D. Credits used to meet requirements distinct to the BA and BS may also be used, if otherwise appropriate,

to meet departmental, college, and University requirements.

- VI. As is now the case, requirements for bachelor degrees other than the BS and the BA shall be formulated by the colleges and departments authorized to offer the degrees.

Implementation:

Degree requirements for the BA and BS would be implemented no sooner than fall of 1990. Procedures for accommodating students caught in the transition would be the same as those recently adopted for students whose degree requirements would be affected by calendar conversion.

Rationale:

The meaning of the BS and BA degrees implicit in the current requirements is inconsistent and confused. The BA requires language and humanity hours. This gives the impression that the BA is a 'humanities' degree rather than a broad degree in the sciences, humanities, arts, social sciences, and sciences. The current requirements for the BS do, appropriately, require hours in science. However, they also allow social science and science credits to be combined to fulfill the science requirement for the BS; this provision runs counter to the traditional meaning of a BS as a focused degree and is counter to practice at the 52 land-grant institutions we have examined.

The proposal improves upon the unclear and confused meanings implicit in the current requirements in several ways:

Colleges and departments wishing to offer both the BA and BS must consider requirements that distinguish the degree. Colleges and departments may, in light of their curricula, decide that just the BA or just the BS is the appropriate degree for their students. Or, they may decide that the need for the BA or BS is so rare as to not justify establishing separate degree requirements. Such decisions will help clarify the meaning of a BS and a BA at OSU.

Where units offer both degrees, there will be degree requirements that are consistent with explicit principles distinguishing the meanings of the degrees. Those principles are part of the proposal.

The requirements will not be formulated at the University level; rather, they will be designed at the college and departmental level where faculty are able to adjust to the particular needs of their students and the content of their programs.

Many students - typically, in our experience, in the liberal arts - graduate with a BS degree although they seem candidates for a BA: they have taken broad course work and have majored in areas that do not emphasize scientific methodology as the primary way of knowing. We have repeatedly heard that the BS, for these students, simply means that the students did not wish to complete a second year of foreign language. As a result, the value and meaning of the BS degree is diluted and the BA degree is conferred less often than it should be.

The proposal seeks to increase the likelihood that students will receive the baccalaureate degree that is appropriate to their course of study through several means:

As mentioned above, the proposal creates an incentive for colleges and departments to reconsider the degrees appropriate for their students.

Requirements will be adopted at the level of the school or college where, presumably, the appropriateness of particular degrees to particular courses of study is better evaluated.

Colleges offering both a BA and a BS must require course work that is comparable in the demands placed upon students. This would reduce the likelihood of students choosing a BS simply to avoid taking a foreign language.

The proposal may create difficulties for certain students who change colleges. Currently, colleges have one set of requirements for their students. If the demands of college-level BA and BS requirements were roughly comparable to existing college degree requirements, then problems arising from changes in a major should not be increased. If, as a result of the proposed policy, colleges add additional requirements, then there is an increased likelihood that students who change majors will have to do additional course work in order to qualify for the degree which they desire. This, we believe, is an unavoidable consequence of any policy which meets our initial purposes: to enhance the meaning of the BA and BS and to increase the likelihood that students receive the degree suited to their chosen course of study.

Students pursuing concurrent degrees may also be affected. Currently, students may earn concurrent or subsequent bache-

lor degrees by taking an additional 32 credits for each additional degree and by meeting all institutional, college, and departmental requirements for the degrees. Conceivably, a student might seek a BA in one major and a BS in another major. To the extent that the new BA/BS policy results in more specific degree requirements for the BA and the BS, students pursuing concurrent degrees might have less freedom in their choice of courses. Again, the Curriculum Council feels that this is a necessary, even a desirable, consequence of enhancing the meaning of baccalaureate degrees at Oregon State University.

Department of
Chemistry



Corvallis, Oregon 97331-4003

(503) 754-2081

May 12, 1988

TO: Faculty Senate

FROM: Michael W. Schuyler *MWS*
Faculty Recognition and Awards Committee

SUBJECT: Annual Report of the Faculty Recognition and Awards Committee

During the summer of 1987 the 1986-87 members of this committee met several times to consider nominations which had been submitted for the Burlington Northern Foundation Faculty Achievement Awards and for the OSU Outstanding Research Assistant Award. Two nominees for the former and one for the latter were selected. These recommendations were forwarded to the appropriate University offices. The Awards were presented during the Fall 1987 University Day celebration.

During the Fall term of 1987 the Committee requested from the Executive Committee of the Faculty Senate clarification of the criteria for the OSU Distinguished Service Award in order that this award not conflict with the new Honorary Degrees. On December 28, 1987, the Faculty Recognition and Awards Committee invited the Faculty to nominate persons or organizations for the Distinguished Service Award. Nominations were received and considered. With the approval of President Byrne, two nominees were recommended to the Executive Committee of the Faculty Senate.

On January 12, 1988, Assistant Vice President for Academic Affairs Miriam Orzech and the Faculty Recognition and Awards Committee invited Deans, Directors, and Department Administrators to submit nominations for the Elizabeth P. Ritchie Distinguished Professor Award. A Selection Committee appointed by Ms. Orzech forwarded its recommendation to Vice President Spanier.

On March 27, 1988, the Faculty Recognition and Awards Committee invited faculty to submit nominations for the Alumni Distinguished Professor Award. Six nominations were received. The Faculty Recognition and Awards Committee is presently considering those nominations.

On April 7, 1988, the Faculty Recognition and Awards Committee invited faculty to submit nominations for the OSU Outstanding Research Assistant Award. Nominations are due June 17, 1988.

Also on April 7, 1988, the Faculty Recognition and Awards Committee invited faculty to submit nominations for the Burlington Northern Foundation Faculty Achievement Awards. Nominations are due July 1, 1988.

RECEIVED 13 1988

William Jasper Kerr
Library



Corvallis, Oregon 97331

May 13, 1988

To: Faculty Senate Executive Committee
From: Laurel Maughan, Chair, Faculty Status Committee *JLM*
Subject: Annual Report of the Faculty Status Committee for the
1987/88 Academic year

Committee Members:

- L. H. Fuchigami
- Dianne W. Hart
- Charles E. King
- David A. King
- Thomas C. McClintock
- Edward D. McDowell
- Edwin C. Price
- John E. Wade
- Laurel S. Maughan, Chair

After an initial period of confusion while reorganizing the Committee to make up for sabbatical leaves of some of the original members, the Faculty Status Committee considered and provided reports on the following items of business as requested by the Faculty Senate Executive Committee.

- October 16, 1987, "Proposed Faculty Personnel Guidelines submitted by the Curriculum Review Commission"
- October 16, 1987, "Revised and Updated Promotion and Tenure Guidelines and Dossier Preparation Guidelines"
- November 30, 1987, "Flexible Fringe Benefits for Faculty"

One item which should or could have been considered in greater depth by the Committee was the "Program Reduction/Elimination/Reorganization Criteria" in its various drafts from the University Administration. However, since the Faculty Senate Committee on Budgets and Fiscal Planning dealt extensively with this matter, it might not be necessary or advisable for our Committee to pursue it further. If the Faculty Senate Executive Committee feels it desirable and important for the Faculty Status Committee to review this matter of program reduction, elimination, or reorganization further or more extensively, the Committee could possibly accomplish this over the summer or in the fall. Please advise us, if further review of this matter by this Committee is wanted.

Annual Report To The Faculty Senate

Graduate Admissions Committee

J.J. Gonor (Chair)

The Graduate Admissions Committee, which meets weekly throughout the year, operates under written rules to implement Graduate School policies on applicants who do not meet regular admission requirements. This has included applicants for postbaccalaureate status and includes applicants for reclassification from postbaccalaureate and special student status. Most of its work consists of reviewing applicants whose rejection has been appealed by the academic unit administering the relevant degree program. The G.A.C. has recently had review of rejections based on TOEFL scores added to its jurisdiction. The Graduate Council has recently shifted review responsibility for applications to enter with postbaccalaureate status from the G.A.C. to the undergraduate degree programs.

This year, the G.A.C. reviewed its implementation of policies on reclassification of special and postbaccalaureate students and recommended to the Graduate Council that these be revised. The recommended revisions require that courses taken by special or postbaccalaureate students under the 24 credit rule be relevant to graduate level performance. The revisions were adopted by the Graduate Council and will appear in the next Graduate Catalog.

In the previous two academic years (1985-86 and 1986-87) the G.A.C. reviewed about 410 cases annually and approved admission for 67 percent of them. From July, 1987 to March, 1988 the G.A.C. reviewed 246 cases and approved 156, or 63% to date. Since 1985, the G.A.C. caseload has been about 394 cases per year, with no trend apparent in annual number. Subjectively, in the last two years, decisions have become more difficult and complex as the numbers of applicants from people seeking mid career changes have increased, as have the numbers of foreign applicants from unfamiliar educational systems.



Oregon
State
University

College of Business

Corvallis, Oregon 97331

May 13, 1988

TO: Thurston E. Doler, President
Faculty Senate

FROM: William Browne, Chair
Graduate Council



SUBJECT: Graduate Council: 1987-88 Annual Activity Report

Listed below the reader will find a list of the completed activities of the Graduate Council. The list is broken into two sections. The first list is for the annual or continuing Council activities and the second is for the special activities.

Annual Activities:

1. Reviewed and approved the Category I proposals for a MA/MS degree in Scientific and Technological Journalism, MA/MS and PhD in Applied Economics, and a MS in Health and Safety Administration.
2. Reviewed and approved course changes outlined in the Category II document.
3. Accepted final program review reports for graduate programs in Electrical and Computer Engineering, Geography, Botany and Plant Pathology, Crop Science, Zoology, Physics, Foods and Nutrition, and Forest Management.
4. Reviewed and awarded various graduate scholarships.
5. Selected the recipients of the "Outstanding Publication Award."

Special (nonrecurring) Activities

1. Studied and made recommendations for change of the Post Bac requirements in regard to the meaning of the various sub-classifications and the reclassification requirements.
2. Reviewed and recommended changes for the graduate policies, graduation requirements, and the numbering system to be used in the semester conversion.
3. Recommended deadlines for foreign student graduate school applications.
4. Reviewed and made recommendations for a change in the TOEFL scores needed to be fully admitted to graduate school. (*)
5. Reviewed and recommended changes in the graduate student grievance procedures.
6. Recommended the removal of the policy requiring Graduate School permission to obtain all degrees (BA/BS, MA/MS, and PhD) at OSU.
7. Adopted a policy recommending (not requiring) a thesis proposal meeting for doctoral candidates in addition to the thesis defense.
8. Appointed a Task Force to study and make policy changes for improving the criteria and methods for appointing individuals to the graduate faculty status. (*)

(*) Final action pending.

May 3, 1988

TO: Executive Committee of the Faculty Senate
Thurston E. Doler, Senate President

FROM: Kenneth L. Beals, Chair
Instructional Media Committee

SUBJECT: Required Annual Report of Faculty Senate Committees

The Instructional Media Committee is the faculty representation body primarily concerned with the Communications Media Center. CMC now combines the previously separate administrative units of Classroom Television, "IRAM", and the Office of Instructional Development.

Meetings

The Committee had meetings in the Fall and Winter quarters of this year. The purpose of the first meeting was to review the results of a user survey which CMC distributed throughout the campus. The consensus appeared that departments and faculty make extensive use of CMC services; and, that all of the improvements discussed would require additional funds.

The Winter meeting resulted from the present round of University-wide budget reductions. The Center administrators met with the Committee to evaluate reductions from 1-6%. The consensus at that time was to recommend a user fee rather than elimination of selected services and personnel within the Center. For example, projector delivery to classrooms is presently "free of cost" to departments. A small fee for the service would enable it to pay for itself.

Recommendations

The Committee did not make formal proposals upon budget reductions. They were instead informally considered between CMC and the central administration. The process and specific nature of reductions is still in progress --the impact of the reduction of CMC services upon faculty members cannot be ascertained until the administration makes decisions in regard to the particular programs and personnel which will be most immediately affected.

Anticipations for Next Year

It is probable that the Committee will meet later this month to consider the effect of CMC budget reduction upon faculty and departments. At the present, the administrative proposals are being brought to the Faculty Senate. Clearly, the outcome of the decisions to be made will be the focus of next year's Committee.

Respectfully Submitted,

Kenneth L. Beals

Kenneth L. Beals,
Professor

RECEIVED MAY 12 1988

Department of English

Oregon
State
University

Corvallis, Oregon 97331-5302

(503) 754-3244

May 12, 1988

To: Executive Committee, Faculty Senate
Fr: Robert Wess, Chair, Library Committee
Re: Annual Report (1987-88)

The Committee held meetings on December 7, February 10, March 9, and May 11. We also assembled on May 4 for a demonstration of a computerized card catalog by ALII, the company that appears likely to win the bid for the job to automate the library.

At the December 7 meeting, we reviewed and approved the new restricted book check out policy that was implemented January 4, 1988. All restricted materials are now checked out at the second floor Circulation Desk for a 24 hour period. It appears likely that this policy will stay in place, though it will be reviewed again in the fall.

At the March 9 meeting, we reviewed and approved a new library carrel policy.

At all our meetings, our primary business was the review of the crisis in funding for serials and the formulation of policies and procedures for making cuts.

It's clear that we have been able to do little more than apply a band-aid to a problem that will continue to be with us for a number of years. The funding of the library needs to be reviewed; expected budget increases will not keep up with anticipated increases in costs for serials.

At our May 11 meeting, we drafted a letter that will go out to all Chairs and Deans asking for their advice and recommendations. We plan to coordinate their responses as part of a continuing review of the problem and to forward recommendations to the Faculty Senate in the fall.

Vice President for
Research, Graduate Studies,
and International Programs

Oregon
State
University

Corvallis, Oregon 97331-2135
May 5, 1988

(503) 754-3437

MEMORANDUM

TO: Executive Committee of the Faculty Senate
FROM: Steve Gould, Chair, Research Council
SUBJ: Research Council Activities -- July 1, 1987
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, 1987, to date, the Research Council reviewed 49 requests for support. Of these requests, 36 were approved for funding at a total of \$199,664. The source of funds and amounts provided are indicated below.

Funding Source	Number of Grants	Total Amount
Public Health Service Institutional Grant	23	\$161,819
General Research Fund	13	\$ 37,845

The Public Health Service Institutional Grant has been renewed for April 1, 1988, to March 31, 1989, in the amount of \$129,788. This particular grant is a formula grant awarded on the basis of project funds assigned to Oregon State University on a competitive basis. Funds from the PHS Institutional Grant are monitored by the Research Council; they may be used for activities which can be clearly shown to be in support of health-related research.

The Research Council members and year of termination are listed below:

Steve Gould, Chemistry -- Chair	1987
Gary Hicks, Civil Engineering	1988
Tom Murray, Pharmacy	1988
Patricia Wheeler, Oceanography	1989
Joe Zaerr, Forest Science	1989
Bill Smotherman, Psychology	1989
Don Reed, Biochemistry	1990
Terry Miller, Ag. Chemistry	1990
Roberta Hall, Anthropology	1990

Department of
Philosophy



Social Science Hall 213
Corvallis, OR 97331-6205

(503) 754-2955

MEMORANDUM

To: Faculty Senate
From: Bill Uzgalis, Special Services Committee Chair
Subject: Annual Report, July 1, 1987 - June 30, 1988

Both the Economic Opportunities Program (EOP) and Upward Bound programs are very effectively fulfilling their functions. The directors, staff, and members of these programs are to be congratulated for their success.

Over the last few years, the chief problem for the EOP has been that it has received a mandate from the administration to grow and expand its activities. Funding, which has always been low, continues to lag. The administration has strongly supported EOP in the last two years, but its funding problems are clearly not at an end.

The Upward Bound program, being largely federally funded, has more serious worries at the end of the Reagan era. University assistance to this program has not been particularly generous. The committee finds this a matter of concern.

We feel that in the coming years, which look gloomy as far as Higher Education Budgets are concerned, the Faculty Senate will need to assess its commitments to these programs and take a strong stand in favor of them if they are to survive.

RECEIVED 10 13 1988

Department of Music

Oregon
State
University

Corvallis, Oregon 97331-2502

(503) 754-4061

May 12, 1988

TO: Executive Committee of the Faculty Senate
Thurston E. Doler, Senate President

FROM: David Eiseman, Chair *David Eiseman*
University Honors Program Committee

SUBJECT: Annual Report

University Honors Committee meetings focussed on the Report of the 1986-87 Ad Hoc Honors Program Task Force (appointed by the Office of Academic Affairs) and the 1986 Annual Report of the Senate Honors Committee. These reports were dealt with in the context of the anticipated conversion to semester system, the new University General Education Requirements and the new leadership of the Honors Program (Gary Tiedeman).

The results of the Committee work for this year are reflected in the two following categories:

I. Program changes to be instituted

- A. An Honors residence unit for Honors students to commence fall, 1989.
- B. Preponderant emphasis on SAT scores (to be raised from 1150 to 1200) for admission of students from high school, rather than the current reliance on high school GPA and/or letters of reference. Non-qualifiers and other applicants can gain admission through GPA at OSU (see Item C below).
- C. GPA to be raised from 3.25 to 3.5 in order to remain in Honors Program or for admission of OSU students not previously in the program.
- D. Solicitation of Honors sections, from regularly taught, catalogue-listed, departmental courses, to be available to Honors students in fulfillment of the number of total Honors courses required for program completion.

Executive Committee of the Faculty Senate
May 12, 1988

Page 2

- E. Launch an Honors Student Organization, functions to include academic, social, fund-raising activity and program advisement (latter to include direct role in selecting prescribed three student members to this committee).

II. Topics remaining under discussion

- A. Once new Baccalaureate Core entries are set, select 2-3 multi-section courses as Honors Core Curriculum required of Honors Program students; induce pertinent departments to offer exclusively Honors section regularly, these requirements to automatically meet university-wide General Education requirements as well.
- B. Institute an "Honors Contract" system whereby an Honors Program student, with formal contractual agreement from instructor, may supplement quantity and quality of normal coursework to obtain Honors crediting for any catalog-listed course, whether designated Honors or not.
- C. Gradually decrease total number of 1-unit colloquia available during a given term; restrict colloquia instructional staff to regular OSU faculty; restrict student eligibility to junior-senior class years.
- D. Concurrence that there should be a foreign language requirement, but the extent of the requirement has yet to be determined.
- E. Consider revising the entire system of recognition/identification at commencement:

Executive Committee of the Faculty Senate
May 12, 1988

Page 3

1. Replace current GPA-based "High" and "Highest Scholarship" with cum laude, magna cum laude, summa cum laude.
 2. Add "With Honors" designation for those successfully completing University Honors Program.
 3. Publish Honors Thesis titles in commencement program.
- F. Exploration of means by which faculty released time could be attained for participation in Honors Program.
- G. Institute annual OSU Honors Day, with Honors Banquet, to identify and acknowledge graduating seniors.
- H. Add special designation (and accompanying "sub-program" of requirements) for transfer students and others who enter program late, e.g., "Upper Division Honors."

DE:tmp

Vice President
Academic Affairs
and Provost



Administrative Services A624
Corvallis, OR 97331-2128

(503) 754-2111

May 6, 1988

To: Stephanie Sanford, Director of Affirmative Action
Thurston Doler, Senate President
Dale McFarlane, Chair, Senate Promotion and Tenure Committee

From: D. S. Fullerton *[Signature]*
Associate Vice President for Academic Affairs

Subject: 1987-88 Promotion and Tenure Summaries

All promotion and tenure dossiers received by Academic Affairs to this date have now been reviewed by the University Promotion and Tenure Committee. (Two or three additional dossiers may be forthcoming from academic units during the next few weeks.) Eighty-nine percent (87% without Senior Research Assistants) of all departmental recommendations for promotion and tenure were approved, considerably above the 15-year total of 66%. The 15-year average does not include Senior Research Assistants, a rank begun in the State System just during the last few years.

There were 25 individuals reviewed for tenure, 14 for promotion to Professor, 19 to Associate Professor, 3 to Assistant Professor or Senior Instructor, and 12 to Senior Research Assistant. All these faculty have now received letters from Vice President Spanier informing them of his decision.

Attached are the Promotion and Tenure Summaries for the last two years, along with 15-year totals 1973-1988. We have added a table with 4-year totals for Senior Research Assistants.

DSF/daj

Attachments

TABLE I
SUMMARY OF TENURE RECOMMENDATIONS - 1986-87 and 1987-88

HC - Head count of faculty in this category

Totals in each category are underlined

Year of Annual Review:	<u>1986-87</u>		<u>1987-88</u>		<u>15-year Total 1973-88</u>	
	HC	(%)	HC	(%)	HC	(%)
1. <u>Faculty on Annual tenure</u>	<u>288</u>		<u>331</u>		<u>4626</u>	
Male	207	(72)	236	(71)	3536	(76.4)
Female	81	(28)	95	(29)	1090	(23.6)
Minority	14	(5)	14	(4)	231	(5.0)
2. <u>Recommended for Indefinite tenure</u>						
a. <u>by the department</u>	<u>30</u>		<u>25</u>		<u>864</u>	
Male	20		17		702	
Female	10		8		162	
Minority	1		1		40	
b. <u>by the dean/director</u>	<u>28</u>	(93)	<u>23</u>	(92)	<u>690</u>	(80.0)
Male (% of 2a)	19	(95)	15	(88)	551	(78.5)
Female (% of 2a)	9	(90)	8	(100)	139	(85.8)
Minority (% of 2a)	0		1	(100)	33	(82.5)
3. <u>Granted Indefinite tenure</u>						
a. <u>HC (% of 2b)</u>	<u>22</u>	(79)	<u>22</u>	(96)	<u>620</u>	(89.9)
Male	17	(89)	14	(93)	501	(90.9)
Female	5	(55)	8	(100)	119	(85.6)
Minority	0		1	(100)	29	(87.9)

TABLE II
SUMMARY OF APPROVED PROMOTIONS IN RANK
AND CHANGES IN STATUS TO INDEFINITE TENURE

1986-87 and 1987-88

HC - Head Count of faculty promoted or granted Indefinite tenure

(%) - Percent of departmental recommendations approved

Totals in each category are underlined

Year of Annual Review:	<u>1986-87</u>		<u>1987-88</u>		<u>15-year totals 1973-88</u>	
	HC	(%)	HC	(%)	HC	(%)
A. <u>To Professor</u>	<u>24</u>	(77)	<u>12</u>	(86)	<u>418</u>	(55)
Male	22	(81)	9	(82)	377	(54)
Female	2	(50)	3	(100)	41	(53)
Minority	0		0		13	(68)
B. <u>To Associate Professor</u>	<u>16</u>	(84)	<u>16</u>	(84)	<u>559</u>	(69)
Male	16	(84)	8	(72)	462	(68)
Female	0		8	(100)	97	(71)
Minority	0		1	(100)	24	(69)
C. <u>To Assistant Professor or Senior Instructor</u>	<u>6</u>	(75)	<u>3</u>	(100)	<u>144</u>	(84)
Male	5	(100)	0		78	(79)
Female	1	(33)	3	(100)	66	(90)
Minority	0		0		11	(100)
D. <u>Promotion Totals (All Ranks)</u>	<u>46</u>	(75)	<u>31</u>	(86)	<u>1121</u>	(64)
Male	43	(84)	17	(77)	917	(63)
Female	3	(33)	14	(100)	204	(70)
Minority	0		1	(100)	48	(74)
E. <u>To Indefinite tenure</u>	<u>22</u>	(73)	<u>22</u>	(88)	<u>620</u>	(72)
Male	17	(85)	14	(82)	501	(72)
Female	5	(50)	8	(100)	119	(73)
Minority	0		1	(100)	29	(73)
F. <u>All Promotions and Tenure Combined Totals</u>	<u>68</u>	(75)	<u>53</u>	(87)	<u>1741</u>	(66)
Male	60	(83)	31	(79)	1418	(65)
Female	8	(42)	22	(100)	323	(71)
Minority	0		2	(100)	77	(73)

TABLE III
SUMMARY OF PROMOTIONS TO SENIOR RESEARCH ASSISTANT

1986-87 and 1987-88

HC - Head Count of faculty promoted or granted Indefinite tenure

(%) - Percent of departmental recommendations approved

Totals in each category are underlined

Year of Annual Review:	<u>1986-87</u>		<u>1987-88</u>		<u>4-year Totals</u> <u>1984-88</u>
	HC	(%)	HC	(%)	HC
A. <u>To Senior Research Asst.</u>	<u>9</u>	(75)	<u>12</u>	(100)	<u>98</u>
Male	6	(86)	6	(100)	65
Female	3	(60)	6	(100)	33
Minority	0		0		3
B. <u>All Promotions and</u> <u>Tenure Combined Totals</u>					<u>15-year Totals</u> <u>1973-1988</u>
Total Reviewed	<u>103</u>		<u>73</u>		----
Total Approved	<u>77</u>	(75)	<u>65</u>	(89)	<u>1753</u>
Male	66	(84)	37	(82)	1424
Female	11	(46)	28	(100)	329
Minority	0		2	(100)	77

Totals as of 5/1/88

RECEIVED MAY 10 1988

161.

Academic Affairs—
Curriculum



Corvallis, Oregon 97331

(503) 754-2111

May 6, 1988

TO: Thurston Doler, President
Oregon State University Faculty Senate

FROM: Bruce Shepard, Chair
Curriculum Council

SUBJECT: Category II Curriculum Actions

The Curriculum Council has approved several Category II curriculum requests since our last report to the Senate. In recent years, these actions have been presented to the Senate as an informational item.

We believe all of these actions are routine. Consequently, we are not sending documentation to each Senator. Instead, three copies of a summary of category II actions are being sent to each college. Senators may review the summary by contacting their dean. Senators may also make arrangements to review complete files on any particular action by contacting Ms Nan McNatt in Academic Affairs.

cc: Curriculum Council
Fullerton

SUMMARY

CATEGORY II 1988-90

TABLE OF CONTENTS

<u>COLLEGE/SCHOOL</u>	<u>PAGE</u>
SCIENCE	1 - 3

SCIENCE

NEW COURSE

PH 533. ELECTROMAGNETIC THEORY. 3 CREDITS.

ELECTROSTATICS; MULTIPOLE EXPANSION; MAGNETOSTATICS; RADIATION FIELDS; DYNAMICS OF RELATIVISTIC PARTICLES AND ELECTROMAGNETIC FIELDS. **PREREQ:** PH 431, 432, 433 OR EQUIVALENT, PLUS GRADUATE STANDING IN PHYSICS OR CONSENT OF INSTRUCTOR. USUALLY TAKEN IN SEQUENCE.

A THREE-TERM SEQUENCE IS NEEDED TO COVER THE MATERIAL FORMERLY COVERED IN PH 531, 532, AND WITH THE PREVIOUS ARRANGEMENT OF 4 LECTURES PER WEEK THERE WAS NOT SUFFICIENT TIME FOR STUDENTS TO DIGEST MATERIAL.

CHANGE IN PERMANENT COURSE

GS 441. RADIOECOLOGY. 3 CREDITS SPRING. (G)

RADIONUCLIDES IN THE ENVIRONMENT: THEIR MEASUREMENT AND IDENTIFICATION, UPTAKE AND TRANSFER THROUGH FOOD CHAINS. EFFECT OF RADIATION ON NATURAL POPULATIONS OF PLANTS AND ANIMALS. **PREREQ:** ONE YEAR OF BIOLOGICAL SCIENCE AND ONE YEAR OF EITHER PHYSICS OR CHEMISTRY; SENIOR STANDING.

[CHANGE IN PREREQUISITE] FORMERLY: GS 450, 451, CH 419, OR EQUIVALENT.

GS 450. RADIATION BIOLOGY. 3 CREDITS WINTER. (G)

BIOLOGICAL EFFECTS OF IONIZING RADIATION AT THE MOLECULAR, CELLULAR AND ORGANISMAL LEVELS WITH EMPHASIS ON VERTEBRATES; BOTH ACUTE AND CHRONIC RADIATION EFFECTS ARE CONSIDERED. **PREREQ:** ONE YEAR OF BIOLOGICAL SCIENCE AND ONE YEAR OF EITHER PHYSICS OR CHEMISTRY; SENIOR STANDING.

[CHANGE IN PREREQUISITE] FORMERLY: ONE YEAR OF BIOLOGICAL SCIENCE AND ONE YEAR OF EITHER PHYSICS OR CHEMISTRY; SENIOR STANDING. TO BE TAKEN CONCURRENTLY WITH GS 454.

GS 460. RADIATION HEALTH. 3 CREDITS SPRING. (G)

PRACTICAL ASPECTS OF HEALTH PHYSICS: RADIATION MONITORING AND PROTECTION, DECONTAMINATION, RADIOACTIVE WASTE DISPOSAL, AND LICENSING REGULATIONS. **PREREQ:** GS 450, CH 419, OR EQUIVALENT.

[CHANGE IN PREREQUISITE] FORMERLY: GS 450, 451, 461, CH 419, OR EQUIVALENT.

CHANGE IN PERMANENT COURSE

PH 205. SOLAR SYSTEM ASTRONOMY. 4 CREDITS.

HISTORY, LAWS, AND TOOLS OF ASTRONOMY; COMPOSITION, MOTION, AND ORIGIN OF THE PLANETS, MOONS, AND COMETS. AN ACCOMPANYING LABORATORY IS USED FOR DEMONSTRATIONS, EXPERIMENTS, AND PROJECTS, AS WELL AS OBSERVATIONS. LEC/LAB.

[CHANGE IN DESIGNATOR, PREFIX, TITLE AND DESCRIPTION] FORMERLY: PH 205, 206. ASTRONOMY. HISTORY, LAWS, AND TOOLS OF ASTRONOMY; COMPOSITION, MOTION, AND ORIGIN OF THE PLANETS; POPULATION AND EVOLUTION OF THE STARS; ORIGIN AND EVOLUTION OF THE UNIVERSE; COSMOLOGICAL MODELS AND TESTS. A LABORATORY IS USED FOR DEMONSTRATIONS, EXPERIMENTS, AND PROJECTS, AS WELL AS OBSERVATION, BOTH VISUAL AND RADIO. CAN BE TAKEN OUT OF SEQUENCE.

THE PRESENT CATALOG ENTRY SUGGESTS THAT PH 205 AND 206 ARE A SEQUENCE. WE WISH TO SEPARATE THE LISTINGS TO EMPHASIZE THAT THEY ARE INDEPENDENT COURSES AND NEED NOT BE TAKEN SEQUENTIALLY.

PH 206. GALAXIES AND COSMOLOGY. 4 CREDITS.

NATURE AND LIFE CYCLES OF THE STARS, INCLUDING SUPERNOVAS AND BLACK HOLES; FORMATION AND TYPES OF GALAXIES; THEORIES OF COSMOLOGY AND THEIR TESTS. AN ACCOMPANYING LABORATORY IS USED FOR DEMONSTRATIONS, EXPERIMENTS, AND PROJECTS, AS WELL AS OBSERVATIONS. LEC/LAB.

[CHANGE IN DESIGNATOR, PREFIX, TITLE AND DESCRIPTION] FORMERLY: PH 205, 206. ASTRONOMY. HISTORY, LAWS, AND TOOLS OF ASTRONOMY; COMPOSITION, MOTION, AND ORIGIN OF THE PLANETS; POPULATION AND EVOLUTION OF THE STARS; ORIGIN AND EVOLUTION OF THE UNIVERSE; COSMOLOGICAL MODELS AND TESTS. A LABORATORY IS USED FOR DEMONSTRATIONS, EXPERIMENTS, AND PROJECTS, AS WELL AS OBSERVATION, BOTH VISUAL AND RADIO. CAN BE TAKEN OUT OF SEQUENCE.

THE PRESENT CATALOG ENTRY SUGGESTS THAT PH 205 AND 206 ARE A SEQUENCE. WE WISH TO SEPARATE THE LISTINGS TO EMPHASIZE THAT THEY ARE INDEPENDENT COURSES AND NEED NOT BE TAKEN SEQUENTIALLY.

PH 323. INTERMEDIATE PHYSICS. 3 CREDITS.

TECHNIQUES APPLIED TO COMMON PROBLEMS OF INTERMEDIATE PHYSICS, BRIDGING THE GAP BETWEEN INTRODUCTORY AND UPPER-DIVISION COURSES. AMONG THE TOPICS TO BE COVERED ARE: VECTOR ANALYSIS AND CURVILINEAR COORDINATES; INTEGRAL AND DIVERGENCE THEOREMS; FIELDS AND POTENTIALS; PARTIAL DIFFERENTIAL EQUATIONS AND THEIR SOLUTIONS. PREREQ: PH 213. COREQ: MTH 321.

[CHANGE IN TITLE, DESCRIPTION AND COREQUISITE] FORMERLY: PHYSICS II. WAVES AND OSCILLATIONS, QUANTUM PHYSICS, INTRODUCTION TO ATOMIC, NUCLEAR AND PARTICLE PHYSICS, STATISTICAL AND THERMAL PHYSICS. [NO COREQUISITE]

THE NEW DESCRIPTION REPRESENTS A MORE ACCURATE REPRESENTATION OF THE CURRICULUM AS IT HAS BEEN TAUGHT IN RECENT YEARS AND GIVES THE COURSE A MORE PRECISELY DEFINED ROLE IN THE CURRICULUM OF PHYSICS MAJORS.

CHANGE IN PERMANENT COURSE

ST 565,566. ADVANCED PROBABILITY. 3 CREDITS EACH.

LIMIT THEOREMS, CONDITIONAL PROBABILITY AND CONDITIONAL EXPECTATION, MARTINGALES, STOCHASTIC PROCESSES. PREREQ: ST 564. OFFERED ALTERNATE YEARS.

[CHANGE IN PREREQUISITE] FORMERLY: ST 564, EQUIVALENT TO MTH 565,566. OFFERED ALTERNATE YEARS.

THIS REFLECTS AN AGREEMENT WITH THE MATHEMATICS DEPARTMENT. THEY HAVE SIMILARLY DESIGNATED MTH 565,566 TO BE EQUIVALENT TO ST 565,566.

166.

ROBERT F. (BOB) SMITH

2D DISTRICT, OREGON

COMMITTEE:

AGRICULTURE

SUBCOMMITTEES:

FORESTS, FAMILY FARMS, AND ENERGY
LIVESTOCK, DAIRY, AND POULTRY
WHEAT, SOYBEANS, AND FEED GRAINS

SELECT COMMITTEE ON HUNGER

Congress of the United States
House of Representatives
Washington, DC 20515

RECEIVED MAY 2 1988

WASHINGTON OFFICE:

118 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
202-225-8730

DISTRICT OFFICES:

TOLL FREE: 1-800-533-3333

1150 CRATER LAKE AVENUE

SUITE K
MEDFORD, OR 97504
503-778-4848

771 PONDEROSA VILLAGE
BURNS, OR 97720

April 26, 1988

Mr. Thurston E. Doler, President
Faculty Senate
Oregon State University
Corvallis, Oregon 97331

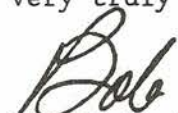
Dear Thurston:

Thank you for your recent letter regarding the Education Assistance Act of 1987, HR 1692.

You will be pleased to know that I am a cosponsor of this legislation. As you know, this measure would make permanent section 127 of the tax code, which permits an employee to exclude from gross income educational assistance benefits received from an employer. I believe section 127 is an essential element to this nation's overall quest to remain competitive internationally. Our competitive position depends on maintaining the linkage between the academic community and the work place, between scholarship and applied research.

Thanks again for taking the time to contact me and please continue to keep in touch.

Very truly yours,



ROBERT F. (BOB) SMITH
Member of Congress

RFS/rjm

LLOYD BENTSEN, TEXAS, CHAIRMAN

SPARK M. MATSUNAGA, HAWAII
 DANIEL PATRICK MOYNIHAN, NEW YORK
 MAX BAUCUS, MONTANA
 DAVID L. BOREN, OKLAHOMA
 BILL BRADLEY, NEW JERSEY
 G. J. MITCHELL, MAINE
 L. RYOR, ARKANSAS
 J. W. RIEGLE, JR., MICHIGAN
 JOHN D. ROCKEFELLER IV, WEST VIRGINIA
 TOM DASCHLE, SOUTH DAKOTA

BOB PACKWOOD, OREGON
 BOB DOLE, KANSAS
 WILLIAM V. ROTH, JR., DELAWARE
 JOHN C. DANFORTH, MISSOURI
 JOHN H. CHAFFE, RHODE ISLAND
 JOHN HEINZ, PENNSYLVANIA
 MALCOLM WALLOP, WYOMING
 DAVID DURENBERGER, MINNESOTA
 WILLIAM L. ARMSTRONG, COLORADO

United States Senate

COMMITTEE ON FINANCE

WASHINGTON, DC 20510-6200

JAMES C. GOULD, STAFF DIRECTOR AND CHIEF COUNSEL
 ED MIHALSKY, MINORITY CHIEF OF STAFF

April 26, 1988

Dr. Thurston E. Doler, President
 Faculty Senate
 Oregon State University
 Corvallis, OR 97331

Dear Dr. Doler:

Thank you for writing recently to express the support of the Faculty Senate of Oregon State University for legislation extending tax exemption for tuition reductions for certain graduate students. I appreciate receiving a copy of the resolution adopted by the Faculty Senate.

I believe that tuition waivers should not be taxed. These payments are an important way to encourage advanced education and training. These benefits do not represent an increase in the ability to pay tax as stipend payments do. I was the sponsor of legislation that excluded tuition waivers from taxable income. This provision expired at the end of 1987 and has not yet been extended.

When the Senate Finance Committee, on which I am the senior Republican member, considers this issue, please be assured that I will support its extension.

Thanks again for your letter. I appreciate knowing of your concern in this matter.

Sincerely,



BOB PACKWOOD

NEIL GOLDSCHMIDT
GOVERNOR



OFFICE OF THE GOVERNOR
STATE CAPITOL
SALEM, OREGON 97310-1347

May 3, 1988

Dr. Thurston E. Doler, President
Faculty Senate
Oregon State University
Corvallis, Oregon 97331

Dear Dr. Doler:

Thank you for your letter of April 18 and for sharing the Oregon State University faculty Declaration of Concern regarding funding and politicization of Oregon public higher education with me.

Although I appreciate the concern expressed by the OSU faculty, I assure you that higher education is a cornerstone in the Oregon Comeback. That is why the Department of Higher Education received a healthy budget increase for this biennium, capping five years of increases amounting to more than 70 percent and moving higher education's share of the state budget from less than 13 percent to about 16 percent.

During this biennium, higher education is receiving its largest capital construction appropriation in Oregon history, and the first construction appropriation from the general fund since the 1970s. On the OSU campus you can see evidence of that, plus the engineering building authorized in 1985 and financed by Oregon Lottery dollars.

However, I strongly believe that we need also to talk about the rigorous expenditure of taxpayer and student dollars. This has been one of the subjects I have discussed with presidents as I have met with them to learn more about each of the colleges and universities in the state system. I do not equate budget rigor with politicization.

In fact, the faculty's declaration does not spell out its concerns about politicization. If it will, I will be happy to address them. I believe the surest way to avoid politicization is for faculty members and students to work closely with the Oregon State Board of Higher Education, which recommends priorities to the governor's office, and then support the governor's recommendations during the legislative session.

Dr. Thurston Doler
May 3, 1988
Page 2

Again, thank you for sharing the thoughts of your faculty. I hope you will continue to do so.

Sincerely,



Neil Goldschmidt
Governor

180

cc: Chancellor Davis

170.

MIKE THORNE
UMATILLA, UNION AND WALLOWA COUNTIES

RECEIVED MAY 13 1988



REPLY TO ADDRESS INDICATED:

- ☐ Senate Chamber
Salem, Oregon 97310-1347
☒ Holdman Route, Box 505
Pendleton, Oregon 97801

OREGON STATE SENATE
SALEM, OREGON
97310

May 11, 1988

Thurston E. Doler
President, Faculty Senate
Oregon State University
Corvallis, Oregon 97331

Dear Mr. Doler:

You recently provided me with a copy of your
"Declaration of Concern" relating to the faculty
senate's concerns regarding the possibilities for the
1989-91 budget period.

As I believe you are aware, the state is operating in
an environment that makes program expansion somewhat
difficult in light of the present expenditure
limitation within which budgets must be prepared.

If our economy can continue to improve, we are hopeful
that increases to accommodate for reasonable inflation
factors could be expected. It is not only the Governor
who must deal with an expenditure limit but rather it
is an issue the entire Legislature will have to
confront. We have had to look at existing programs and
make reductions and build for the future from an
austere and efficient format of operation. In the
final analysis, of course, unless Oregon's economy
continues to be strong, there will be no money to
increase programs. Every dollar with which we have to
work at the legislative level comes from the income
tax, enhanced only by near-full employment and a strong
economy.

Our Governor and the Legislature are most definitely
sensitive to the needs of higher education. Higher
education received an additional enhancement above all
other salary considerations over the last two bienniums
of \$40 million.

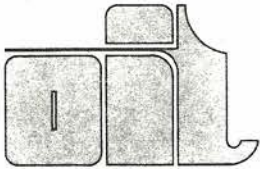
I trust you will be willing to work with us as we
continue to plan for Oregon's future.

Sincerely,

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

Mike Thorne
State Senator

MT:kr



oregon institute of technology

The Faculty Senate

May 11, 1988

Mr. Thurston E. Doler
President, Faculty Senate
Oregon State University
Corvallis, OR 97331

Dear Thurston:

The Faculty Senate at Oregon Institute of Technology, acting as the representative voice of the total faculty, has directed the Faculty Senate president to respond favorably to your letter dated April 18, 1988, and the attached "A Declaration of Concern."

The Faculty Senate, at its regular meeting May 5, 1988, voted "to support the concerns" as stated in the above document.

Our representatives to the IFS and the AOF were also instructed to introduce and support these same concerns to their respective organizations.

Thank you for sharing these mutual concerns of higher education in the state of Oregon.

Sincerely,

Charles E. Harris
President, Faculty Senate

dg

Department of
Apparel, Interiors
and Merchandising

College of
Home Economics



Corvallis, Oregon 97331

(503) 754-3796

May 9, 1988

TO: Thurston Doler, Senate President

FROM: Sally Francis, Chair, Academic Regulations Committee *S. Francis*

RE: AR9.c.

At the January 14, 1988, meeting of the Senate, the Academic Regulations Committee was directed to consider deleting AR9.c., the no-show-drop policy, from the Regulations. Accordingly, the Committee conducted a survey of the Colleges to assess the impact of deleting this regulation on the academic units and on the students involved (see attachment). Also, Colleges were given an opportunity to cast a vote in favor of retaining the regulation, deleting the regulation, or taking no position on the matter. Survey responses are on file in my office. Four colleges supported retaining the regulation; three supported deletion; and three were neutral. Based on these results and the colleges' impact assessments, the Committee recommends no action at this time. That is, it is the recommendation of the Academic Regulations Committee that AR9.c. be retained.

Thank you.

Department of
Apparel, Interiors
and Merchandising

College of
Home Economics



Corvallis, Oregon 97331

(503) 754-3796

February 1, 1988

TO: Dean B. H. Wilkins, College of Liberal
Dean F. H. Horne, College of Science
Dean R. G. Arnold, College of Agricultural Sciences
Dean M. L. Spruill, College of Business
Dean R. D. Barr, College of Education
Dean F. J. Burgess, College of Engineering
Dean C. H. Stoltenberg, College of Forestry
Dean M. G. Maksud, College of Health and Physical Education
Dean K. B. Green, College of Home Economics
Dean D. R. Caldwell, College of Oceanography
Dean R. A. Ohvall, College of Pharmacy
Dean L. D. Koller, College of Veterinary Medicine

FROM: Sally Francis, Chair, Academic Regulations Committee *S. Francis*

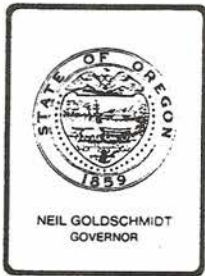
RE: AR 9.c.

The Senate in its meeting of January 14, 1988, adopted a motion directing the Academic Regulations Committee to examine the question of whether AR 9.c., the no-show-drop policy, should be retained the the Academic Regulations. In order for the Committee to fully understand the ramifications of this issue, we would appreciate your response to the following questions.

1. What would be the impact on your unit if AR 9.c. (no-show-drop) is discontinued?
2. What would be the impact on your students if AR 9.c. is discontinued?
3. Overall, would you support discontinuing AR 9.c.?
 - 3 ----- YES
 - 4 ----- NO
 - 3 ----- NO OPINION

We would appreciate your input by March 1. Thank you.

RECEIVED MAY 20 1988



Executive Department

155 COTTAGE STREET NE, SALEM, OREGON 97310-0310

May 19, 1988

Thurston Doler, President
OSU Faculty Senate
Oregon State University
Corvallis, OR 97331

*NOTE: For reference
to the Resolution
to which this
letter refers, see
Senate Agenda
for April, pp
41-43*

Thank you for your letter and the enclosed information relating to the concerns expressed in the OSU Faculty Senate Resolution.

The State Employees' Benefit Board (SEBB) is aware of the concerns of retirees resulting from our decision denying coverage to dependents of those retirees electing to enroll in an OPERS plan.

We believe that many retirees may not understand the rationale behind the SEBB decision. It has always been SEBB policy to deny requests made by employees, or retirees, to enroll family members in one plan while they choose to participate in a different plan. Many individuals have reason to make those types of choices, if allowed, based on their assessment of projected healthcare needs and their personal financial self interest. Unfortunately to allow those types of choices establishes a selection process that drives up the cost of coverage for all members. Ultimately we would, in our opinion, be unable to provide a medical benefits program that provides choices between different types of coverages for members. That would result from providers being unwilling to offer coverage where there was adverse selection, or pricing that product beyond reasonable expectations for participation.

Our decision was not, then, based primarily on the situation with the retirees, the relative value of the OPERS plan, and the subsidy only being granted to participants in the OPERS plan. It was a decision consistent with our eligibility requirements for all participants in our plans, including active state employees. The personal situation of many of our active employees may provide at least as much of a financial incentive for them to split family members into different groups for medical coverage as retirees. Sound and customary benefits administration decisions lead to a denial of such requests. We do not believe we should differentiate between retirees and active employees in this regard.

Retirees may remain in SEBB plans. Therefore I am unable to agree with your comment that our actions somehow reduce a retirees benefit. Should

Thurston Doler
May 19, 1988
Page Two

they choose to continue SEBB coverage, their situation is the same as if there were not a subsidy for the PERS plan. They have not "lost" benefits in my opinion.

The SEBB has asked staff to report on this issue at the next regular Board meeting in order that SEBB may revisit this issue to determine if our policy decision remains the same. I will ask them to review the comments you have forwarded in preparation for that agenda item.

As a final comment, I would point out that SEBB is participating in a joint committee effort with the Bargaining Unit Benefits Board and PERS to review retiree healthcare issues. Should you or the OSU Retirement Committee desire further input, I would suggest you can direct comments to the SEBB representative on that committee as follows:

Mike Schultz
SEBB, BUBB, PERS Retirees Committee
SEBB, Executive Department
155 Cottage Street, N.E.
Salem, OR 97310


Karen Roach, Chair
State Employees' Benefit Board

KR:JM:sb
cc: Mike Schultz
SEBB Staff
0404i



July 22, 1988

MEMORANDUM

TO: OSU Faculty Senators

FROM: Thurston Doler, President

RE: Special Summer Report

The period from June to October is so long that an information deficit of Senate related matters accumulates. Thus, I have resorted to this special report to keep you apprised of what's happening.

A. Actions of the Senate in June.

Our actions at the June meeting were forwarded to Vice President & Provost Graham Spanier shortly after we met. The memoranda of approval are as follows:

1. The "Criteria for Program Reduction, Termination, and Reorganization." (p. 4)
2. The "Guidelines for Minors and Options." (p. 5)
3. Adoption of the "Change in Numbering System for Graduate Credit." (p. 6)
4. Approval of the Senate's adoption of the "Postbaccalaureate Student Status." (p. 7)
5. Memorandum approving the Senate's adoption of the "TSPC Resolution." (p. 8)

B. A Declaration of Concern

"A Declaration of Concern" was passed by the Senate in April and mailed to the Governor. (See your Agenda for April, pp. 15 & 16). The Governor's reply and my response are attached (pp. 9-13). Should there be further developments on this matter, we'll report them at the October meeting.

C. OSBHE

In its regular meeting in May, PSU President Sicuro reported to the Board PSU's Plan for the 1990's. (A copy is available in the Faculty Senate Office). The Board did not adopt the plan, but Board President, Jim Peterson praised it highly. My own personal reactions to this event were less than positive. Subsequently, I wrote President Peterson the letter that appears on page 14-15 of this report. His response to me is also attached (p. 16-18).

D. OSBHE Budget Proposal

The OSBHE staff presented to the OSBHE on July 15, 1988, a proposed \$60,000,000.00 general fund salary enhancement for the '89-90 biennium. AOF basically endorsed the package except for the proposed 2% across the board item. The FSEC met, discussed the issues and decided to support AOF. Our letter of support is attached. Bob McCoy and I appeared before the Board on July 15th and presented our case. The Board adopted our recommendations. (See attached in this order: 1. Original Board proposal (p. 19-20), 2. AOF letter by McCoy (p. 21), and, 3. Executive Committee letter by TED (p. 22-23).

E. Tax exempt status for graduate students.

In April, 1988, the Senate approved a motion supporting the retention of a law that authorizes tax exemption for tuition waivers for graduate teaching assistants. Senator Packwood responded favorably to our action (see letter, (p. 24), and more recently Governor Goldschmidt endorsed the action (see letter, p. 25).

F. Faculty Representation on the OSBHE.

This Board presently has two student representatives, but no faculty membership. This membership dates back to 1974 when student activism was extremely salient and effective in obtaining student goals.

In my opinion, faculty representation is as justifiable as student representation. Thus, I am raising the question with you about addressing this matter during the 1989 legislature. I hope to present options to the Senate sometime this fall. In the meantime, I urge you to ponder the matter and be prepared to debate it when the opportunity arises.

TED:vks

Attachments

RECEIVED JUN 14 1988

Vice President
Academic Affairs
and Provost



Administrative Services A624
Corvallis, OR 97331-2128

(503) 754-2111

June 13, 1988

MEMORANDUM

TO: Thurston Doler, President, Faculty Senate

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

RE: Criteria for Program Reduction, Termination,
and Reorganization

Enclosed is the final version of "Criteria for Program Reduction, Termination, and Reorganization" as amended. We are most appreciative of the Faculty Senate's careful and prompt consideration of this document. This document will be used in conjunction with the Senate-approved document entitled "Guidelines for Program Reduction," which was adopted in May and has the administration's approval.

It is agreed that these two companion documents will constitute the criteria and procedures for program reduction, termination, and reorganization to which both the faculty and administration are committed.

GBS/nrh

Enclosure

c: W.T. Lemman
Larry Pierce
John Byrne
OSU Vice Presidents
OSU Deans' Council
Caroline Kerl

Office of the
Faculty Senate



Corvallis, Oregon 97331

(503) 754 4344



June 9, 1988

MEMORANDUM

TO: Graham Spanier, Vice President for Academic Affairs
and Provost

FROM: Thurston Doler, President, Faculty Senate 

RE: Guidelines for Minors and Options
(See attached p. 89, Reports to the
Faculty Senate of 6-2-88).

In its regular meeting on 6-2-88, the Senate adopted the Curriculum Council's recommended document, "Guidelines for Minors in Undergraduate Curricula."

TD:vks

pc: Associate Vice President Pete Fullerton
Graduate Dean Lyle Calvin

*Approved
JG Spanier 6/10/88*

cc: Fullerton, Shepard, Gibbs, Doler

RECEIVED JUN 14 1988

Vice President
Academic Affairs
and Provost



Administrative Services A624
Corvallis, OR 97331-2128

(503) 754-2111

June 10, 1988

MEMORANDUM

TO: Thurston Doler, President, Faculty Senate

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

RE: Change in Numbering System, Graduate Credit

I support the action of the Faculty Senate in approving the "Proposal for Change in the Numbering System for Courses Taken for Graduate Credit." This will receive further discussion in the OSSHE Academic Council, where I will endorse the concept.

I will let you know how those discussions evolve.

GBS/nrh

c: Larry Pierce
George Keller
Lyle Calvin
D.S. Fullerton

Office of the
Faculty Senate



Corvallis, Oregon 97331

(503) 754 4344



June 9, 1988

MEMORANDUM

TO: Graham Spanier, Vice President for Academic Affairs
and Provost

FROM: Thurston Doler, President, Faculty Senate 

RE: Postbaccalaureate Student Status
(See attached pp. 106-112, Reports
to the Faculty Senate, 6-2-88).

The Senate, in its regular meeting on 6-2-88, adopted a Graduate Council recommendation, the essence of which is "that Postbaccalaureate Students be handled as undergraduate students and that the academic colleges and schools be responsible for these students rather than the Graduate School." (See P. 2, the Ringle memorandum, p. 106; See supporting report, pp. 107-112).

TD:vks

pc: Associate Vice President Pete Fullerton
Graduate Dean Lyle Calvin

Approved
GB Spanier 6/10/88

cc: Fullerton, Calvin, Doler, Shepard, Gibbs

RECEIVED JUN 14 1988

Vice President
Academic Affairs
and Provost



Administrative Services A624
Corvallis, OR 97331-2128

(503) 754-2111

June 10, 1988

MEMORANDUM

TO: Thurston Doler, President, Faculty Senate

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

RE: TSPC Resolution

Thank you for forwarding the Faculty Senate resolution concerning TSPC. President Byrne will be sending a letter forwarding this resolution to TSPC with his strong endorsement. I am greatly appreciative of the Senate's support of this resolution.

GBS/nrh

c: President Byrne
Dean Calvin

NEIL GOLDSCHMIDT
GOVERNOR



RECEIVED MAY 17 1988

9.

OFFICE OF THE GOVERNOR
STATE CAPITOL
SALEM, OREGON 97310-1347

May 3, 1988

Dr. Thurston E. Doler, President
Faculty Senate
Oregon State University
Corvallis, Oregon 97331

Dear Dr. Doler:

Thank you for your letter of April 18 and for sharing the Oregon State University faculty Declaration of Concern regarding funding and politicization of Oregon public higher education with me.

Although I appreciate the concern expressed by the OSU faculty, I assure you that higher education is a cornerstone in the Oregon Comeback. That is why the Department of Higher Education received a healthy budget increase for this biennium, capping five years of increases amounting to more than 70 percent and moving higher education's share of the state budget from less than 13 percent to about 16 percent.

During this biennium, higher education is receiving its largest capital construction appropriation in Oregon history, and the first construction appropriation from the general fund since the 1970s. On the OSU campus you can see evidence of that, plus the engineering building authorized in 1985 and financed by Oregon Lottery dollars.

However, I strongly believe that we need also to talk about the rigorous expenditure of taxpayer and student dollars. This has been one of the subjects I have discussed with presidents as I have met with them to learn more about each of the colleges and universities in the state system. I do not equate budget rigor with politicization.

In fact, the faculty's declaration does not spell out its concerns about politicization. If it will, I will be happy to address them. I believe the surest way to avoid politicization is for faculty members and students to work closely with the Oregon State Board of Higher Education, which recommends priorities to the governor's office, and then support the governor's recommendations during the legislative session.

Dr. Thurston Doler

May 3, 1988

Page 2

Again, thank you for sharing the thoughts of your faculty. I hope you will continue to do so.

Sincerely,

A handwritten signature in dark ink, appearing to read "Neil Goldschmidt", written over the word "Sincerely,".

Neil Goldschmidt
Governor

180

cc: Chancellor Davis

Office of the
Faculty Senate



Corvallis, Oregon 97331 (503) 754 4344

June 10, 1988

Governor Neil Goldschmidt
254 State Capitol
Salem, OR 97310

Dear Governor Goldschmidt,

This letter is a response to your letter of 5-3-88, which was your response to an OSU Faculty Senate resolution, "A Declaration of Concern," dated April 7, 1988.

First, I wish to acknowledge your statements regarding past support of higher education and the growth in the percent of the general funds appropriated to higher education. Further, the construction appropriation for the current biennium was, indeed, a significant and needed contribution to the physical plant. The new engineering building on the OSU campus will be a great boost to a college that is noted for its quality graduates. I'm confident that buildings for the other campuses are similarly appreciated.

The three issues I wish to discuss in this letter are: 1) Politicization of higher education, 2) Support for faculty salaries, and 3) Support of the budget for higher education once it goes to the legislature.

The issue of politicization dates back many years and involves many examples. The legislature has, from time to time, particularly through budget notes, directed the expenditure of various funds for higher education. This is popularly known in higher education as "micromanagement." The Ways and Means Committees' handling of the \$10,000,000 for salary adjustments at the end of the 1987 session, and the unsuccessful effort to reverse the conversion to a semester system (which is sure to be renewed in 1989) are typical examples. Notwithstanding the wisdom of these "politicizing" examples, most faculty view this as doing what the OSBHE and the Presidents are supposed to do. Why do we go to so much expense and time to obtain people of good educational judgment and then deny them the opportunity to do what they were chosen to do? In reference to another politicization matter, the view is widely held in higher education circles, rightly or wrongly, that you "fired" Chancellor Davis. Faculty have taken a dim view of that action, and are concerned that it has had national ramifications to the

June 10, 1988
Governor Neil Goldschmidt
Page Two

detriment of higher education in Oregon. The tenure of the Chancellor is viewed by faculty as a matter for the OSBHE to determine, and we were disappointed that the Board "accepted" the resignation under what was perceived as political pressure.

The question of faculty salaries has many facets. How competitive should Oregon strive to be in the national arena of public universities? To what extent are we already losing outstanding current faculty and top recruits by virtue of embarrassingly low salary schedules? How large should the enrollments of the universities and colleges be? The answers to these questions ultimately relate to the number of faculty that have to be supported and to the number of Oregonians who can enroll in the OSBHE institutions. Almost anybody in our profession will tell you that "the faculties are the university or the college." As the faculties go, so goes higher education. Many of us faculty would be pleased to engage you and/or your staff in a discussion of this question of faculty salary support. We do recognize that your initiative and the support of the legislature are essential in attaining and maintaining whatever position to which we aspire.

Finally, the issue of our supporting the budget that goes from your office to the legislature is a key one. My view is that support by the key faculty groups (Association of Oregon Faculties, Interinstitutional Faculty Senate, American Association of University Professors, and our Faculty Senates) would be forthcoming if faculty were a party to deriving and agreeing to the budget that went forward to the legislature. The obligation of the administrations of the several institutions and the OSBHE to support your recommendations is quite different from that of the independent faculty groups that I have mentioned above. We view ourselves as having the prerogative of working through our organizational representatives to influence the legislature's deliberations in whatever way that we believe to be to our benefit. This is not a matter of disrespect, unappreciation or ingratitude. It's a matter of exercising judgment in a democratic process in the pursuit of our goals.

June 10, 1988
Governor Neil Goldschmidt
Page Three

As a final note, I agree that all government agencies should spend taxpayer dollars prudently. I believe John Byrne's administration is doing that and I am a participant in that austerity. OSU is right now involved in budget economies that affect the entire institution in the reduction of budgets and the paring of programs. However, the pursuit of excellence is our goal and we have always sought the means to do the job. We expect to continue to do so and we view you as a partner, not an adversary, in that pursuit.

Sincerely,

Thurston E. Doler, President
Faculty Senate
Oregon State University

TD:vks

Office of the
Faculty Senate



Corvallis, Oregon 97331

(503) 754 4344

May 4, 1988

James C. Petersen, President
Oregon State Board of Higher Education
1806 Walnut
La Grande, Oregon 97850

Dear President Petersen:

I was in attendance at the OSBHE meeting at PSU on Friday, April 15, when the Portland State University delegation headed by President Sicuro, presented "The PSU Plan for the 90's". I also obtained a copy of the plan, which I have since perused.

Upon inquiring, I was led to believe that other institutions in the system have not been afforded this privilege of presenting their strategic plans to the Board; OSU definitely was not. Thus, the question: why PSU and not the rest of us?

In my capacity as President of the OSU Faculty Senate, I preside over its Executive Committee. In recent weeks we have had extended consultations with Vice President Graham Spanier about criteria and procedures for program reduction/retrenchment/elimination at OSU. We expect budgetary austerity to extend over at least the next three years. With these budget realities prominently in my mind, and with the belief that the entire system of higher education is faced with the same or similar budget restrictions, are you surprised to have us raise questions about equity of funding?

I am somewhat aware of the business, commercial and educational interests that comprise the "Sunset" and other research corridors and organizations of the area surrounding Portland State University. I also recognize their importance in the economic development of Oregon. I am equally aware, however, of the South Willamette Corridor and the other research, educational and business enterprises that comprise the rest of the State, and which, in many instances, mesh with those in the Portland area. I do not consider it to be of minor importance that the most developed and established research

institutions in the OSSHE are located in this other section of Oregon.

If the OSSHE is to operate as a system, as I believe it was established to do, anything less than a partnership among the institutions in a coordinated program of economic development will likely not succeed. This lack of success will result from the competition and rivalry that will ensue from anything less than even handed treatment of all areas and institutions.

As a participant in our educational enterprise, as represented by Oregon State University, I view the educational institutions in the OSSHE as partners in the development of Oregon's human and material resources. I trust that you and your colleagues on the OSBHE share that vision and that goal.

Sincerely,



Thurston E. Doler
President, Faculty Senate
Oregon State University

TED/gs

pc: John Byrne, President, Oregon State University
Oregon State Board of Higher Education Board Members

Oregon

STATE BOARD OF HIGHER EDUCATION

OFFICE OF THE SECRETARY
P.O. BOX 3175
EUGENE, OREGON 97403
(503) 686-5795

June 21, 1988

Dr. Thurston E. Doler, President
Faculty Senate
Oregon State University
Corvallis, OR 97331

Dear President Doler:

Thank you for your recent letter. Please excuse my delay in responding, but I wanted to give my reply some thought. Your letter provides me with the opportunity to address several issues as I close my eight years of service as a member of the Oregon State Board of Higher Education. I appreciate your permission to circulate my reply, along with your letter, to my colleagues on the Board and to each institution.

First, to your question regarding the Portland State University Plan for the 90s:

Portland State University requested, as part of the April Board visitation, to make presentations of the Plan at both the Thursday visit and the Friday Board meeting. I realize that Oregon State University has a plan, as do other institutions. However, I did not receive a request from Oregon State University to make a formal Board presentation. Oregon State University would have been granted an opportunity had a request been made. Perhaps at the next OSU Board visitation a presentation can be arranged. (Although visitations may be a thing of the past considering the poor Board attendance at recent ones.)

The Board "received" the PSU Plan at the April meeting. Appropriate parts of the Plan will be brought to the Board for approval, a program at a time, through our two standing committees, and processed and reviewed in the same manner as all program requests from every System institution. As you are aware, there is considerable detail and analysis of each proposal. Besides resource questions, we look at the institution's mission, the issue of unnecessary duplication, and many other criteria. Other components of the PSU Plan will not require Board approval and can be started through Portland State University's own initiative and internal allocation of resources.

It should be noted that the PSU Plan depends considerably on the raising of private funds.

In regard to your question and comments regarding equity of funding:

All System institutions have received the same budget preparation instructions. Each is free to make its own internal budgetary decisions within that framework. I have been satisfied that, up to this time, there has been a fair

Dr. Thurston E. Doler

-2-

June 21, 1988

funding formula for System institutions. I believe the Board is still supportive of the equitable funding formula that was established several years ago in the Budget Allocation System (BAS) model. The issue, of course, is adequate funding. We are still at less than 100% of the overall base budget appropriation.

However, it is clear to me that there now exists tremendous confusion and apprehension regarding Executive branch goals and objectives for higher education. In spite of our efforts, I believe there are still several fundamental issues that are not understood. We apparently have been unable to develop a sensitivity to our role and mission and the appropriate ways to achieve our objectives.

Further, in recent months, there has been a perception, nationally, that the role and authority of the Board has been compromised and undermined by political and governmental behavior, including interference in personnel matters, academic affairs, and institutional budgeting.

The future health of higher education in Oregon will require that the Board, faculties and administrators, the Chancellor's Office, the Governor, and the Legislature work closely and carefully to begin a "healing."

Your question of the future of equitable funding is certainly a perceptive one and can only be addressed finally when the authority and role of the Board vis-a-vis the rest of state government is clear.

In addition, the current atmosphere increases the possibility of institutions making "end runs" around the Board for special consideration(s). This most certainly will not help in assuring equitable funding or insure that programs are properly assigned. This undermines the authority of the Board and essentially returns us to pre-1929 days with institutions going directly to the Governor and/or Legislature for budget and program approval.

I understand this "end run" activity is already under way by at least one System institution.

If this happens, or is allowed to happen, then we will not have a System and, as you point out, will be unable to mount any successful unified program of economic development or any other coordinated programs or initiatives. Indeed, such a scenario would lead to utter chaos and would ultimately serve no institution or the taxpayers of this state very well.

The Board, in keeping with the scope of its authority, has described carefully missions for each institution. If the System is to remain intact, then we should also expect that the Board will have the sole authority to prescribe programs and funding formulas relative to those missions.

Finally, I would hope that all decisions about higher education in Oregon are not driven solely by economic development considerations or needs. The role of higher education is more than just that.

The Board will need strong support and leadership from the faculty at every institution. What concerns me is that some faculty, and others, are turning to the politicians for relief when decisions are not to their liking, thus most assuredly weakening the Board and subsequently the System and the institutions.

Dr, Thurston E. Doler

-3-

June 21, 1988

The Board has taken steps to increase dialogue with faculty and students through frequent Board/Faculty/Student visits on each campus. While we view the institution President as the chief spokesperson, the Board is seeking new ways to communicate effectively with faculty and students. Ultimately, the Board is accountable for the policies it sets, based on the best information available and its collective judgment.

We also have held the first of what we hope are ongoing meetings with legislators in an effort to develop a mutual understanding of goals and objectives as well as discussion of governance issues.

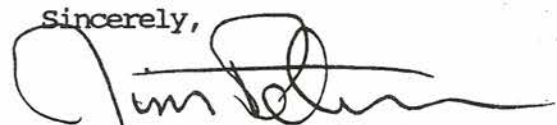
Each of our institutions has developed, with Board approval, academic programs, institutes, and centers which have had a tremendous positive impact on this state. But, we have not always told our story well, and someday we must face the need to communicate better our goals and vision to the public at large. Only then will we build a broader understanding and support base.

We went through lean times in the early 1980s when over \$60 million dollars was pared from the System budget. That was understandable then, considering the economic circumstances. Hopefully, the System will now share in Oregon's economic comeback. Yet, current budget planning for program reduction and possible financial exigency at some institutions certainly is no "comeback."

I share your view that the educational institutions in this state must work as partners in the development of Oregon's human and material resources. I view this in a global sense, including both the public and private sectors. I would hope that my colleagues on the Board, institution executives, faculty, students, and the people of Oregon share that view and become even stronger advocates of the best possible educational system for Oregonians.

We are on the threshold of a new era and new opportunities and challenges for higher education in Oregon. It is time to look forward with vision and great expectation, learning and building on past achievements and failures, but not dwelling on them. This can only be achieved by working as a team, working together cooperatively and constructively in a non-adversarial atmosphere and manner. Today, those opportunities for new initiatives are in our hands. We must seize the initiative or someone else will do it for us.

Sincerely,



Jim Petersen, President
Oregon State Board of Higher
Education

1806 Walnut
La Grande, OR 97850

cc: Members of the Board
New Board Appointees
Chancellor Davis
Vice Chancellors
Institution Presidents
Institution Senate/Assembly Presidents
President, Interinstitutional Faculty Senate
President, Association of Oregon Faculties
Dr. Paul Bragdon
(All with enclosure-Doler letter, May 4.)

2. Academic (Unclassified) Salaries - \$60 million to implement a salary adjustment policy that provides for a multi-faceted concept of salary adjustment for all staff performing satisfactory service. The concept includes the following components:

- across-the-board adjustments
- recruitment adjustments
- adjustments for the highest quality staff
- merit or discretionary adjustments for those whose performance is above average

Such a salary adjustment policy would translate into an average 8.30% per year increase in the total average salary for academic staff. The following chart is presented to depict the method of calculation.

Adjust- ment	% of Salary Base	Standard Factor	Differ. Factor	Total Adjust.	1989-91 Adjust. Factor
Across-the- Board	12%	2%	0%	2%	.24%
Recruitment	5%	2%	10%	12%	.60%
Highest Quality	33%	2%	10%	12%	3.96%
Above Average (Merit)	50%	2%	5%	7%	<u>3.50%</u>
Annual Adjustment					<u>8.30%</u>

Institutional Presidents suggested that the policy have flexibility in the above concepts and that they be considered as illustrative of the application of these funds. This suggestion is made because of the substantial divergence in the characteristics of the institutions, and it is to be expected that there be variations in the application of these salary funds.

The specific concepts of salary adjustments are described below:

Across-the-board

Although the across-the-board component is not designed to be only a cost of living adjustment, it is recognized that increases in the consumer price index could range from 2% to

Academic (Unclassified) Salaries (cont.)

4% per year. Collective bargaining obligations with faculty as well as with state employees generally may result in across-the-board increases in this range. The Board can establish the appropriate percentage at a later time, such adjustments to be given to all academic staff whose service is fully satisfactory.

Recruitment

A 10% per year new academic staff recruitment adjustment. Institutions would be given a fund equal to a 10% increase on 5% of its salary base to permit the institution to address the market factors associated with hiring new academic staff. It would enable the institutions to be more competitive in seeking high quality academics.

Highest Quality

A 10% per year highest quality differential. Institutions would be given a fund equal to a 10% increase on 33% of its salary base to permit the institution to reward those staff who are of the highest quality and without whom the institution would suffer the greatest loss in the level of excellence in instruction, research, and public service. Further, the fund would enable the institutions to respond to market factors associated with retaining these key staff.

Above Average (Merit)

A 5% fund to recognize above average performance. Institutions would be given a fund equal to 5% of 50% of its salary base to allow the institution to recognize the meritorious performance of academic staff, other than those eligible for the highest quality adjustment. It would address the Board's goal of improving Oregon's ranking relative to comparator institutions and thus, over time, permit institutions to attract and retain quality staff.

Equity adjustments for staff may need to be made at institutions and these adjustments will be small in percentage amount.



ASSOCIATION OF OREGON FACULTIES

July 7, 1988

Mr. Richard Hensley
President
Oregon Board of Higher Ed.
P.O. Box 3175
Eugene, OR 97403

Dear Dick,

I have just received the agenda for the July 15, 1988, Board meeting. I was very disappointed to view the staff recommendation on page 1 of the agenda for a minimum of 2% across-the-board increase for each year of the 1989-90 biennial budget. This is a position which AOF cannot and will not support. I have enclosed a copy of my recommendation to Bill Lemmon with our suggestion as to what we believed would be the very minimum which we could support, 4%.

In a time when the cost of living increase is projected to be 4% or higher, I believe that 2% across-the-board COLA for any faculty member performing satisfactory service is an insult.

AOF would like to be in a position to support the Board's recommendation. I believe that collectively we can succeed in achieving our goal. But if we are divided I'm not so sure. Do we really want another legislature imposed policy?

I sincerely urge you to consider a minimum of 4% COLA.

I must commend the staff for acknowledgement of individual institutional differences as indicated in the last paragraph of this section. It is indeed a step in the right direction to return the decision making process to the institutions.

One further point, I believe it is of utmost importance to convey to the Governor and the legislators our honest needs. Anything less than 4% COLA is not being honest.

Sincerely,

Robert A. McCoy
President

cc: All OSSHE Board member
All AOF Executive Board Members

Office of the
Faculty Senate



Corvallis, Oregon 97331 (503) 754 4344

July 14, 1988

Mr. Richard Hensley, President
Oregon State Board of Higher Education
P.O. Box 3175
Eugene, OR 97403

Dear Mr. Hensley:

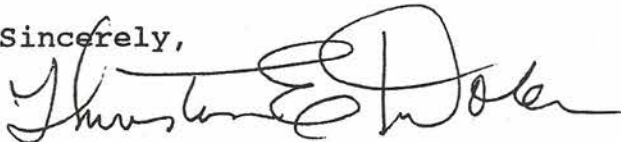
I recently presented to the Executive Committee of the Oregon State University Faculty Senate, including campus presidents of the AAUP and the AOF, the staff proposals for unclassified salary adjustments for the next biennium. After a thorough discussion of the matter, we arrived at the following conclusions.

1. The first item that proposes an across the board increase of 2% for each of the two years proclaims a policy that says to the faculties that "satisfactory" service is not good enough to maintain one's buying power in the face of inflation. That policy is unacceptable to us. Basically, we believe that the policy should be to meet inflation as a first step to a salary policy. We support a 4% level for across the board increases because we believe that it will approximate inflation.
2. The other categories of adjustments we endorse, with the assumption that they would be adjusted to accommodate the higher across the board amount.
3. We favor the policy stated in the staff recommendations that the formulas of distribution are recommended guidelines and that ultimate control should be returned to the campus. We favor this because we have talked with various department heads who have found themselves unable to administer their units satisfactorily under the rigid formulas of the past two biennia.

Mr. Richard Hensley
July 14, 1988
Page Two

The several faculty organizations have had, over the years, an on-going concern about the adequacy and the equity of salary adjustments. We trust that the Board will present a salary package that we can support throughout the legislature's deliberations. The one that we have outlined above constitutes one such package.

Sincerely,

A handwritten signature in dark ink, appearing to read "Thurston E. Doler", written in a cursive style.

Thurston E. Doler, President
Oregon State University
Faculty Senate

TED:vks

pc: OSBHE Members
John Byrne, President OSU
Graham Spanier, Vice President
for Academic Affairs and Provost

RECEIVED MAY 03 1988

SPARK M. MATSUNAGA, HAWAII
DANIEL PATRICK MOYNIHAN, NEW YORK
MAX BAUCUS, MONTANA
DAVID L. BOREN, OKLAHOMA
BILL BRADLEY, NEW JERSEY
GEORGE J. MITCHELL, MAINE
DAVID PRYOR, ARKANSAS
DONALD W. RIEGLE, JR., MICHIGAN
JOHN D. ROCKEFELLER IV, WEST VIRGINIA
TOM DASCHLE, SOUTH DAKOTA

BOB PACKWOOD, OREGON
BOB DOLE, KANSAS
WILLIAM V. ROTH, JR., DELAWARE
JOHN C. DANFORTH, MISSOURI
JOHN H. CHAFEE, RHODE ISLAND
JOHN HEINZ, PENNSYLVANIA
MALCOLM WALLOP, WYOMING
DAVID DURENBERGER, MINNESOTA
WILLIAM L. ARMSTRONG, COLORADO

United States Senate

COMMITTEE ON FINANCE

WASHINGTON, DC 20510-6200

JAMES C. GOULD, STAFF DIRECTOR AND CHIEF COUNSEL
ED MIHALSKI, MINORITY CHIEF OF STAFF

April 26, 1988

Dr. Thurston E. Doler, President
Faculty Senate
Oregon State University
Corvallis, OR 97331

Dear Dr. Doler:

Thank you for writing recently to express the support of the Faculty Senate of Oregon State University for legislation extending tax exemption for tuition reductions for certain graduate students. I appreciate receiving a copy of the resolution adopted by the Faculty Senate.

I believe that tuition waivers should not be taxed. These payments are an important way to encourage advanced education and training. These benefits do not represent an increase in the ability to pay tax as stipend payments do. I was the sponsor of legislation that excluded tuition waivers from taxable income. This provision expired at the end of 1987 and has not yet been extended.

When the Senate Finance Committee, on which I am the senior Republican member, considers this issue, please be assured that I will support its extension.

Thanks again for your letter. I appreciate knowing of your concern in this matter.

Sincerely,



BOB PACKWOOD

NEIL GOLDSCHMIDT
GOVERNOR



OFFICE OF THE GOVERNOR
STATE CAPITOL
SALEM, OREGON 97310-1347

July 8, 1988

Dr. Thurston E. Doler
President, Faculty Senate
Oregon State University
Corvallis, Oregon 97331

Dear Dr. Doler:

Thank you for sending me the motion of the Oregon State University Faculty Senate concerning federal plans to end tax exempt status for the tuition waivers for graduate teaching fellows.

As you are aware, there are several bills now before Congress that would continue the exempt status. I think it is very appropriate that the members of the Faculty Senate would join in the effort to convince Congress to address this matter.

Thank you for bringing it to my attention.

Sincerely,


Neil Goldschmidt
Governor

NG/is

OREGON STATE UNIVERSITY

Faculty Senate Office

(754-4344)

Corvallis, Oregon 97331

Social Science 107

09/27/88

FACULTY SENATE RECEPTION

Thursday, October 6, 1988; 2:00 p.m. - 3:00 p.m.
LaSells Stewart Center Lobby

Reception hosted by the Academic Affairs Office, Graham Spanier, Vice President for Academic Affairs and Provost. Please plan to attend the Reception.

FACULTY SENATE AGENDA

Thursday, October 6, 1988; 3:00 p.m. - 5:30 p.m.
LaSells Stewart Center

The agenda for the October 6 Senate meeting will include the reports and other items of business listed below. To be approved are the minutes of the June 2 Senate meeting, as published and distributed as the Appendix to the staff newsletter, OSU This Week, with one correction. Motion 88-450-9 (i.e. "that subject matter competence of prospective teachers can be adequately measured by current CBEST and NTE standardized tests") was reported as being rejected by a show of hands, when it was actually passed by voice vote.

A. SPECIAL REPORTS

1. Address by Vice President & Provost Graham Spanier
Vice President Spanier will address the Senate on the state of the University and goals and plans for the coming year.
2. University Relations
Keith Mobley, Assistant to the President, will speak on University Relations.
3. Marketing OSU
Dan Brown, Acting Marketing Director, will present a short talk on the initial phase of developing a strategic marketing plan for OSU.
4. Athletics Representative
Bob Frank, Faculty Representative to Athletics, will report on NCAA and OSU Intercollegiate Athletics.
5. Interinstitutional Faculty Senate
John Dunn, IFS Senator, will report on the recent IFS meeting at SOSC.

B. ACTION ITEM

Attached is a report from the Committee on Committees regarding Recommendations on Committee Reorganization and Standing Rules. NOTE: The Executive Committee recommended amendments to Enclosures 4, 6, and 7. (pp. 3-11)

C. INFORMATION ITEMS

1. Attached is a Report to the Board referencing UO/OSU consultation re OSU Graduate Program in Economics. (p. 12)
2. Attached is a copy of the Senate-passed Promotion and Tenure Guidelines, with the primary changes approved by President Byrne. Changes are denoted by handwritten notes on relevant pages of the original document and corresponding lines in the margin of the changed document. (pp. 13-29)
3. Annual Reports
Attached are the annual reports from the Academic Deficiencies Committee and Academic Requirements Committee. (pp. 30-59)
4. Attached is a list of Faculty Panels for Hearing Committees. (p. 60)
5. Attached is a letter from Les Strickler to SEBB Retirees Committee. (pp. 61-62)
6. D. Curtis Mumford Award Criteria Wording - Attached is a letter from Paul Farber requesting a wording change and the decision of the Executive Committee. (p. 63)
7. Attached is a letter from Representative Bob Smith. (p. 64)
8. Attached is a letter from Governor Goldschmidt to President Doler. (pp. 65-66)
9. Attached is a report prepared by D. S. Fullerton regarding promotion and tenure data. (pp. 67-71)
10. Attached is information on proposed semester system hearings and options. (pp. 72-74)
11. Attached is a draft from D. S. Fullerton of the Revised Final Examination Policy. (pp. 75-80)

D. REPORT FROM THE SENATE PRESIDENT

Senators are invited to review the attached provisions of Articles I and II of the Senate's Bylaws to refresh their minds relative to the Object, Authority, and Responsibility of The Senate. (p. 81)

Department of
Civil Engineering

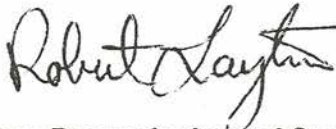


Corvallis, Oregon 97331-2302

(503) 754-4934

June 6, 1988

TO: Thurston Doler
Faculty Senate President

FROM: Committee on Committees
Robert Layton, Chair 

SUBJECT: Recommendations on Committee Reorganization and Standing Rules

Based on our review of a number of the Faculty Senate committees and in response to your requests from your memos of May 9, 17, and 20, 1988, we propose the following recommendations:

1. **Review of the Special Services Committee** - The Special Services Committee is an active and effective committee. There are a number of viable special services programs that have been in existence and active at Oregon State University, on which this committee consults and advises. However, one major and important program, the Minority Scholars Program, which has been initiated within the last year, has not been identified within the committee standing rules. This program's structure involves both on-campus officials and state-level offices, since it is part of the state-level program, the Minority Tuition and Fee Awards program. Consequently, we recommend that the committee's standing rules be altered to include reference to that program. The recommended reworded standing rules are included with this memo as Enclosure 1.
2. **Review of the Advancement of Teaching Committee and the Instructional Media Committee** - First, our review addressed the potential for combining the functions of these two committees into one committee. We found that these committees focus on very different areas, and both perform very important functions in their own right. The ATC addresses policy and programs aimed at the improvement and advancement of teaching. In light of the recent closure of the Office of Instructional Development, we felt that it is desirable at this time to have a committee whose primary objective and concern are specifically for the advancement of teaching. The IMC focuses on the provision of physical and mechanical means to enhance teaching. The IMC also performs an important function.

However, we have recommended changes to the standing rules for both committees. For the ATC, the wording of the standing rules should be corrected to reflect the new University administrative structure, i.e., the reference to the Dean of Undergraduate Instruction would be replaced by the Vice President for Academic Affairs and the Vice President for Student Affairs. The recommended revised standing rules are included as Enclosure 2.

We recommend that the standing rules for the IMC be revised to reduce the faculty members on the committee from eight to six. The committee chair, Kenneth Beals, recommended that a reduction from eight to five faculty members might be considered. However, we felt that it would be possible to appoint two faculty each year on a rotation of three years if there are six faculty members and still serve the chair's concerns of the difficulty of arranging meeting times and committee efficiency. A copy of the recommended revised standing rules is included as Enclosure 3.

3. **Faculty Economic Welfare Committee** - The Faculty Economic Welfare Committee was reviewed in the academic year 1986-87, with some modifications to the committee structure recommended and approved at that time. At the request of the Executive Committee, we considered the possibility of reducing the committee size from nine to six members, not including the retired faculty members. We consulted with the committee chairs for the FEWC for this year and last year and find that the effective working membership for the committee is presently about six members. Since this is a very active committee, the primary concern is getting six members who will be available when the committee needs to meet and work needs to be done. The present chair, Ze'ev Orzech, felt that a change of membership from nine to six would be desirable. After our review, the COC is recommending that the standing rules of the FEWC be revised to show six active faculty members and one retired faculty member. The recommended revision is shown in Enclosure 4.
4. **By-Laws Committee** - We also reviewed a possible reduction in members from six to four for the By-Laws Committee, at the request of the Executive Committee. One major concern was the increased workload that this committee could incur due to the semester conversion. We consulted with the chair of the By-Laws Committee, Stan Miller. He feels that the workload presently could be handled more effectively by a committee of four members, and does not foresee a major increase in workload with the semester conversion. Consequently, based on our review and his recommendation, we propose that the standing rules be changed to four members, as stated in Enclosure 5.
5. **Elimination of the Faculty Reviews and Appeals Committee and Standing Rules for the New Faculty Hearing (Grievance) Committee and the New Faculty Mediation Committee** - The present Faculty Reviews and Appeals Committee served under the old system for addressing grievances. With the new "Faculty Grievance Procedure" that has been adopted, the FRAC function has been transferred to the two new committees. Consequently, we recommend that the Faculty Reviews and Appeals Committee be eliminated.

We are also submitting with this memo proposed standing rules for the Faculty Hearing Committee and the Faculty Mediation Committee, as Enclosures 6 and 7. We have referenced the Faculty Grievance Procedure and the Oregon Administrative Rules to assure that the standing rules for the committees remain consistent with them.

RDL:gmb

Enclosures

Enclosure 1

Proposed Revised Standing Rules for the
SPECIAL SERVICES COMMITTEE

The Special Services Committee assists the University in the identification of needs and the development of programs designed to create a positive and effective environment for educationally and economically deprived students. It formulates policies for guidance of the Educational Opportunities Program, Upward Bound Program, and other special services programs at Oregon State University. It consults and advises the Directors of these programs concerning all aspects of the programs which they administer, and it periodically evaluates the effectiveness of these programs. It consults and advises with appropriate officials at O.S.U. on the Minority Scholars Program, and consults with officials at the state level on the Minority Tuition and Fee Awards Program. With other University groups, it takes the initiative in seeking to improve the University's program for all students in ways that will lead to an understanding of the multi-racial and multi-cultural nature of American society. The Committee consists of five Faculty and three Students and the Directors of Special Services Programs (EOP; Upward Bound), Ex-Officio.

Proposed Revised Standing Rules for the
ADVANCEMENT OF TEACHING COMMITTEE

The Committee on the Advancement of Teaching formulates and evaluates statements of policy that influence the teaching process, including (1) teaching effectiveness and efficiency, (2) support, (3) dissemination of information, (4) encouragement of innovation and experimentation, and (5) appropriate recognition of good teaching. The Committee seeks information and opinions from students, faculty, and administrators in formulating statements of policy, and presents to the Faculty Senate recommendations and perspectives useful to that body in determining appropriate actions and positions to be taken in support of the advancement of teaching. In addition, the committee should serve in an advisory capacity to the Vice President of Academic Affairs and the Vice President for Student Services in the making of awards in the field of teaching. The Committee consists of five Faculty and four Student members.

Enclosure 3

Proposed Revised Standing Rules for the
INSTRUCTIONAL MEDIA COMMITTEE

The Instructional Media Committee reviews and recommends policy concerning centralized instructional audiovisual materials and equipment, instructional development services, operation of campus television services, utilization of community cable television, and participation in interinstitutional televised teaching. The Committee consists of ~~six~~ Faculty and two Student members, and the Director of the Communication Media Center, Ex-Officio.

The Committee may appoint technical advisory personnel as needed. These persons will aid the Committee in its work, but will not vote on policy decisions.

Proposed Revised Standing Rules for the
FACULTY ECONOMIC WELFARE COMMITTEE

The Committee on Faculty Economic Welfare formulates statements of policy and advises on matters of salaries, retirement, 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 ~~seven~~ faculty members, one of whom shall be a retired faculty member, and two ex officio members.* The Committee meets on call ^{of} ~~on~~ the Chair. (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.)

(* The Executive Committee has, in the past, approved the Staff Benefits Officer as an ex-officio member. This would allow one additional appointee.)

Enclosure 5

Proposed Revised Standing Rules for the
BYLAWS COMMITTEE

The Bylaws Committee makes a continuing study of the Bylaws of the Faculty Senate, reviews proposals for changes and recommends amendments for action by the Senate. It serves in an advisory capacity to the Senate President and to the Executive Committee in all matters related to the Bylaws. The Committee consists of ~~four~~ Faculty members.

Proposed Revised Standing Rules for the
FACULTY MEDIATION COMMITTEE

The Faculty Mediation Committee shall meet with University faculty members, at their request, to review and attempt to resolve grievances on an informal basis. The role, activities, and responsibilities of the committee are defined in the "O.S.U. Faculty Grievance Procedure" referenced in the Oregon Administrative Rules. The committee consists of three ~~academic employees with faculty rank~~ ^{faculty members} chosen by the Executive Committee of the Faculty Senate. Emeritus faculty shall be eligible to serve on the Faculty Mediation Committee. The chair of the committee shall be selected by the Executive Committee of the Faculty Senate.

as defined in
Article III, Sec. 1.,
Senate Bylaws,

Enclosure 7

Proposed Revised Standing Rules for the
FACULTY HEARING COMMITTEE

The Faculty Hearing Committee, as an instrument of the "Faculty Grievance Procedure," shall meet with University faculty members to consider grievances that are not resolved through informal processes. The role, activities, and responsibilities of the committee are defined in the "O.S.U. Faculty Grievance Procedure," referenced in the Oregon Administrative Rules. The Committee consists of five ~~academic employees with faculty rank~~ ^{faculty members}, at least one of whom shall be female and one minority, chosen by the Faculty Senate Executive Committee. Any ~~person with faculty rank~~ ^{faculty member} may submit nominations to the Executive Committee for consideration. The Chair of the Committee shall be selected by the Executive Committee of the Faculty Senate. Three members of the Faculty Hearing Committee shall constitute a quorum.

(It is recommended that at least one member of the Committee should have legal training.)

as defined in Article III, Sec. 1.,
 Senate Bylaws,

RECEIVED SEP 8 3 1988

Sent to Provost
PSC - PF

Meeting #568

September 9, 1988

Report of
UO/OSU Consul-
tation re
Graduate
Program in
Economics, OSU

Staff Report to the Board

The following memorandum, addressed to Vice Chancellor Larry Pierce and dated July 12, 1988, is presented in response to a Board request at its June meeting.

"In response to discussion among the members of the Oregon State Board of Higher Education during the Board's meeting as a Committee of the Whole on June 17, 1988, officials of the University of Oregon (UO) and Oregon State University (OSU) have consulted to resolve their differences concerning OSU's proposal for a graduate program in economics which was approved by the Board on that date. This memorandum expresses the agreement between UO and OSU concerning that proposal, and concerning the relations between the OSU program and the economics program at the UO. We ask that this memorandum be presented so that it will appear in the minutes of the Board. It is agreed that the following absolves the concerns expressed by the UO:

In establishing its non-traditional Ph.D. program in Economics, OSU stipulates that it does not intend to develop full-fledged Ph.D. programs in the following areas of specialization which are now available at the UO: economic theory, econometrics and mathematical economics, economic history and history of economic thought, international economics, industrial organization, monetary theory, labor economics, regional and urban economics, public finance, economic development, and comparative economic systems.

OSU will add the phrase 'Regional and Global Interdependencies' as a subtitle so that the academic area described in OSU's Appendix A will be entitled 'The Economics of Growth and Change: Regional and Global Interdependencies.'"

Signed for UO by:

James Tattersall, Chair,
Department of Economics

Donald Van Houten, Dean,
College of Arts and Sciences

Paul S. Holbo, Acting Provost

Signed for OSU by:

Emery Castle, Chair,
University Graduate
Faculty of Economics

Bill Wilkins, Dean,
College of Liberal Arts

Graham Spanier, Vice
President for Academic
Affairs and Provost

(No Board action required.)

Changes should be
reported to The
Senate. *[Signature]*

Version approved by Faculty
Senate on 1-14-88

Currently under review by
Central Administration

OREGON STATE UNIVERSITY

ADDED DATE *[Signature]*

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.

II. FACULTY DOSSIERS

A. Compilation of the Dossier

Promotion and tenure decisions are based primarily on an evaluation of the faculty member's achievements as described in his or her dossier. Copies of the current dossier preparation guidelines 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

ADDED BACK
CONFIDENTIAL
LETTERS →
... ONCE
CONFIDENTIAL,
ALWAYS
CONFIDENTIAL

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 balance heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another.

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.

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 from 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

Only those candidates who have established a record of achievement in scholarship, service, and in instruction, extension, or librarianship, as appropriate, will be considered for promotion to the rank of Associate Professor.

THAT ESTABLISHES THE INDIVIDUAL AS A LEADER OR EMERGING LEADER IN THE FIELD or profes

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

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 with the candidate's department chair, head or unit promotion and

NO
LONGER
USE Form D
IS any
report
given?

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. 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).

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 the evaluative letters solicited during a promotion and tenure review. These letters generally should be from leaders in the candidate's field. Discretion should be used in soliciting letters from co-authors, co-principal investigators, former professors, or former students. Solicited letters should be from individuals selected by the department chair, county staff chair (for extension), director, head, or dean, although candidates may be asked to suggest names for the cognizant administrator. Letters generally should be from tenured professors or individuals of equivalent stature outside of academia who are widely recognized in their field. All letters must be requested by the department chair, head, dean, or the unit's promotion and tenure committee chair, not the candidate. Candidates may submit a list of reviewers meeting the above criteria from which at least three *CRITERIA?* will be solicited for letters of evaluation. The other reviewers are to be selected according to practices determined within the unit. The faculty candidate's written response, if any, to these solicited evaluative letters will be placed in the dossier.

BROKE INTO
NEW P

REworded TO WHERE IS
MAKE CLEARER - REwording?

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

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



Office of the President

Corvallis, Oregon 97331-2128

(503) 754-4133

August 1, 1988

To: Oregon State University Faculty

From: John V. Byrne, President

Subject: Promotion and Tenure Guidelines

I am pleased to share with you Oregon State University's new Promotion and Tenure Guidelines. These Guidelines will be in effect for the 1988-89 year and will stand until such time as revised Guidelines are issued. These Guidelines were approved by the Faculty Senate on January 14, 1988, and are being issued with some minor revisions.

One issue concerning the confidentiality of peer reviews remains unresolved. Last fall, the Faculty Senate asked me to seek a formal Attorney General's opinion on the matter of the use of voluntary waivers of confidentiality. I made this request on December 9, 1987, but we have not yet received the opinion. The Faculty Senate has since recommended new Promotion and Tenure Guidelines without any reference to such waivers. It is clear that faculty opinion is divided on this matter, since we continue to receive expressions of interest in the use of the waiver.

We intend to comply fully with the Attorney General's opinion when it is issued. However, since we do have a current opinion from the Office of the Attorney General permitting the voluntary use of such waivers, and a model form approved by the Office of the Attorney General, we will continue to make the "Voluntary Waiver of Confidentiality" form available. A copy of this form will be included with the Dossier Preparation Guidelines to be issued this month by the Office of Academic Affairs.

These Guidelines will be reviewed on a yearly basis; thus your comments are most welcome. We will work closely with the Faculty Senate in monitoring the efficacy of the Guidelines. Please feel free to direct any questions about the implementation of these Guidelines to the Office of Academic Affairs.

Attachment

OREGON STATE UNIVERSITY
PROMOTION AND TENURE GUIDELINES

August 1, 1988

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 supplemental 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, political affiliation, 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.

II. FACULTY DOSSIERS

A. Compilation of the Dossier

Promotion and tenure decisions are based primarily on an evaluation of the faculty member's achievements as described in his or her dossier. Copies of the current Dossier Preparation Guidelines 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 or director, 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: 1) letters of evaluation submitted as part of a pre-employment review at Oregon State University; and 2) solicited letters of evaluation for faculty who have signed voluntary waivers of access to those letters as part of a particular year's promotion and tenure review.

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 or exclusion of some materials, the candidate may indicate his or her objection in the certification 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 international programs, librarianship, and continuing education programs; 2) research, 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 balance heavier commitments and responsibilities in one area against lighter commitments and responsibilities in others.

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 profes-

social 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.

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.

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.

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 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 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 arts, 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.

All members of the faculty with 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 has been 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 effectiveness 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, and 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 from 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 credentials and experience appropriate to a professorial appointment in his or her field.

D. Criteria for Promotion to Associate Professor

The candidate should have established a record of achievement in scholarship, service, and in instruction, extension, or librarianship, as appropriate, that establishes the individual as a leader or emerging leader in the field or profession.

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

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 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 or professional experience.

The candidate is expected to have a strong record of performance that 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. In the event that 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's 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 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. 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).

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 the evaluative letters solicited during a promotion and tenure review. These letters generally should be from leaders in the candidate's field. Discretion should be used in soliciting letters from co-authors, co-principal investigators, former professors, or former students. Solicited letters should be from individuals selected by the department chair, county staff chair (for extension), director, head, or dean, although candidates may be asked to suggest names for the cognizant administrator. Letters generally should be from tenured professors or individuals of equivalent stature outside of academia who are widely recognized in their field. All letters must be requested by the department chair, head, dean, or the unit's promotion and tenure committee chair, not the candidate.

Candidates may submit a list of individuals meeting the above criteria. At least three reviewers from this list will be solicited for letters of evaluation. The other reviewers are to be selected according to practices determined within the unit. The faculty candidate's written response, if any, to these solicited evaluative letters will also be placed in the dossier.

C. Student and Client Input

In the evaluation of faculty whose responsibilities include instruction, broadly defined, evaluations from students and clients are 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

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 (and, if appropriate, program leader) shall review all departmental 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 the candidate's 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 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. The Committee will be chaired by the Vice President for Academic Affairs and Provost and consist of the Vice President for Research, Graduate Studies, and International Programs; the Associate Vice President for Academic Affairs, and the Dean of the Graduate School. In addition, the Vice President for Academic Affairs and Provost may consult with other faculty or administrators on selected candidates, or may supplement the 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. Candi-

dates 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.

12
RECEIVED AUG ~~21~~ 1988

Office of the Registrar

Administrative Services B102
Corvallis, OR 97331-2130

(503) 754-4331

August 11, 1988

TO: EXECUTIVE SECRETARY, FACULTY SENATE
FROM: RALPH H. REILEY, ASSISTANT REGISTRAR
SUBJECT: ACADEMIC DEFICIENCIES COMMITTEE ANNUAL REPORT

Attached are the Fall, Winter and Spring Term statistical reports of the Academic Deficiencies Committee for academic year 1987-88. The list of students suspended and reinstated (items VI, VII and VIII) have been omitted as requested by the Executive Committee. Please file these documents with the committee's Annual Report submitted 2 May 1988.

OREGON STATE UNIVERSITY
OFFICE OF THE REGISTRAR

FALL TERM REPORT

1987-88

- I. Statistics Relating to Failing Grades
- II. Summary of Decisions of the Academic Deficiencies Committee by Colleges
- III. Students Suspended, Placed and Continued on Probation, and Total on Probation by College and Class
- IV. Summary of Academic Deficiencies Committee Actions for 1983-84 through 1987-88
- V. Suspension and Deferred Suspensions by Colleges for the Fall Terms of 1985, 1986, and 1987
- VI. Students Suspended at the end of Fall Term 1987
- VII. Students Reinstated for Winter Term 1988
- VIII. Students Suspended at the end of Fall Term 1987 by Colleges

FALL TERM REPORT

Statistics Relating to the Number of Failing Grades

	Fall Term <u>1985-86</u>	Fall Term <u>1986-87</u>	Fall Term <u>1987-88</u>
A. Number of "F" grades	2,098	2,191	2,009
Total number of grades	67,955	66,230	65,568
Per cent of grades "F"	3.1%	3.3%	3.1%
B. Number of students continued and placed on probation	1,971	1,974	1,952
Net registration, term	12,370	12,463	12,511
Per cent of total registration on probation	15.9%	15.8%	15.6%
C. Number of students suspended	137	124	130
Per cent of total registration suspended	1.1%	1.0%	1.0%

FALL TERM 1987-88

Summary of Decisions of the Academic Deficiencies Committee Relating to Students with Scholastic Deficiencies

<u>College</u>	<u>Released from Probation</u>	<u>Continued on Probation</u>	<u>Freshmen Placed on Probation</u>	<u>Others Placed on Probation</u>	<u>Total Placed on Probation</u>	<u>Suspensions</u>
Liberal Arts	159	176	88	162	250	45
Science	69	31	87	147	234	26
Agricultural Sciences	48	39	21	45	66	6
Business	73	54	137	179	316	5
Education	30	25	33	28	61	3
Engineering	76	67	124	125	249	22
Forestry	13	12	7	10	17	1
Health & Physical Education	28	23	9	39	48	5
Home Economics	24	29	26	46	72	3
Pharmacy	20	16	12	38	50	1
University Exploratory Studies	<u>36</u>	<u>54</u>	<u>31</u>	<u>32</u>	<u>63</u>	<u>13</u>
TOTALS	576	526	575	851	1426	130

FALL TERM 1987-88

Total Students Suspended by College and Class

<u>College</u>	<u>Freshmen</u>	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>	<u>Totals</u>
Liberal Arts	0	10	10	25	45
Science	1	8	7	10	26
Agricultural Sciences	0	0	2	4	6
Business	2	0	1	2	5
Education	1	1	1	0	3
Engineering	1	4	8	9	22
Forestry	0	0	0	1	1
Health & Physical Education	0	0	1	4	5
Home Economics	1	0	1	1	3
Pharmacy	0	0	0	1	1
University Exploratory Studies	<u>2</u>	<u>4</u>	<u>5</u>	<u>2</u>	<u>13</u>
TOTALS	8	27	36	59	130

FALL TERM 1987-88

Total Students Placed on Probation by College and Class

<u>College</u>	<u>Freshmen</u>	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>	<u>Totals</u>
Liberal Arts	88	70	54	38	250
Science	87	58	47	42	234
Agricultural Sciences	21	12	16	17	66
Business	137	86	56	37	316
Education	33	11	11	6	61
Engineering	124	49	43	33	249
Forestry	7	8	1	1	17
Health & Physical Education	9	12	13	14	48
Home Economics	26	19	12	15	72
Pharmacy	12	4	16	18	50
University Exploratory Studies	<u>31</u>	<u>27</u>	<u>5</u>	<u>0</u>	<u>63</u>
TOTALS	575	356	274	221	1426

FALL TERM 1987-88

Total Students Continued on Probation by College and Class

<u>College</u>	<u>Freshmen</u>	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>	<u>Totals</u>
Liberal Arts	8	65	58	45	176
Science	3	12	6	10	31
Agricultural Sciences	1	10	14	14	39
Business	13	16	16	9	54
Education	3	9	7	6	25
Engineering	6	24	22	15	67
Forestry	1	4	3	4	12
Health & Physical Education	3	5	9	6	23
Home Economics	2	8	7	12	29
Pharmacy	0	2	4	10	16
University Exploratory Studies	<u>11</u>	<u>30</u>	<u>13</u>	<u>0</u>	<u>54</u>
TOTALS	51	185	159	131	526

FALL TERM 1987-88

Total Students on Probation by College and Class

<u>College</u>	<u>Freshmen</u>	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>	<u>Totals</u>
Liberal Arts	96	135	112	83	426
Science	90	70	53	52	265
Agricultural Sciences	22	22	30	31	105
Business	150	102	72	46	370
Education	36	20	18	12	86
Engineering	130	73	65	48	316
Forestry	8	12	4	5	29
Health and Physical Education	12	17	22	20	71
Home Economics	28	27	19	27	101
Pharmacy	12	6	20	28	66
University Exploratory Studies	<u>42</u>	<u>57</u>	<u>18</u>	<u>0</u>	<u>117</u>
TOTALS	626	541	433	352	1952

ACADEMIC DEFICIENCIES COMMITTEE ACTIONS

1983-84 THROUGH 1987-88

FALL TERM

	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>
Continued on Pro	573	659	575	501	526
Placed on Pro	1,603	1,597	1,396	1,473	1,426
Total on Pro	2,176	2,256	1,971	1,974	1,952
Suspended	166	153	137	124	130
Total Registration	16,119	15,624	15,216	15,199	15,199

WINTER TERM

	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>1986-87</u>
Continued on Pro	1,002	1,013	873	893
Placed on Pro	1,118	1,006	985	859
Total on Pro	2,120	2,019	1,858	1,752
Suspended	120	146	127	190
Total Registration	15,584	15,206	14,891	14,737

SPRING TERM

	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>1986-87</u>
Continued on Pro	900	878	744	723
Placed on Pro	828	811	727	713
Total on Pro	1,728	1,689	1,471	1,436
Suspended	203	186	230	197
Total Registration	14,757	14,404	14,149	13,942

Academic Deficiencies Committee action relative to students suspended and students eligible for suspension but granted one more opportunity.

FALL TERM 1985-86

<u>College</u>	<u>SUSPENDED</u>			<u>SUSPENSION DEFERRED</u>		
	<u>Freshmen</u>	<u>Others</u>	<u>Total</u>	<u>Freshmen</u>	<u>Others</u>	<u>Total</u>
Liberal Arts	5	20	25	16	45	61
Science	2	23	25	18	55	73
Agricultural Sciences	0	9	9	7	21	28
Business	1	13	14	24	70	94
Education	2	7	9	6	14	20
Engineering	4	15	19	31	61	92
Forestry	0	6	6	2	8	10
Health & PE	1	6	7	4	10	14
Home Economics	0	5	5	5	11	16
Pharmacy	0	2	2	2	17	19
UESP	3	13	16	21	33	54
TOTALS	18	119	137	136	345	481

FALL TERM 1986-87

<u>College</u>	<u>SUSPENDED</u>			<u>SUSPENSION DEFERRED</u>		
	<u>Freshmen</u>	<u>Others</u>	<u>Total</u>	<u>Freshmen</u>	<u>Others</u>	<u>Total</u>
Liberal Arts	3	27	30	31	57	88
Science	0	22	22	40	66	106
Agricultural Sciences	1	8	9	10	21	31
Business	0	11	11	38	64	102
Education	0	7	7	4	17	21
Engineering	1	18	19	27	54	81
Forestry	0	5	5	9	11	20
Health & PE	0	3	3	6	10	16
Home Economics	0	5	5	4	10	14
Pharmacy	0	2	2	3	7	10
UESP	3	8	11	22	12	34
TOTALS	8	116	124	194	329	523

FALL TERM 1987-88

<u>College</u>	<u>SUSPENDED</u>			<u>SUSPENSION DEFERRED</u>		
	<u>Freshmen</u>	<u>Others</u>	<u>Total</u>	<u>Freshmen</u>	<u>Others</u>	<u>Total</u>
Liberal Arts	0	45	45	24	69	93
Science	1	25	26	28	46	74
Agricultural Sciences	0	6	6	7	16	23
Business	2	3	5	34	41	75
Education	1	2	3	8	8	16
Engineering	1	21	22	39	39	78
Forestry	0	1	1	3	8	11
Health & PE	0	5	5	1	12	13
Home Economics	1	2	3	4	12	16
Pharmacy	0	1	1	5	10	15
UESP	2	11	13	7	17	24
TOTALS	8	122	130	160	278	438

OREGON STATE UNIVERSITY
OFFICE OF THE REGISTRAR

W I N T E R T E R M R E P O R T
1987-88

- I. Statistics Relating to Failing Grades
- II. Summary of Decisions of the Academic Deficiencies Committee
- III. Students Suspended, Placed and Continued on Probation, and Total on Probation by College and Class
- IV. Summary of Academic Deficiencies Committee Actions for 1983-84 through 1987-88
- V. Suspension and Deferred Suspensions by Schools for the Winter Term of 1986, 1987, and 1988
- VI. Students Suspended at the end of Winter Term 1987-88
- VII. Students Reinstated for Spring Term 1988
- VIII. Students Suspended at the end of Winter Term 1987-88 by Colleges

WINTER TERM REPORT 1987-88

Statistics Relating to the Number of Failing Grades

	Winter Term <u>1985-86</u>	Winter Term <u>1986-87</u>	Winter Term <u>1987-88</u>
A. Number of "F" grades	1,953	1,647	1,701
Total number of grades	65,889	63,573	63,817
Per cent of grades "F"	2.9%	2.6%	2.7%
B. Number of students continued and placed on probation	1,858	1,752	1,727
Net registration	12,343	12,090	12,208
Per cent of total registration on probation	15.1%	14.5%	14.1%
C. Number of students suspended	127	190	162
Per cent of total registration	1.0%	1.6%	1.3%

WINTER TERM 1987-88

Summary of Decisions of the Academic Deficiencies Committee Relating to Students with Scholastic Deficiencies

<u>School</u>	<u>Released from Probation</u>	<u>Continued on Probation</u>	<u>Freshmen Placed on Probation</u>	<u>Others Placed on Probation</u>	<u>Total Placed on Probation</u>	<u>Suspensions</u>
Liberal Arts	200	206	53	122	175	40
Science	87	123	36	76	112	25
Agricultural Sciences	50	50	15	42	57	3
Business	146	134	76	120	196	21
Education	28	43	12	21	33	6
Engineering	127	57	77	107	184	35
Forestry	7	42	5	22	27	7
Health & Physical Education	35	30	7	16	23	4
Home Economics	44	46	2	25	27	8
Pharmacy	21	28	10	29	39	1
University Exploratory Studies Program	<u>45</u>	<u>53</u>	<u>29</u>	<u>13</u>	<u>42</u>	<u>12</u>
TOTALS	790	812	322	593	915	162

WINTER TERM REPORT 1987-88

Total Students Suspended by College and Class

<u>School</u>	<u>Freshmen</u>	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>	<u>Totals</u>
Liberal Arts	5	16	8	11	40
Science	3	10	4	8	25
Agricultural Sciences	0	0	2	1	3
Business	10	4	5	2	21
Education	2	1	1	2	6
Engineering	15	6	7	7	35
Forestry	0	2	2	3	7
Health & Physical Education	0	1	1	2	4
Home Economics	0	4	2	2	8
Pharmacy	0	0	1	0	1
University Exploratory Studies Program	<u>0</u>	<u>6</u>	<u>6</u>	<u>0</u>	<u>12</u>
TOTALS	35	50	39	38	162

WINTER TERM 1987-88

Total Students Placed on Probation by College and Class

<u>School</u>	<u>Freshmen</u>	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>	<u>Totals</u>
Liberal Arts	53	29	45	48	175
Science	36	26	29	21	112
Agricultural Sciences	15	15	17	10	57
Business	76	48	43	29	196
Education	12	10	8	3	33
Engineering	77	49	47	11	184
Forestry	5	8	6	8	27
Health & Physical Education	7	6	3	7	23
Home Economics	2	6	12	7	27
Pharmacy	10	6	6	17	39
University Exploratory Studies Program	<u>29</u>	<u>8</u>	<u>4</u>	<u>1</u>	<u>42</u>
TOTALS	322	211	220	162	915

WINTER TERM 1987-88

Total Students Continued on Probation by College and Class

<u>School</u>	<u>Freshmen</u>	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>	<u>Totals</u>
Liberal Arts	37	55	64	50	206
Science	45	24	24	30	123
Agricultural Sciences	11	8	13	18	50
Business	54	36	28	16	134
Education	14	14	8	7	43
Engineering	24	12	8	13	57
Forestry	9	14	7	12	42
Health & Physical Education	5	7	14	4	30
Home Economics	20	9	6	11	46
Pharmacy	7	3	7	11	28
University Exploratory Studies Program	<u>20</u>	<u>26</u>	<u>7</u>	<u>0</u>	<u>53</u>
TOTALS	246	208	186	172	812

WINTER TERM 1987-88

Total Students on Probation by College and Class

<u>School</u>	<u>Freshmen</u>	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>	<u>Totals</u>
Liberal Arts	90	84	109	98	381
Science	81	50	53	51	235
Agricultural Sciences	26	23	30	28	107
Business	130	84	71	45	330
Education	26	24	16	10	76
Engineering	101	61	55	24	241
Forestry	14	22	13	20	69
Health & Physical Education	12	13	17	11	53
Home Economics	22	15	18	18	73
Pharmacy	17	9	13	28	67
University Exploratory Studies Program	<u>49</u>	<u>34</u>	<u>11</u>	<u>1</u>	<u>95</u>
TOTALS	568	419	406	334	1727

ACADEMIC DEFICIENCIES COMMITTEE ACTIONS

1983-84 THROUGH 1987-88

FALL TERM

	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>
Continued on Pro	573	659	575	501	526
Placed on Pro	1,603	1,597	1,396	1,473	1,426
Total on Pro	2,176	2,256	1,971	1,974	1,952
Suspended	166	153	137	124	130
Total Registration	16,119	15,624	15,216	15,199	15,199

WINTER TERM

	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>
Continued on Pro	1,002	1,013	873	893	812
Placed on Pro	1,118	1,006	985	859	915
Total on Pro	2,120	2,019	1,858	1,752	1,727
Suspended	120	146	127	190	162
Total Registration	15,584	15,206	14,891	14,737	14,822

SPRING TERM

	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>1986-87</u>
Continued on Pro	900	878	744	723
Placed on Pro	828	811	727	713
Total on Pro	1,728	1,689	1,471	1,436
Suspended	203	186	230	197
Total Registration	14,757	14,404	14,149	13,942

WINTER TERM REPORT 1987-88

Academic Deficiencies Committee action relative to students suspended and students eligible for suspension, but granted one more opportunity

WINTER TERM 1985-86

<u>School</u>	<u>Suspended</u>	<u>Deferred Suspensions</u>
Liberal Arts	19	59
Science	27	76
Agricultural Sciences	12	37
Business	18	110
Education	2	16
Engineering	18	107
Forestry	3	14
Health & Physical Education	5	23
Home Economics	3	16
Pharmacy	2	18
University Exploratory Studies	18	97
TOTALS	127	573

WINTER TERM 1986-87

<u>School</u>	<u>Suspended</u>	<u>Deferred Suspensions</u>
Liberal Arts	32	63
Science	42	68
Agricultural Sciences	17	32
Business	26	92
Education	9	14
Engineering	25	90
Forestry	10	9
Health & Physical Education	9	13
Home Economics	9	20
Pharmacy	4	16
University Exploratory Studies	7	33
TOTALS	190	450

WINTER TERM 1987-88

<u>School</u>	<u>Suspended</u>	<u>Deferred Suspensions</u>
Liberal Arts	45	81
Science	25	62
Agricultural Sciences	3	28
Business	21	89
Education	6	18
Engineering	35	72
Forestry	7	7
Health & Physical Education	4	12
Home Economics	8	15
Pharmacy	1	18
University Exploratory Studies	12	27
TOTALS	162	429

OREGON STATE UNIVERSITY

OFFICE OF THE REGISTRAR

SPRING TERM REPORT

1987-88

- I. Statistics Relating to Failing Grades
- II. Summary of Decisions of the Academic Deficiencies Committee
- III. Students Suspended, Placed and Continued on Probation, and Total
- IV. Summary of Academic Deficiencies Committee Actions for 1983-84 through 1987-88
- V. Suspension and Deferred Suspensions by College for the Spring Terms of 1986, 1987, and 1988
- VI. Students Suspended at the end of Spring Term 1987-88
- VII. Students Reinstated for Fall Term 1988
- VIII. Students Suspended Spring Term 1988 by Colleges

SPRING TERM REPORT 1987-88

Statistics Relating to the Number of Failing Grades

	Spring Term <u>1985-86</u>	Spring Term <u>1986-87</u>	Spring Term <u>1987-88</u>
A. Number of "F" grades	1,531	1,477	1,503
Total number of grades	61,804	59,679	59,809
Per cent of grades "F"	2.5%	2.5%	2.5%
B. Number of students continued and placed on probation	1,471	1,436	1,403
Net registration	11,625	11,370	11,482
Per cent of total registration on probation	12.6%	12.6%	12.2%
C. Number of students suspended	230	197	205
Per cent of total registration	2.0%	1.7%	1.8%

SPRING TERM 1987-88

Summary of Decisions of the Academic Deficiencies Committee Relating to Students with Scholastic Deficiencies

<u>College</u>	<u>Released from Probation</u>	<u>Continued on Probation</u>	<u>Freshmen Placed on Probation</u>	<u>Others Placed on Probation</u>	<u>Total Placed on Probation</u>	<u>Suspensions</u>
Liberal Arts	158	147	24	113	137	52
Science	96	96	27	58	85	39
Agricultural Sciences	44	49	9	31	40	12
Business	139	117	60	107	167	31
Education	37	22	8	19	27	7
Engineering	103	100	52	90	142	24
Forestry	23	14	2	6	8	4
Health & Physical Education	23	27	1	32	33	5
Home Economics	33	39	4	25	29	7
Pharmacy	31	29	2	17	19	5
University Exploratory Studies	<u>29</u>	<u>46</u>	<u>15</u>	<u>24</u>	<u>39</u>	<u>19</u>
TOTALS	716	677	204	522	726	205

SPRING TERM 1987-88

Total Students Suspended by College and Class

<u>College</u>	<u>Freshmen</u>	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>	<u>Totals</u>
Liberal Arts	10	12	14	16	52
Sciences	14	2	9	14	39
Agricultural Sciences	3	0	3	6	12
Business	11	9	7	4	31
Education	2	3	2	0	7
Engineering	12	6	3	3	24
Forestry	0	0	1	3	4
Health & Physical Education	1	2	1	1	5
Home Economics	2	0	2	3	7
Pharmacy	2	1	0	2	5
University Exploratory Studies	<u>6</u>	<u>7</u>	<u>6</u>	<u>0</u>	<u>19</u>
TOTALS	63	42	48	52	205

SPRING TERM 1987-88

Total Students Placed on Probation by College and Class

<u>College</u>	<u>Freshmen</u>	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>	<u>Totals</u>
Liberal Arts	24	42	35	36	137
Science	27	18	19	21	85
Agricultural Sciences	9	5	14	12	40
Business	60	36	40	31	167
Education	8	7	6	6	27
Engineering	52	37	30	23	142
Forestry	2	2	2	2	8
Health and Physical Education	1	9	12	11	33
Home Economics	4	10	9	6	29
Pharmacy	2	2	3	12	19
University Exploratory Studies	<u>15</u>	<u>16</u>	<u>7</u>	<u>1</u>	<u>39</u>
TOTALS	204	184	177	161	726

SPRING TERM 1987-88

Total Students Continued on Probation by College and Class

<u>College</u>	<u>Freshmen</u>	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>	<u>Totals</u>
Liberal Arts	38	39	35	35	147
Science	27	26	20	23	96
Agricultural Sciences	13	14	12	10	49
Business	52	28	25	12	117
Education	8	7	5	2	22
Engineering	37	22	25	16	100
Forestry	4	3	4	3	14
Home Economics	11	3	9	7	30
Pharmacy	7	4	2	16	29
University Exploratory Studies	<u>20</u>	<u>15</u>	<u>10</u>	<u>1</u>	<u>46</u>
TOTALS	222	168	153	134	677

SPRING TERM 1987-88

Total Students on Probation by College and Class

<u>College</u>	<u>Freshmen</u>	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>	<u>Totals</u>
Liberal Arts	62	81	70	71	284
Science	54	44	39	44	181
Agricultural Sciences	22	19	26	22	89
Business	112	64	65	43	284
Education	16	14	11	8	49
Engineering	89	59	55	39	242
Forestry	6	5	6	5	22
Health & Physical Education	6	16	18	20	60
Home Economics	15	13	18	13	59
Pharmacy	9	6	5	28	48
University Exploratory Studies	<u>35</u>	<u>31</u>	<u>17</u>	<u>2</u>	<u>85</u>
TOTALS	426	352	330	295	1403

ACADEMIC DEFICIENCIES COMMITTEE ACTIONS

1983-84 THROUGH 1987-88

FALL TERM

	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>
Continued on Pro	573	659	575	501	526
Placed on Pro	1,603	1,597	1,396	1,473	1,426
Total on Pro	2,176	2,256	1,971	1,974	1,952
Suspended	166	153	137	124	130
Total Registration	16,119	15,624	15,216	15,199	15,199

WINTER TERM

	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>
Continued on Pro	1,002	1,013	873	893	812
Placed on Pro	1,118	1,006	985	859	915
Total on Pro	2,120	2,019	1,858	1,752	1,727
Suspended	120	146	127	190	162
Total Registration	15,584	15,206	14,891	14,737	14,822

SPRING TERM

	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>
Continued on Pro	900	878	744	723	677
Placed on Pro	828	811	727	713	726
Total on Pro	1,728	1,689	1,471	1,436	1,403
Suspended	203	186	230	197	197
Total Registration	14,757	14,404	14,149	13,942	13,942

SPRING TERM REPORT 1987-88

Academic Deficiencies Committee action relative to students suspended and students eligible for suspension, but granted one more opportunity.

<u>College</u>	<u>SPRING TERM 1987-88</u>		<u>SPRING TERM 1986-87</u>		<u>SPRING TERM 1985-86</u>	
	<u>Suspended</u>	<u>Deferred Suspensions</u>	<u>Suspended</u>	<u>Deferred Suspensions</u>	<u>Suspended</u>	<u>Deferred Suspensions</u>
Liberal Arts	52	65	34	51	33	47
Science	39	36	36	45	42	51
Agricultural Sciences	12	23	5	29	12	12
Business	31	64	38	70	37	91
Education	7	12	3	18	3	11
Engineering	24	59	37	65	47	65
Forestry	4	10	2	6	6	9
Health & Physical Education	5	18	8	8	8	7
Home Economics	7	18	5	10	13	13
Pharmacy	5	12	5	12	5	12
University Exploratory Studies	<u>19</u>	<u>23</u>	<u>24</u>	<u>21</u>	<u>24</u>	<u>34</u>
TOTALS	205	340	197	335	230	352

RECEIVED JUL 14 1988

Office of the Registrar

Oregon
State
University

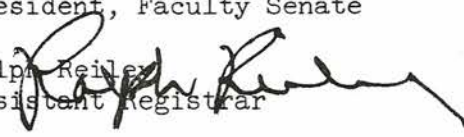
Corvallis, Oregon 97331-2130

(503) 754-4331

July 13, 1988

TO: Thurston Doler
President, Faculty Senate

FROM: Ralph Reiley
Assistant Registrar



SUBJECT: Academic Requirements Committee Annual Report

Attached is the statistical analysis of Academic Requirements Committee actions for academic year 1987-88. Please have this document filed with the Committee's annual report submitted in May 1988.

cc: Nancy Vanderpool, Chair
Academic Requirements Committee

jlc

ACADEMIC REQUIREMENTS COMMITTEE

July 1988

July 1, 1986 - June 30, 1987

July 1, 1987 - June 30, 1988

	July 1, 1986 - June 30, 1987						July 1, 1987 - June 30, 1988					
	Approved		Denied		Total		Approved		Denied		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
II. CHANGE OF GRADE	1232	90	139	10	1371	33.7	1345	91	140	9	1485	33.4
III. REMOVAL OF E GRADES	428	97	15	3	443	10.9	389	98	9	2	398	9.0
IV. SUBSTITUTION OF COURSES	7	88	1	12	8	0.2	8	57	6	43	14	0.3
V. HOURS OFF CAMPUS	336	97	9	3	345	8.5	350	95	18	5	368	8.3
VI. SPECIAL EXAMINATIONS	47	98	1	2	48	1.2	67	93	5	7	72	1.6
VII. ADDS AND DROPS	754	76	238	24	992	24.3	906	78	261	22	1166	26.3
VIII. WITHDRAWALS	296	61	186	39	482	11.8	326	58	233	42	559	12.6
IX. MISCELLANEOUS	<u>330</u>	<u>87</u>	<u>51</u>	<u>13</u>	<u>381</u>	<u>9.4</u>	<u>310</u>	<u>82</u>	<u>67</u>	<u>18</u>	<u>377</u>	<u>8.5</u>
Total Percentage		84		16		100.0		83		17		100.0
Total Number	3430		640		4070		3701		739		4440	

ARC:jlc

Office of the
Faculty Senate



Corvallis, Oregon 97331 (503) 754 4344

June 1988

FACULTY PANELS FOR HEARING COMMITTEES

Panel A (Term ends 6/30/89)

Margy Woodburn
Richard Daniels
Charles Drake
Michael Schuyler
John Arthur
Marda Brown
R. Gary Hicks
Philip L. Jackson
Mary Phillips
John Stewart

Panel B (Term ends 6/30/91)

Paul Kopperman
Charlotte Headrick
Curtis R. Cook
Peter R. Fontana
Martha Andrews
James Trappe
Jerome Hallan
Karen Piepmeier
Martha Low
Norma Nielson

ALTERNATES

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

Patrick J. Breen
Machteld C. Mok
Alan K. Wallace
John D. Copp
Christopher C. Mundt
Warren S. Baker
David E. Passon
Cary L. Taghon
Cal R. Williams
David C. Smith

Myron D. Shenk
Margaret J. Lewis
Stanley P. Snyder
Sylvia Aguirre
David E. Hibbs
Becky Fichter
Jean H. VanderWoude
Pamela Bodenroeder
Robert P. Griffiths
Yuan Hu Ching
Chih-Ah Huh
Ruth I. Harmelink
Barney Watson
Lauren K. Filson
Cathleen L. Rawson

RECEIVED JUN - 1 1988

3125 NW McKinley Drive
Corvallis, OR 97330
May 28, 1988

61.

Mr. Mike Schultz
SEBB, BUDB, PERS Retirees Committee
SEBB, Executive Department
155 Cottage Street, N.E.
Salem, OR 97310

In a May 19, 1988 letter written by Ms. Karen Roach to Thurston Odler relative to an OSU Faculty Senate resolution, it was suggested that further comments be addressed to you. Although this correspondence traced to the indicated resolution and although the resolution originated with my activities, the response herein is strictly that of a PERS retiree.

In her letter, Ms. Roach argues that retirees have not "lost" benefits from the SEBB policy being enforced, since SEBB plan coverage can be continued. In rebuttal, it should be obvious that there is a loss from not being able to receive the \$50 monthly subsidy. Indeed, the original argument about harm done lies at the heart of the pleas for relief. As you undoubtedly understand, the 65-and-over retiree with an under-65 spouse had two choices and both were bad. Coverage could be continued with a SEBB plan but with a loss of the \$50 PERS subsidy. Or the retiree could go for the subsidy by enrolling in the PERS plan but subject the spouse to disgracefully poor benefit levels.

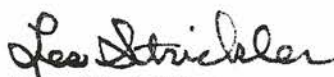
From the very beginnings of this dilemma, the fault clearly rested with the PERS task force and board members who permitted such weak levels of benefits to be offered. By the time that this weakness became known to most knowledgeable outsiders enrolled in SEBB plans, it was too late to raise benefit levels to decent status. Accordingly, critics pleaded for help via permission to divide family coverage (as in BUDB rules). I have to agree that this would lead to a gerrymandering of medical insurance but it would address the inequity until such time as PERS could adjust benefits to viable levels. Thus, the pleading for this SEBB policy was viewed purely as an interim measure.

The just-mentioned points bring to mind another viewpoint expressed in Ms. Roach's letter. She contends that "adverse selection" would follow as an evil from permitting divided family coverage. This assessment evidently derived from actuarial input and, accordingly, can be challenged by the typical neglect that actuaries give to reality. The reality is that the vast majority of the impacted plan participants would have elected to split their coverage for the reason indicated above; namely, to avoid the inferior benefits contained in the PERS plans. Such actuarial elements remind me of a personal experience. During a group life insurance plan's review, an actuary opposed a proposal for hiking infants' coverage from \$320 to \$500 because his science told him that too many parents would find it so profitable that greater death claims would follow. Actuaries do have unusual minds.

You may have learned that I have been an active campaigner for redress of this harm. Because some may have come to consider my activities as unrepresentative, I have taken several steps to offer evidence of broad-based concern. As one example, I helped organize a mass meeting in Corvallis, at which over 50 signatures were obtained on a petition. Also, I worked to gain (unanimous) support for the OSU Faculty Senate resolution that triggered this exchange.

I have been greatly encouraged by the PERS Board's recent decision to reactivate their special Task Force, since this should lead to eventual improvement in PERS-plan benefits for the under-65 retirees. On the other hand, I have been dismayed by SEBB's reluctance to offer temporary relief from the hardships. If some solution to this problem is not secured in the near-term future, critics will be forced to seek remedying in the next legislative session. As one such critic, I clearly would prefer that legislative action be avoided. However, I am prepared to join with others in going that route if it is necessary, because the injustice simply is too great to ignore.

Thank you for the opportunity to provide some input on this important issue. It is my sincerest hope that you and others on this special committee are successful in addressing this unfortunate condition.


Les Strickler
PERS Retiree

cc: ✓ Thurston Doler (President, OSU Faculty Senate)
Karen Roach, (Chair, SEBB)
Ed Schroeder (Chair, PERS Board)
Cliff Trown (Oregon Senate)
Tony Van Vliet (Oregon House)

D. Curtis Mumford Award Criteria Wording

Based on the following letter from Paul Farber recommending a change in the criteria for selecting nominees to receive the D. Curtis Mumford award, the Executive Committee has agreed with the recommendation and eliminated the underlined portion of the criteria:

"...exceptional, ongoing, dedicated, and unselfish concern for and service to Faculty of OSU primarily through its committees..."

Department of
General Science



Weniger Hall 355
Corvallis, OR 97331-6505

(503) 754-4151

July 8, 1988

Thurston Doler
President
Faculty Senate
Oregon State University
Corvallis, OR 97331

Dear Thurston:

The Dr. Curtis Mumford Faculty Service Award was established in 1983 to recognize exceptional service to OSU. This year I served on a Faculty Senate Executive Committee's subcommittee that reviewed nominations for the award. As a result, I wish to recommend a change in the wording of the criteria for the award.

Currently the criteria for the award state that a nominee must have given exceptional, ongoing service to the faculty "primarily through its committees." In my opinion, the last point, "through its committees," unnecessarily restricts the award. There are individuals on campus who have given outstanding and sustained service to the faculty and the university but have been excluded from consideration because they did not do so primarily through committees.

I don't believe the spirit of the award would be altered by this change, but rather I believe that it would allow consideration of individuals who, like Curtis Mumford, are dedicated to improving the situation for faculty at OSU.

I would appreciate your bringing this issue to the attention of the Executive Committee, and I hope they will recommend action to the Faculty Senate. Thank you.

Sincerely,

A handwritten signature in dark ink, appearing to read "Paul Farber".

Paul Lawrence Farber
Professor of History of Science

ROBERT F. (BOB) SMITH

2D DISTRICT, OREGON

COMMITTEE:

AGRICULTURE

SUBCOMMITTEES:

FORESTS, FAMILY FARMS, AND ENERGY
LIVESTOCK, DAIRY, AND POULTRY
WHEAT, SOYBEANS, AND FEED GRAINS

SELECT COMMITTEE ON HUNGER

RECEIVED JUL 11 1988

WASHINGTON OFFICE:

118 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
202-225-6730

DISTRICT OFFICES:

TOLL FREE: 1-800-533-3303

1150 CRATER LAKE AVENUE
SUITE K
MEDFORD, OR 97504
503-776-4646771 PONDEROSA VILLAGE
BURNS, OR 97720

Congress of the United States
House of Representatives
Washington, DC 20515

June 24, 1988

Mr. Thurston Doler
Faculty Senate
Oregon State University
Corvallis, Oregon 97331

Dear Thurston:

Knowing of your interest in education related matters, I would like to take this opportunity to inform you of my support for legislation that would help families finance a college education.

I am an original cosponsor of the College Savings Bond Act of 1988, HR 4790. This legislation would establish a College Savings Bond Program to encourage families to save for postsecondary education expenses at colleges and vocational institutions. Subject to certain limitations, the interest earned on College Savings Bonds would be tax-exempt if the taxpayer uses the proceeds of the bonds to pay for tuition and other costs (including reasonable living expenses) associated with the college or vocational education of the taxpayer, the taxpayer's spouse, child, or dependent.

With three college-aged children of my own, I am well aware that the costs of a college education are continuing to outpace inflation, and families need more than ever to save to educate their children. Federal student financial assistance programs are designed to provide access to a postsecondary education for the neediest students but cannot and should not replace the family as the primary source of financing an education for the vast majority of Americans. I believe College Savings Bonds would provide valuable and urgently needed assistance to families in financing a college education. I will urge my colleagues in Congress to push for passage of this legislation.

If you have any questions or comments, please feel free to contact me.

Very truly yours,



ROBERT F. (BOB) SMITH
Member of Congress

RFS/jc

NEIL GOLDSCHMIDT
GOVERNOR



OFFICE OF THE GOVERNOR
STATE CAPITOL
SALEM, OREGON 97310-1347

August 3, 1988

Dr. Thurston E. Doler
President, Faculty Senate
Oregon State University
Corvallis, Oregon 97331

Dear Dr. Doler:

State general fund support for the colleges and universities of the System of Higher Education is obviously a very large share of the funds available to those colleges and universities. Responsibility for deciding state general fund commitments is shared between the Governor and the Legislature. That sets up an ongoing relationship between state leadership and the leadership of the individual colleges and universities and of the System of Higher Education. That relationship can be a partnership or it can be adversarial.

If the relationship is broad enough and based deeply enough on mutual respect for the role each of us plays, then I believe the issue of politicization will fade rapidly. That has been my goal all along. For a variety of reasons, individual leadership changes have occurred. While I did not "fire" Chancellor Davis, his decision to leave clearly leaves open a very important role in forming the productive partnership that we both seek. I hope it is clear that my commitment is to be sure that an effective Oregon State Board for Higher Education makes the choice of a new chancellor in such a way that the full potential of such a partnership is realized and we put the politicization episodes behind us.

As to faculty salaries, no one would deny the importance of faculty to the learning process and to the effectiveness of collegiate institutions. Clearly, faculty is the largest single portion of the public's investment in collegiate education. For that reason, faculty salaries are the largest piece of the ongoing commitment made by the Governor and the Legislature to funding the System of Higher Education.

It should be no great surprise to faculty interests or institutional leaders that state level leaders have an interest in where the line is drawn between local responsibility for salary management and the state's responsibility for providing funds. Local leaders have responsibility for

Dr. Thurston Doler
Page 2
August 3, 1988

managing ongoing resource requirements. The state's commitment beyond "base budget" is to a set of budgetary priorities of mutual interest to institutional and state leaders.

I have expressed my interest in a state role related to recruitment and retention of excellent academic faculty. I look forward to the possibility that the State Board of Higher Education, the Governor's Office, and Oregon faculty organizations can be together this session on a program that will move us as far towards our objective of faculty excellence as the state general fund limitations will allow.

There is no question that faculty organizations have the option of addressing the Legislature directly on all matters, not just faculty salaries. I acknowledge that and accept it as a legitimate part of the process of citizen and organizational influence on state policy decisions.

I am aware of the efforts being made by Oregon State University under President John Byrne's leadership to manage ongoing resource requirements of the institution within resources available. That is the kind of institutional leadership that earns the respect of everyone whose support you need. It also represents precisely the kind of leadership that provides a basis for partnership built upon mutual respect. It is my commitment to pursue that partnership and, in the process, to demonstrate my support for an outstanding higher education program in Oregon.

Thank you for expressing your concerns.

Sincerely,



Neil Goldschmidt
Governor

NG/is

Vice President
Academic Affairs
and Provost



Administrative Services A624
Corvallis, OR 97331-2128

(503) 754-2111

September 22, 1988

To: Dale McFarlane, 1987-88 Chair
Faculty Senate Promotion and Tenure Committee

From: D. S. Fullerton *D. S. Fullerton*
Associate Vice President for Academic Affairs

Subject: Promotion and Tenure

We have wondered why there has been a reduction in the actual number of faculty promoted to the ranks of Professor and Associate Professor over the last two years. As shown in Table II of my 1987-88 report, the percentage of approvals for the files leaving departments has been higher than the 1973-1988 average.

Although the University officially dropped the use of "zones" for promotion and tenure in 1986-87, a count of faculty within those years of service does provide an approximation of the "pool" of candidates. We have gone back into the State System computer files and obtained print-outs of faculty with at least four (for Assistant Professors) or five (for Associate Professors) years of service. The head counts are attached, along with the count of those recommended by the department for promotion.

The most obvious changes from 1985 to 1988 are:

1. A sharp decrease in the "pool" of Assistant Professors in the "zone" between the 1985-86 and 1986-87 academic years.
2. A decrease in the percentage of the "pool" that has been recommended for promotion from Associate to Professor. This may reflect greater screening of files at the departmental level to meet more rigorous standards.

Further study will be useful in order to interpret these data. I suspect that we decreased the number of new hires following the financial strains of the early 1980's, and thus there is now a smaller pool of those coming up for promotion to Associate Professor. Similarly, the ranks of Associate Professors are now more swollen, reflecting the retention of faculty hired in the 1970's.

Attachment

c: Vice President Spanier
Thurston Doler, Senate President

THE APPROXIMATE FACULTY POOL FOR PROMOTION
TO ASSOCIATE PROFESSOR AND PROFESSOR
1985-1988

	<u>Assistant to Associate</u>		<u>Associate to Professor</u>	
	<u>*In "zone"</u>	<u>Recommended</u>	<u>**In "zone"</u>	<u>Recommended</u>
1985	246	50 (24.0%)	282	44 (15.6%)
1986	221	55 (24.9%)	302	51 (16.9%)
1987	135	22 (16.3%)	296	31 (10.5%)
1988	127	27 (21.3%)	314	17 (5.4%)

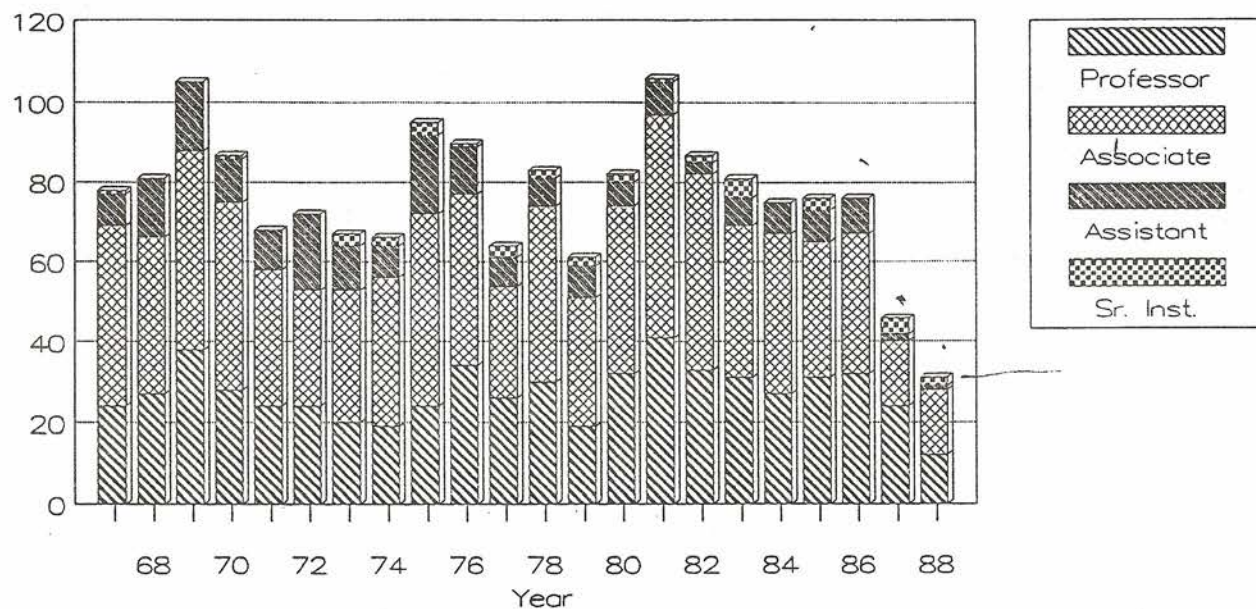
* At least four years of service completed by start of the following year.

** At least five years of service completed by start of following year.

The count of individuals in the "zones" includes tenured and tenure-track Assistant Professors, and some Assistant or Associate Professors in administrative/support positions who today would be appointed without rank. Thus, these data are not limited to faculty members with typical classroom instruction/scholarship/extension career paths.

PROMOTIONS IN RANK

1967-1988



Oregon State University
Promotion and Tenure Data 1967-1988

Year	Prof	Assoc	Asst	Sr Inst	Tenure	Total
1967	24	45	8	1	54	132
1968	27	39	15	0	55	136
1969	38	50	17	0	72	177
1970	28	47	11	1	47	134
1971	24	34	10	0	39	107
1972	24	29	19	0	35	107
1973	20	33	11	3	33	100
1974	19	37	8	2	55	121
1975	24	48	20	3	56	151
1976	34	43	12	1	48	138
1977	26	28	7	3	41	105
1978	30	44	7	2	45	128
1979	19	32	8	2	40	101
1980	32	42	6	2	48	130
1981	41	56	8	1	52	158
1982	33	49	3	2	40	127
1983	31	38	7	5	36	117
1984	27	40	8	0	37	112
1985	31	34	8	3	36	112
1986	32	35	9	0	39	115
1987	24	16	2	4	23	69
1988	12	16	1	2	22	53

TABLE II
SUMMARY OF APPROVED PROMOTIONS IN RANK
AND CHANGES IN STATUS TO INDEFINITE TENURE

1986-87 and 1987-88

HC - Head Count of faculty promoted or granted Indefinite tenure

(%) - Percent of departmental recommendations approved

Totals in each category are underlined

Year of Annual Review:	<u>1986-87</u>		<u>1987-88</u>		<u>15-year totals 1973-88</u>	
	HC	(%)	HC	(%)	HC	(%)
A. <u>To Professor</u>	<u>24</u>	(77)	<u>12</u>	(86)	<u>418</u>	(55)
Male	22	(81) ⁷¹	9	(82)	377	(54)
Female	2	(50)	3	(100)	41	(53)
Minority	0		0		13	(68)
B. <u>To Associate Professor</u>	<u>16</u>	(84)	<u>16</u>	(84)	<u>559</u>	(69)
Male	16	(84)	8	(72)	462	(68)
Female	0		8	(100)	97	(71)
Minority	0		1	(100)	24	(69)
C. <u>To Assistant Professor or Senior Instructor</u>	<u>6</u>	(75)	<u>3</u>	(100)	<u>144</u>	(84)
Male	5	(100)	0		78	(79)
Female	1	(33)	3	(100)	66	(90)
Minority	0		0		11	(100)
D. <u>Promotion Totals (All Ranks)</u>	<u>46</u>	(75)	<u>31</u>	(86)	<u>1121</u>	(64)
Male	43	(84)	17	(77)	917	(63)
Female	3	(33)	14	(100)	204	(70)
Minority	0		1	(100)	48	(74)
E. <u>To Indefinite tenure</u>	<u>22</u>	(73)	<u>22</u>	(88)	<u>620</u>	(72)
Male	17	(85)	14	(82)	501	(72)
Female	5	(50)	8	(100)	119	(73)
Minority	0		1	(100)	29	(73)
F. <u>All Promotions and Tenure Combined Totals</u>	<u>68</u>	(75)	<u>53</u>	(87)	<u>1741</u>	(66)
Male	60	(83)	31	(79)	1418	(65)
Female	8	(42)	22	(100)	323	(71)
Minority	0		2	(100)	77	(73)

from DSF

RECEIVED SEP 22 1988

POSSIBLE OPTION FOR SEMESTER SCHEDULES**DEFINITIONS:****Option 1. SEA (schedule earlier adopted)**

First day of class is the last Wednesday of August; Labor Day is a holiday; three days holiday at Thanksgiving; provides 75 days of instruction.

Option 2. ALD (class starts after Labor Day)

Each year, the first day of class is the Wednesday immediately after Labor Day; two days holiday at Thanksgiving.

Option 3. B/ALD

Class starts after Labor Day when Labor Day is September 1, 2, 3, or 4. Class starts the Wednesday prior to Labor Day when Labor Day is September 5, 6, or 7. Two days holiday at Thanksgiving.

Option 4. TS (transitional semester)

Classes start at end of September, similar to present quarter system, and fall semester provides 75 days of instruction. At least two weeks of class in January, immediately following New Years Day. Three days holiday at Thanksgiving.

PERTINENT DATES AND CLASS DAYS FOR VARIOUS SEMESTER SCHEDULES
(FOR DISCUSSION)

<u>Year/Option</u>	<u>First Day of Class</u>	<u>Holidays</u>	<u>Last Day of Class</u>	<u>Final Exams</u>	<u># of Class Days</u>
1990-91					
1-SEA	8/29	9/03 11/21-25	12/14	12/17-21	74
2-ALD	9/05	11/22-25	12/14	12/17-21	71
3-B/ALD	9/05	11/22-25	12/14	12/17-21	71
4-TS	9/19	11/21-25 12/23-1/02	1/16 (5/17)	1/18-23	75
1991-92					
1-SEA	8/28	9/02 11/27-12/01	12/13	12/16-20	74
2-ALD	9/04	11/28-12/01	12/13	12/16-20	71
3-B/ALD	9/04	11/28-12/01	12/13	12/16-20	71
4-TS	9/18	11/27-12/01 12/22-1/05	1/17 (5/22)	1/20-24	75
1992-93					
1-SEA	8/26	9/07 11/25-29	12/11	12/14-18	74
2-ALD	9/09	11/26-29	12/15	12/17-22	68
3-B/ALD	9/02	9/07 11/26-29	12/15	12/17-22	72
4-TS	9/16	11/25-29 12/20-1/03	1/15 (5/21)	1/18-22	75
1993-94					
1-SEA	8/25	9/06 11/24-28	12/10	10/13-17	74
2-ALD	9/08	11/25-28	12/15	12/17-22	69
3-B/ALD	9/01	9/06 11/25-28	12/15	12/17-22	73
4-TS	9/15	11/24-28 12/19-1/02	1/14 (5/20)	1/17-21	75

Vice President
Academic Affairs
and Provost



Administrative Services A624
Corvallis, OR 97331-2128

(503) 754-2111

September 16, 1988

Lawrence Pierce
Vice Chancellor for Academic Affairs
Oregon State System of Higher Education
P.O. Box 3175
Eugene, OR 97403

Dear Larry:

Enclosed are some suggestions of materials which might serve as informational background for the Semester Schedule hearings next month.

Please note that the proposed options contain some of my own prejudices or ideas, which you may wish to change. That would be okay with me, for I have no great pride of authorship in these suggestions. The salient points are:

1. Options 1 and 4 provide three weekdays' vacation at Thanksgiving, which might be welcomed after an early start for the semester in the case of option 1. Since this is a departure from the existing schedule, we may wish to call attention to this suggestion.
2. In option 4, at least 10 class days (M-F) after New Years' are scheduled.
3. Note that option 3 retains more class days much more effectively than option 2 - - - by 4 class days.
4. Class days counted are only M - F. Saturday is not counted.
5. For option 4, the date in parenthesis under last day of class is the last day of class in the spring semester, assuming up to one week break after fall semester finals, one week for spring break, and 75 class days for spring semester.

I hope all of the data are accurate, but I'd suggest you have someone check dates and number of class days to be sure. I did not analyze the number of class days for each day of the week - this could be done later, in time for the hearings. I will be out of town at meetings until September 30, but please let me know any time after then if I can be helpful.

Sincerely yours,

John R. Davis, Chair
Calendar Conversion Council

JRD/nm

cc: Graham Spanier
Pete Fullerton
Robert Schwartz
Bruce Shepard

—(—
Vice President
Academic Affairs
and Provost



Administrative Services A624
Corvallis, OR 97331-2128

15.
RECEIVED SEP 23 1988
(503) 754-2111

September 19, 1988

TO: Thurston Doler
Faculty Senate

FROM: D.S. Fullerton *DS Fullerton*
Associate Vice President for Academic Affairs

SUBJECT: Revised Final Examination Policy - Review Draft As Soon As Possible

Representing the Senate during a time the full Senate was not in session, the Executive Committee approved in late June a revision of AR16 as recommended in part by the Final Examinations Committee (Lisa Ede, Chair). We had just received the Committee's report, and the Schedule of Classes (containing AR16) was about to go to press.

The Final Examinations Committee had recommended that the three final exams in one day (vs. four in the current policy) would automatically justify a change in one exam's time. The Executive Committee did not approve this.

The Executive Committee also recommended that the entire process be simplified. The Committee urged that, since the Examinations Committee approval of instructor-approved changes was essentially automatic anyway, the decision should be left to the instructor without further approvals and paper transfer.

AR16 was revised accordingly, as it now appears in the Schedule of Classes. Now we need to revise the Petition form and policy statements. A draft prepared by Assistant Registrar Ralph Riley and me is attached. Your review and revision is requested as soon as possible. There have been no changes on the overall Final Examinations Policy and Group Midterm Examination Policy.

c: Lisa Ede
Ralph Riley
Sally Francis
Bob Mrazek

Oregon State University - Committee on Examinations - Office of the Registrar

PETITION FOR CHANGE OF TIME OF AN EXAMINATION DURING FINAL WEEK PLEASE NOTE THE POLICIES FOUND ON REVERSE SIDE OF THIS FORM

DRAFT

Name _____ SSN # _____

OSU College _____ Phone _____

Current Address _____
Street _____ City _____ Zip _____

I request to change the final examination in _____ from
_____ Course
(time/date) to (time/date)

REASONS WHY CHANGE SHOULD BE GRANTED _____

The change of time requested is:
____ APPROVED ____ DENIED

Student's Signature _____ Date _____

Instructor's Signature _____ Date _____

[If approved, give student receipt and forward copy of Petition to Dean. If denied, student has option of appeal to Committee via Dean.]

----- STUDENT RECEIPT

Student Name _____ SSN # _____

Course _____ Term _____

Approved Alternate Final Time: _____ Date: _____

Instructor's Signature _____ Date _____

[If approved, student retain]

REFERRAL TO COMMITTEE ON EXAMINATIONS: [Student: Take this Petition to Dean]

Instructor's comment on denial: _____

Instructor's Signature _____ Date _____

Dean's comment: _____

Committee on Exam Action: _____

Student: _____

STUDENT: Check with the Registrar's Office for Committee decision. (754-4331)

-3-

FINAL WEEK - AR16

- a. No final, midterm, or comprehensive examinations shall be given during the week preceding final examination week. (Examinations on laboratory work, course material covered by "weekly" or "section" quizzes, television courses, ROTC activities, and physical education activities are allowed.)
- b. Classes shall meet and have final examinations during Final Week in accordance with the Final Week Schedule. If a final examination is not to be given in a course, this action must be approved by the department with notification to the University Committee on Examinations.
- c. All student petitions for changes in the time of final examinations must be made using forms available from the Registrar's Office. (A summary of university final examination policy is printed on the form.) Petitions for changing final examinations are submitted directly to the instructor.

[Oregon State Instructors are committed to helping students achieve their personal and academic goals. However, rescheduling a final examination may not be possible even for the most meritorious reasons. For example, there may not be time to design and prepare an equivalent make-up examination for individual students.]

In June, 1988, the Faculty Senate Executive Committee recommended that Instructors who can make arrangements for a rescheduled final examination may approve student petitions for any reasons they feel are appropriate. No further approval is required, but a copy of the approved petition is sent to the Dean.]

Students may forward disapproved petitions through the dean of the college or school to the University Committee on Examinations.

[The Committee generally limits its approvals to the following reasons:

1. Conflict with working hours on a job that has been held during the term, and for which working schedules can not be readily adjusted.
Example: driving a school bus.
2. Religious reasons.
3. Four finals in one day. Where amicable agreement can not be reached by the student and the instructors, the Committee will attempt to find a solution following the rules on schedule conflicts.
4. Military obligations verified in writing. Example: military orders; preinduction physicals.
5. Other exceptional hardship cases.

Petitions for reasons of personal convenience are generally not approve.]

Requests to change the assigned final examination time for an entire class must be approved by the University Committee on Examinations. Final examinations may not be changed to the week preceding Finals Week without approval of the Academic Requirements Committee.

- d. No extracurricular activities or curricular activities other than examinations and final class meetings shall be scheduled during Final Week.

-4-

1988-89

GROUP FINAL EXAMINATIONS POLICY

(Policy as reviewed and modified by the Committee on Examinations 1987-88 and approved by Academic Affairs with the concurrence of the Executive Committee of the Faculty Senate.)

1. Group final examinations exist in order to facilitate the administration of courses with multiple sections (where the final examination is common to all sections).
2. A course qualifies for a group final if it consists of three or more sections, or two sections and an anticipated enrollment of 150 or more students. All sections of the course constitute the group.
3. Group final examinations will be the same length of time (110 minutes) as other final examinations.
4. Requests for group final examinations should be addressed to the Committee on Examinations. Departments originating such requests should obtain a forwarding endorsement from the appropriate Dean. Normally these requests should be submitted during Spring term in order to meet publication dates for the forthcoming Schedule of Classes.
5. In the case of group final examinations, provisions must be made to administer separate examinations to students with conflicts (examinations in two or more courses scheduled on the same day and time). Conflicts will be resolved in accordance with the instructions contained in the Final Week Schedule, Schedule of Classes.

-4-

1988-89

FINAL EXAMINATION POLICY

(Policy as reviewed and modified by the Committee on Examinations 1987-88 and approved by Academic Affairs with the concurrence of the Executive Committee of the Faculty Senate.)

1. Final examinations are administered during the final class meeting, in accordance with the "Final Week Schedule" as published in the Schedule of Classes. Final examinations shall not be given during dead week. (See Academic Regulation 16)
2. Final examinations will be 110 minutes (two hour period) long.
3. Requests for a change in the time of a final examination should be submitted by the instructor to the Committee on Examinations prior to the end of the fifth week of the term in which the examination is scheduled. The request must contain the supporting endorsements of the Department Chair and Dean.
4. If a final examination is rescheduled, provisions must be made to administer the examination on the originally scheduled date/time to those students unable to accommodate the rescheduled examination.

-4-

1988-89

GROUP MIDTERM EXAMINATION POLICY

(Policy as reviewed and modified by the Committee on Examinations 1987-88 and approved by Academic Affairs with the concurrence of the Executive Committee of the Faculty Senate.)

1. Group midterm examinations exist in order to facilitate the administration of courses with multiple sections (where the midterm examination is common to all sections).
2. A course qualifies for a group midterm if it consists of three or more sections, or two sections and an anticipated enrollment of 150 or more students. All sections of the course constitute the group.
3. Requests for group midterms should be addressed to the Committee on Examinations. Departments originating such requests should obtain a forwarding endorsement from the appropriate Dean. The request should include the date, time, and number of students and sections. Requests must be received not later than the second Friday of the term. Requests will normally be granted assuming space is available and no conflicts exist. Requests will be scheduled on a first-come first-served basis.
4. Generally, group midterm examinations will be scheduled at 1900 for one regular class period.
5. In the case of group midterm examinations, provisions must be made to administer an equivalent make-up examination to students who for a good reason cannot attend a specially-scheduled group midterm examination. The following exemplify reasons that could justifiably prevent a student from taking a group midterm examination: a schedule conflict, job, lengthy commuting distance, etc. Classes required to take a group midterm examination will have one designated class period cancelled. These policies also apply to midterms in all courses administered outside regular class meeting times.

OREGON STATE UNIVERSITY
BYLAWS
OF THE FACULTY SENATE

ARTICLE I: NAME

The name of this organization shall be the Faculty Senate of Oregon State University.

ARTICLE II: OBJECT

Sec. 1. Within the frame work of legislation proving for Land-Grant Institutions and the Oregon State System of Higher Education, the Faculty Senate of Oregon State University, on behalf of the Faculty of the University, shall: (a) determine and establish the purposes of Oregon State University, formulate and evaluate policies and activities in harmony with these purposes; (b) assume responsibility for the creation, maintenance, and protection of a University environment conducive to the full and free development and preservation of scholarly learning, teaching, and research; (c) provide the means by which the administration may be apprised of representative opinion of the entire Faculty.

Sec. 2. To accomplish the Objects stated in Section 1. above, the Faculty Senate shall: (a) have legislative responsibility with respect to academic policies, educational standards, curricula, and academic regulations; (b) study and prepare recommendations to the President of Oregon State University concerning the welfare of the Faculty; (c) provide the means through which any matter of general interest to the Faculty or pertaining to the institution and its purpose may be brought to the Faculty Senate for discussion and appropriate action.

ARTICLE III: AUTHORITY AND RESPONSIBILITY

Sec. 1. The Faculty Senate shall be representative of the entire Faculty of Oregon Sate University and, shall have both the authority and responsibility to act for and on behalf of the Faculty in all matters encompassed within the stated Object of the Faculty Senate. The Faculty is defined as members of the Unclassified Academic Staff who hold one of these academic ranks, Instructor, Senior Instructor, Senior Research Assistant, Research Associate, Assistant Professor, Associate Professor, or Professor (as defined in Section 580-20-005 of the OSSHE Administrative Rules), or such other unclassified staff without rank as are approved by the Executive Committee, whether engaged in research, teaching, extension or counseling.

Sec. 2. Members of the Faculty Senate are the uninstructed representatives of their constituents. It shall be the responsibility of the members of the Faculty Senate to seek for the opinions of their constituencies. Having exercised such responsibility, the members of the Faculty Senate shall feel free to make decisions and vote on matters according to their own reasoned judgments.

Sec. 3. Interinstitutional Faculty Senators shall be responsible for seeking opinions of the OSU Faculty and the OSU Faculty Senate as a body.

Office of the
Faculty Senate

Oregon
State
University

Corvallis, Oregon 97331

(503) 754-4344

October 3, 1988

MEMORANDUM

TO: Senators

FROM: Thurston Doler, President, Faculty Senate 

RE: The Attached Report of the Promotion & Tenure Committee

Although this report was received too late to be included in the agenda, it is being distributed as additional information.

The agenda for this meeting (i.e. C. INFORMATION ITEMS, item 2.) contains information regarding Senate approved Promotion and Tenure Guidelines and their modification by the Executive Office (see pp. 13-29).

(The last four pages are duplicated in the current agenda, pp. 67-71.)

TD:vlk

Attachment

College of Business



Bexell Hall 200B
Corvallis, OR 97331-2603

October 3, 1988

Memo To: Executive Committee of the Faculty Senate

From: Robert R. Becker, Biochemistry and Biophysics
Victor Brookes, Entomology
Robert L. Krahmer, Forest Products
Dale D. McFarlane, Business Administration, (Chair) *DM*
Frederick W. Obermiller, Agriculture and Resource Economics
Dale D. Simmons, Psychology

Subject: Annual Report of Committee Activities for 1987-1988

The Faculty Senate Promotion and Tenure Committee (FSP&TC) has responsibility for reviewing policy and observing activities related to the promotion and tenure process. Deliberations on individual candidates for promotion and tenure usually are not completed until after the June meeting of the Senate, consequently the annual report of the Committee is presented at the first meeting of the subsequent academic year.

The FSP&TC had a particularly active year during 1987-88. In addition to its usual activities the Committee was responsible for the review and evaluation of a major revision and updating of promotion and tenure policy as described in the "Promotion and Tenure Guidelines" developed by the Office of Academic Affairs.

I. PROMOTION AND TENURE GUIDELINES

Partially at the suggestion of the FSP&TC, the Provost and Associate Vice President of Academic Affairs began developing the "Promotion and Tenure Guidelines" document during the summer of 1987. Early drafts of the document were reviewed by vice presidents, deans and individual members of the FSP&TC and their comments were forwarded to Provost Spanier. After several revisions, the FSP&TC asked the Faculty Senate Executive Committee to schedule a Faculty Forum for the purpose of allowing individual faculty to express their views on the contents of the Guidelines. The Forum was held on October 13, 1987 and attended by approximately 150 faculty members.

Memo To: Executive Committee of the Faculty Senate
October 3, 1988
Page 2

After listening to the concerns of faculty at the Forum and in subsequent discussions of issues discussed at the Forum, the members of the FSP&TC made their recommendations concerning the document to the Faculty Senate Executive Committee. The recommendations of the FSP&TC were placed before the Senate at the November 5 meeting. Discussion at the meeting concluded with a motion to return the recommendations to the FSP&TC for further review and consideration. The elimination of the section allowing the waiver of the right of faculty to view all records in the dossier including reviewers evaluations (ORS 351.065) was the primary focus of attention. In the subsequent review, the members of the FSP&TC reaffirmed their position on the waiver issue. The reasons for taking this stand were presented to the Senate on December 3, 1987 in the form of a position paper. In summary, the members of the Committee found no reliable and effective means for protecting the individual rights of faculty under the waiver provision.

The recommendations of the FSP&TC, including the striking of the waiver of confidentiality provision, were placed before the Senate again on January 14, 1988. This time the recommendations were passed with only minor modification.

In a letter to the Faculty dated August 1, 1988 President John Byrne indicated that the revised Guidelines as approved by the Faculty Senate "with some minor revisions" will be in effect for the 1988-89 academic year. The President, at the request of the Faculty Senate, has asked for a formal opinion of the Oregon Attorney General on the use of voluntary waivers of confidentiality but to date no opinion has been rendered. The President stated in the letter to the Faculty that the Office of Academic Affairs will continue to make the "Voluntary Waiver of Confidentiality" forms available to faculty.

II. PROMOTION AND TENURE PROCESS

The promotion and tenure process under Provost Spanier was described in the 1986-87 annual report of the FSP&TC, additional details are contained in the Guidelines. Few changes were made in the process during the current year. All dossiers of candidates for promotion and tenure are reviewed at several levels before they reach the Provosts Office. The dossiers are usually reviewed by a departmental committee, the department chair, a college committee and the dean of the school or college. The dossiers are then forwarded to Associate Vice President Fullerton who checks the dossier for proper form and content and if the dossiers are complete they are then reviewed by the Administrative Promotion and Tenure Committee (AP&TC) consisting of Provost Spanier, Vice President Keller, Associate Vice President Fullerton and Dean Calvin. The dossiers of each candidate for promotion or tenure are carefully examined by each

Memo To: Executive Committee of the Faculty Senate
October 3, 1988
Page 3

member of the AP&TC. The AP&TC functions more as a group than a committee. The members provide Provost Spanier with information and their individual recommendations, but the final decision rests with the Provost. Generally, academic deans were invited to meet with the AP&TC only in those situations where additional information was desired or when the initial decision of the AP&TC regarding a faculty members promotion and/or tenure differed from the deans recommendation. At least two members of the FSP&TC were present as observers during the deliberations of the AP&TC.

The quality and completeness of the dossiers improved again this year as additional information on both recommended form and content was provided to faculty and administrators responsible for the preparation of the dossiers. (See the "Dossier Preparation Guidelines" prepared by the Office of Academic Affairs).

III. FACULTY SENATE PROMOTION & TENURE COMMITTEE OBSERVATIONS

The new Promotion and Tenure Guidelines and the accompanying Dossier Guidelines provide a far more accurate description of the procedures and criteria being applied in the promotion and tenure process than information that was previously available. Provost Spanier and Associate Vice President Fullerton should be commended for their efforts in developing these documents.

The results of this year's promotion and tenure deliberations, along with comparable data for the last twenty years are given in Table I and Figure I in the appendix to this report. The data indicate a substantial decline in the number of promotions during the last two years when compared to the twenty year average. The decline is most apparent at the level of promotion from assistant to associate and associate to professor. There are a number of factors that could contribute to this decline including the possibility that there are fewer eligible faculty or that higher standards are being employed. Analysis of these factors to date indicates the following. First, fewer dossiers were transmitted to the level of the Office of Academic Affairs than in past years. So the drop occurred despite a relatively high approval rate by the AP&TC (Provost). As reported to the Faculty Senate by Associate Vice President Fullerton, the approval rate by the AP&TC this year was 87% as compared to a 15 year total of 66% approval at the University level. Second, most of the drop in the number of promotions from assistant to associate can be accounted for by a reduction in the number of assistant professors within the "zone of promotion". (See the attached letter of September 22 from Associate Vice President Fullerton for additional information on zones and number being recommended). Third, the decrease in the number of promotions to professor cannot be attributed to a reduction in the number of eligible

faculty. The number of faculty in the "zone of promotion" for this group actually increased slightly over the period 1985 to 1988 while the number of faculty recommended for promotion dropped substantially. For 1985-86 combined, 16.3% of those in the "zone of promotion" were recommended for promotion, whereas in 1988 only 5.4% were recommended for promotion. The reasons for this drop and the implications of a continuing reduced level of recommendations for promotion to professor needs further examination.

Members of the FSP&TC made the following comments with regard to the conduct of the evaluation process by the members of the AP&TC. As in the past, all dossiers were carefully evaluated by each member of the Committee. All criteria as outlined in the P&T Guidelines were applied in the process of evaluating candidates for tenure or promotion. However, if a candidate was denied tenure or promotion the most likely cause was lack of sufficient activity in the area of scholarship (publications). Within this area members of the FSP&TC were concerned that refereed journal articles were possibly given disproportionate weight. If a faculty member has disseminated the results of their work in a manner different than publication as a journal article, the quality and importance of the work needs to be carefully specified and documented within the candidates dossier.

It was observed that heavy reliance was placed on outside letters of evaluation, often obtained from individuals who had never had direct contact with the faculty member. Ambivalent outside letters of evaluation could depreciate the value of an otherwise strong dossier review, while in some situations positive outside letters went a long way toward bolstering a weak dossier. Members of the FSP&TC felt a more balanced weighting of internal reviews and outside letters could improve the consistency and integrity of the evaluation process.

The Promotion and Tenure Guidelines provide for the establishment of unit criteria which "reflect the particular characteristics of the field and the corresponding responsibilities of (the units) faculty". To date the International Programs, Veterinary Medicine, the Library and Agricultural Extension have submitted unit criteria for promotion and tenure evaluation. To date, the Library criteria have been approved by the Office of Academic Affairs.

In several instances over the last few years, members of the P&T Committee have observed the difficulties encountered in gaining promotion by those individuals who have assumed major administrative responsibilities early in their academic careers. As the existing criteria are being applied, admirable performance as an administrator will not offset a less than superior performance in other areas of evaluation. For example, department chairs are being held responsible for having a record

Memo To: Executive Committee of the Faculty Senate
October 3, 1988
Page 5

in scholarship that approaches that of their nonadministrative colleagues. In the view of the members of the FSP&T Committee, such early appointments are unwise and potentially damaging to the faculty members eventual promotion. The practice of appointment of assistant professors, and in most instances associate professors, to positions of major administrative responsibility should be avoided. If such appointments are made, the faculty member should insist on a written statement from the dean, with approval by the Vice President of Academic Affairs, that clearly outlines how the administrative responsibilities will affect future promotion and tenure evaluations of the faculty member.

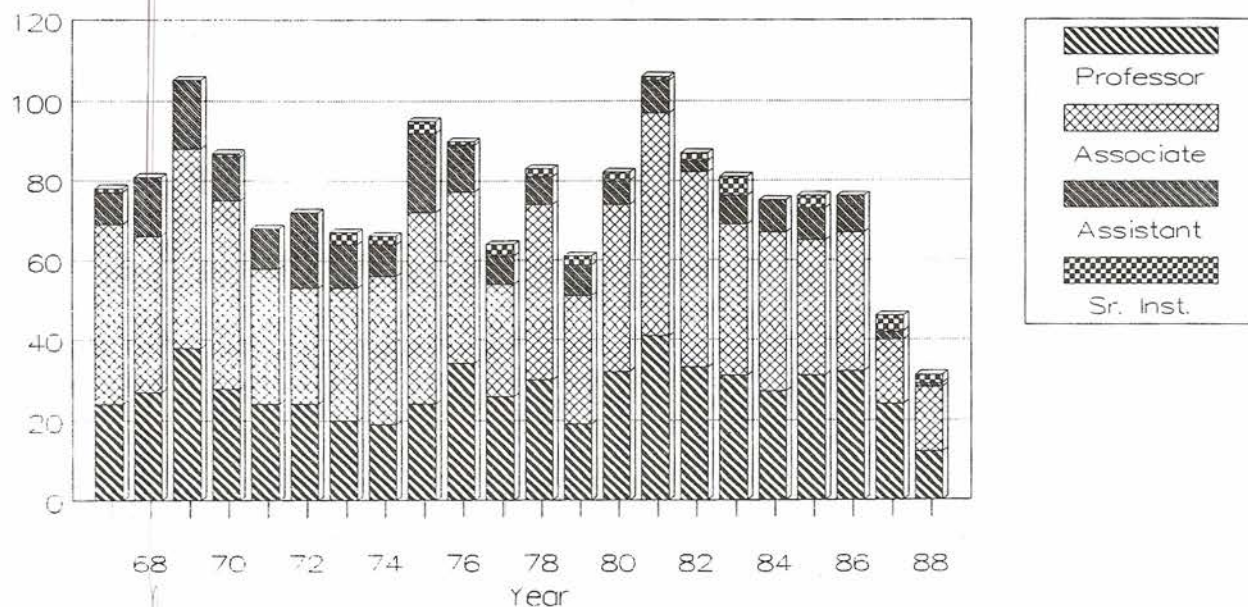
TABLE I
OSU Promotion and Tenure Data 1967-1988
Number of Promotions

Year	Prof	Assoc	Asst	Sr Inst	Tenure	Total
1967	24	45	8	1	54	132
1968	27	39	15	0	55	136
1969	38	50	17	0	72	177
1970	28	47	11	1	47	134
1971	24	34	10	0	39	107
1972	24	29	19	0	35	107
1973	20	33	11	3	33	100
1974	19	37	8	2	55	121
1975	24	48	20	3	56	151
1976	34	43	12	1	48	138
1977	26	28	7	3	41	105
1978	30	44	7	2	45	128
1979	19	32	8	2	40	101
1980	32	42	6	2	48	130
1981	41	56	8	1	52	158
1982	33	49	3	2	40	127
1983	31	38	7	5	36	117
1984	27	40	8	0	37	112
1985	31	34	8	3	36	112
1986	32	35	9	0	39	115
1987	24	16	2	4	23	69
1988	12	16	1	2	22	53

Source: FSP&TC Report 1987 and Office of Academic Affairs

PROMOTIONS IN RANK

1967-1988



Vice President
Academic Affairs
and Provost



Administrative Services A624
Corvallis, OR 97331-2128

(503) 754-2111

September 22, 1988

To: Dale McFarlane, 1987-88 Chair
Faculty Senate Promotion and Tenure Committee

From: D. S. Fullerton *D. S. Fullerton*
Associate Vice President for Academic Affairs

Subject: Promotion and Tenure

We have wondered why there has been a reduction in the actual number of faculty promoted to the ranks of Professor and Associate Professor over the last two years. As shown in Table II of my 1987-88 report, the percentage of approvals for the files leaving departments has been higher than the 1973-1988 average.

Although the University officially dropped the use of "zones" for promotion and tenure in 1986-87, a count of faculty within those years of service does provide an approximation of the "pool" of candidates. We have gone back into the State System computer files and obtained print-outs of faculty with at least four (for Assistant Professors) or five (for Associate Professors) years of service. The head counts are attached, along with the count of those recommended by the department for promotion.

The most obvious changes from 1985 to 1988 are:

1. A sharp decrease in the "pool" of Assistant Professors in the "zone" between the 1985-86 and 1986-87 academic years.
2. A decrease in the percentage of the "pool" that has been recommended for promotion from Associate to Professor. This may reflect greater screening of files at the departmental level to meet more rigorous standards.

Further study will be useful in order to interpret these data. I suspect that we decreased the number of new hires following the financial strains of the early 1980's, and thus there is now a smaller pool of those coming up for promotion to Associate Professor. Similarly, the ranks of Associate Professors are now more swollen, reflecting the retention of faculty hired in the 1970's.

Attachment

c: Vice President Spanier
Thurston Doler, Senate President

**THE APPROXIMATE FACULTY POOL FOR PROMOTION
TO ASSOCIATE PROFESSOR AND PROFESSOR
1985-1988**

	<u>Assistant to Associate</u>		<u>Associate to Professor</u>	
	<u>*In "zone"</u>	<u>Recommended</u>	<u>**In "zone"</u>	<u>Recommended</u>
1985	246	50 (24.0%)	282	44 (15.6%)
1986	221	55 (24.9%)	302	51 (16.9%)
1987	135	22 (16.3%)	296	31 (10.5%)
1988	127	27 (21.3%)	314	17 (5.4%)

* At least four years of service completed by start of the following year.

** At least five years of service completed by start of following year.

The count of individuals in the "zones" includes tenured and tenure-track Assistant Professors, and some Assistant or Associate Professors in administrative/support positions who today would be appointed without rank. Thus, these data are not limited to faculty members with typical classroom instruction/scholarship/extension career paths.

TABLE II
SUMMARY OF APPROVED PROMOTIONS IN RANK
AND CHANGES IN STATUS TO INDEFINITE TENURE
1986-87 and 1987-88

HC - Head Count of faculty promoted or granted Indefinite tenure

(%) - Percent of departmental recommendations approved

Totals in each category are underlined

Year of Annual Review:	<u>1986-87</u>		<u>1987-88</u>		<u>15-year totals 1973-88</u>	
	HC	(%)	HC	(%)	HC	(%)
A. <u>To Professor</u>	<u>24</u>	(77)	<u>12</u>	(86)	<u>418</u>	(55)
Male	22	(81) ⁷¹	9	(82)	377	(54)
Female	2	(50)	3	(100)	41	(53)
Minority	0		0		13	(68)
B. <u>To Associate Professor</u>	<u>16</u>	(84)	<u>16</u>	(84)	<u>559</u>	(69)
Male	16	(84)	8	(72)	462	(68)
Female	0		8	(100)	97	(71)
Minority	0		1	(100)	24	(69)
C. <u>To Assistant Professor or Senior Instructor</u>	<u>6</u>	(75)	<u>3</u>	(100)	<u>144</u>	(84)
Male	5	(100)	0		78	(79)
Female	1	(33)	3	(100)	66	(90)
Minority	0		0		11	(100)
D. <u>Promotion Totals (All Ranks)</u>	<u>46</u>	(75)	<u>31</u>	(86)	<u>1121</u>	(64)
Male	43	(84)	17	(77)	917	(63)
Female	3	(33)	14	(100)	204	(70)
Minority	0		1	(100)	48	(74)
E. <u>To Indefinite tenure</u>	<u>22</u>	(73)	<u>22</u>	(88)	<u>620</u>	(72)
Male	17	(85)	14	(82)	501	(72)
Female	5	(50)	8	(100)	119	(73)
Minority	0		1	(100)	29	(73)
F. <u>All Promotions and Tenure Combined Totals</u>	<u>68</u>	(75)	<u>53</u>	(87)	<u>1741</u>	(66)
Male	60	(83)	31	(79)	1418	(65)
Female	8	(42)	22	(100)	323	(71)
Minority	0		2	(100)	77	(73)

OPTIONAL SEMESTER CALENDARS

	First Day of Fall Classes	Last Day of Fall Exams	No. of Class Days Fall Term	First Day of Spring Classes	Last Day of Spring Exams	No. of Class Days Spring Term
Four Semester Calendars						
Early Semester Calendar						
1990-91	Aug. 29	Dec. 21	75	Jan. 14	May 10	75
1991-92	Aug. 28	Dec. 20	75	Jan. 13	May 8	75
1992-93	Sept. 1	Dec. 22	75	Jan. 11	May 7	75
Post Labor Day Calendar						
1990-91	Sept. 4	Dec. 22	72	Jan. 14	May 10	75
1991-92	Sept. 3	Dec. 21	72	Jan. 13	May 8	75
1992-93	Sept. 8	Dec. 22	70	Jan. 11	May 7	75
Labor Day Calendar						
(After Labor Day in years when Labor Day is on September 1, 2, 3, 4)						
1990-91	Sept. 4	Dec. 22	72	Jan. 14	May 10	75
1991-92	Sept. 3	Dec. 21	72	Jan. 13	May 8	75
1992-93	Sept. 2	Dec. 22	74	Jan. 11	May 7	75
Traditional Semester Calendar						
1990-91	Sept. 26	Feb. 1	75	Feb. 11	June 7	75
1991-92	Sept. 25	Jan. 31	75	Feb. 10	June 5	75
1992-93	Sept. 23	Jan. 29	75	Feb. 8	June 4	75

If you cannot attend one of the five public hearings on the semester schedule, please send written comments no later than October 17, 1988 to:

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

The Board of Higher Education will review the testimony it has received from the hearings at its regular meeting in Klamath Falls on October 21, 1988. A final decision on the semester calendar will be made at the Board's meeting in Portland on December 9, 1988.

Additional information about the semester calendar can be obtained from Larry Pierce, Office of Academic Affairs, P. O. Box 3175, Eugene, Oregon, 97403 or by calling 686-5791.

September 1988

RECEIVED OCT 8 3 1988

PUBLIC HEARINGS ON THE SEMESTER SCHEDULE
Oregon State System of Higher Education

*File
C: DEPT HEADS
DEANS, VPs
- From
DSF*

Public Hearings

Five public hearings will be held to receive testimony on the new semester calendar for State System institutions.

7:00 p.m. Monday, October 10	Room 338, Smith Memorial Center Portland State University 1825 SW Broadway Portland
7:00 p.m. Tuesday, October 11	Autzen Senate Chamber, Putnam Center Willamette University 900 State Street Salem
7:00 p.m. Wednesday, October 12	Room 229, Law School University of Oregon 1101 Kincaid Street Eugene
7:00 p.m. Thursday, October 13	Room 330, Stevenson Union Southern Oregon State College 1250 Siskiyou Blvd. Ashland
7:00 p.m. Monday, October 17	Room 202, Hoke College Center Eastern Oregon State College 8th and "K" La Grande

The Semester Calendar

In the fall of 1990, the eight campuses of the State System of Higher Education will change from a quarter to a semester calendar. The Board of Higher Education's initial decision to adopt an early semester calendar has been criticized because of its early fall term starting date around September 1st. Particularly concerned is the food-processing industry that employs approximately 650 State System students during the busy August-September canning period. The Board has also been criticized for not adequately consulting the citizens of the state on the dates for the new semester calendar.

At its July meeting, the Board announced that it would reconsider the starting dates for the new semester calendar. It announced that it would hold hearings on the semester schedule as soon as faculty and students returned to the campuses in the fall. The Board is considering four possible semester calendars: an early semester calendar; a post-Labor Day calendar; a Labor Day calendar that starts after Labor Day when Labor day falls on September 1, 2, 3, or 4 and the Wednesday before Labor Day when it falls on September 5, 6, or 7; and a traditional semester calendar. Probable starting and ending dates for each of the four calendars are listed in the following table:

(over)

Received following IFS recommendation, in lieu of OSBHE's four semester system options, from meeting held at SOSC on 10/01/88 via John Dunn:

Recognizing that current practice reflects the existence of various calendars within the system, IFS supports a semester calendar which allows for institutional starting dates later than Labor Day with equal number of weeks per semester and allows for reasonable institutional flexibility in starting dates, class meeting times, and length.

IFS VOTE - 13 yes; 1 no; 2 abstained

IFS Vote Results on Board's Four Options:

Post Labor Day - 2 for, 13 against, no abstentions

Traditional Semester System - 0 for, 12 against, 4 abstentions

Labor Day - 4 for, 8 against, 4 abstentions

Early Semester - 5 for, 8 against, 3 abstentions

last pg on
agenda for
Nov

ADDRESS TO THE FACULTY

OCTOBER 6, 1988

Graham B. Spanier
Vice President for Academic Affairs and Provost
Oregon State University

The achievements of Oregon State's faculty have been spectacular this past year. The people of Oregon have a great resource in our faculty and much to be proud of. I particularly want to acknowledge the essential partnership of the Faculty Senate in the governance of this university. Your Faculty Senate, with Thurston Doler as President, has been a model of leadership, effectiveness, and cooperation.

In his University Day address, President Byrne summarized a number of accomplishments of our faculty, staff, and students. There are, in addition, some special areas that deserve recognition today. In my first two annual addresses I proposed a long and ambitious agenda. Thanks in large measure to your creativity and responsiveness, virtually all of these goals have been achieved. In this, my third address to the faculty, I want to highlight what we have achieved.

It is difficult for me to express fully my pride, my enthusiasm, and my gratitude for the progress that this university has seen in such a short time. Today I wish to reflect on what has happened at Oregon State recently and outline that part of the agenda that remains to be accomplished this year. In the midst of externally-imposed frustrations we must not lose sight of our hard-earned successes.

CURRICULUM

Perhaps the most important accomplishment this past year was the creation of the new Baccalaureate Core. The Curriculum Review Commission, chaired by Professor Frank Schaumburg, is to be congratulated on the development of this innovative and forward-looking curriculum. The support of the Senate Curriculum Council was critical. Professor Bruce Shepard and the other members of the council deserve our thanks. This new general education curriculum is characterized by its interdisciplinary focus, the concept that general education should occur throughout a student's college career, a new approach to fitness, an integrative approach to courses, an emphasis on writing across the curriculum, attention to international or global perspectives, and study of non-western as well as western cultures. The curriculum de-emphasizes departmental ownership of certain content areas, encouraging faculty from throughout the university to design new courses for the core that relate to the faculty member's expertise.

We expect to move full steam ahead on our conversion to the semester calendar. The State Board of Higher Education will soon announce specific dates for fall and spring semesters. This decision will follow five public hearings in the coming days. Our planning, under the leadership of Professor Jack Davis, is nearly complete. Oregon State University faculty have been responsive in adapting their curricula to the new calendar format and have clearly used this opportunity to take a fresh look at their departmental offerings. This commendable effort by the faculty contributes to the continuing quality of our academic programs. That it was achieved even while many doubted the wisdom and the likelihood of conversion is but further evidence of the thoroughly professional caliber of our faculty. I ask for your continued cooperation as we make the final plans for conversion and work toward the smoothest possible transition for students and faculty alike. Well done!

RESEARCH SUCCESS

This past year provided ample testimony to the success of our faculty. There are literally hundreds of examples of recent faculty achievement--the many new books and scholarly articles written and published by our faculty; the creative work of our artists, musicians, and theatre arts faculty; and the growing accolades given to our Agricultural Experiment Station, Extension Service, Forestry Research Laboratory, and Veterinary Diagnostic Service faculty for their public service and advances in meeting the needs of the citizenry, just to name some of them.

I especially wish to recognize the success of the faculty in obtaining research grants and contracts. This externally-funded research significantly enhances OSU's stature nationally and lends excitement to the campus environment, not to mention its contribution to undergraduate and graduate education. The total research support at Oregon State surpasses the allocation we receive from the state legislature to support our instructional programs. This is another of this university's great achievements, a story I intend to tell with vigor this year.

AFFIRMATIVE ACTION AND MINORITY AFFAIRS

Last year I spoke at some length about our expectations for affirmative action. I can report the following progress:

- The Board of Visitors for Minority Affairs has presented the university with a comprehensive plan that we believe provides the framework for our continued progress in Affirmative Action.
- We have appointed an internal Minority Affairs Commission that will be responsible for implementing the plan. The

Commission is chaired by Professor Ron Miller of the College of Business and includes twelve of our most dedicated and respected faculty. The Commission will work directly with President Byrne and me to implement changes that will improve our results in the areas of minority affairs and affirmative action.

- We have launched the Corvallis Partnership in Training and Education, a cooperative program with local employers designed to provide internships and mentoring for minority students.
- OSU, under Assistant Vice President Mimi Orzech's leadership, has obtained funding for a College Assistance Migrant Program, for a Science and Mathematics Enrichment Program for Middle School Minority Students, for a Health Careers Opportunity Program, and for continued funding of the Upward Bound program.
- The Graduate School has named a Director of Minority Affairs and Special Programs.
- The Educational Opportunities Program, under Larry Griggs's direction, has admitted more than 250 new students this fall, for a new record enrollment of more than 600.
- 43 new students will be participating in the Minority Tuition Waiver Program beginning this fall.
- And last year we invited to campus numerous speakers who spoke with students and faculty on a wide range of issues related to affirmative action, minority affairs, civil rights, and the status of women.

PROVOST'S DISTINGUISHED LECTURE SERIES

This year's Provost Distinguished Lecture Series will include Wilma Mankiller, the Principal Chief of the Cherokee Nation, speaking on "The Changing World of Tribal Government." John Buchanan, winner of this year's Common Cause Citizen's Award, former Congressman, and currently Chairman of People for the American Way, will speak on "Democracy's Next Generation." Bernice Sandler, Director for the Project on the Status of Women, will speak on "Women in Academe: These are the Times that Try Men's Souls." Archibald Cox, Chairman of the Common Cause Governing Board, Former Solicitor General and Watergate Special Prosecutor, and Professor Emeritus of Harvard Law School, will speak on "Ethics In Government." In addition, we will once again sponsor two special commemorations: one in conjunction with Martin Luther King's birthday and the other in conjunction with Holocaust Memorial Week. Let your students know the value of attending. I certainly plan to encourage the 50 students I have in class this term to participate.

RETENTION

This year we will continue to focus special attention on retention. No student is admitted to Oregon State who we do not believe is fully capable of succeeding here. Thus, we must be concerned about the 25% of the freshman class that does not return for the sophomore year. I am pleased to announce that two experimental programs initiated last year have had positive effects on our efforts to reduce the attrition rate of new students: the University Seminar, which served 88 students last year, is a special class for new students taught in association with our orientation program; the Registration Intervention Program, which served several hundred students, gives students early warning of academic problems requiring student and advisor attention. Both will be continued in the current academic year. These programs depend for their success on the efforts of individual faculty members, and we are most thankful for your involvement.

This year we have also added a third aspect to our retention efforts, focused on increasing student achievement in mathematics. The program includes increased attention to mathematics preparation during high school, careful administration of the mathematics placement exam, and scrutiny of placement in mathematics courses. I want to acknowledge the help of the mathematics faculty, the head advisors, the Office of New Student Programs, and the Registrar's Office in launching this project.

Our next significant effort will be in computer-assisted student advising, including electronic availability of transcripts. We will work with the University Computing Steering Committee, the Student Information Systems Task Force, the Academic Advising Council, and others to begin designing a system of student records that will serve us in the coming decade. The transition to the next generation of software for student services has been facilitated by our acquisition of an upgraded Cyber computer.

COMPUTING

Oregon State made significant advances in computing during the past year. Our entire approach to the governance and financing of computing has been reevaluated, and University Computing Services is now assured a reasonably stable financial base for both academic and administrative computing. The Computing Steering Committee, with Dean Fred Horne as its tireless chair, took on the full range of computing issues, from microcomputing laboratories to mainframe capacity to financing of new initiatives. They are responsible for many successes.

Addition of microcomputing laboratories was a top priority. With the help of the new \$10 fee approved by the

State Board of Higher Education, we now have several open-access computer laboratories. The most noticeable change will be a new center in the Library that will at capacity have 100 workstations. Remodeling will be complete and the first set of microcomputers installed this term. The College of Business, Department of Computer Science, and Milne Computing Center facilities have all been converted for general access use. We are engaged in discussions with vendors about partnerships between their companies and Oregon State and hope that these changes will generate a new wave of interest in instructional computing by the faculty.

The university recently received a gift from Floating Point Systems of a \$2 million mini-super computer system composed of an IBM 4381 Model 13 mainframe and two Floating Point Systems Scientific Computers. Faculty have already begun to use the FPS system and new users are being added each week. A VAX 780, also part of the gift, will soon be in operation. I wish to express my appreciation to Vice President Ed Coate, Computing Services Director John Skelton, and the many deans who came together to make these new developments financially possible.

ACCREDITATION AND LONG-RANGE PLAN

We are approaching our 10-year institutional accreditation by the Northwest Association of Schools and Colleges. The most important part of this review is the institutional self-study. Bruce Shepard has joined the Academic Affairs staff for the year to coordinate OSU's self-study and all associated efforts related to accreditation. He will be assisted by a capable steering committee. We wish to minimize the impact on the faculty of this intensive review, falling as it does on the heels of long-range planning, curriculum review, calendar conversion, and other taxing institutional activities. Consequently, we will use the period of self-study as an opportunity to complete an already scheduled activity--the first biennial review and update of the University's strategic plan--and we will reduce activities that divert faculty from their instruction and research.

SPECIAL RECOGNITION

Two endowed chairs were established last year. The first, in wheat breeding, was jointly funded by the Oregon State Legislature and the wheat industry. This chair is now occupied by Professor Warren Kronstad, the world's leading wheat breeder. Funds were also received to initiate the Gladys and Wayne Valley Chair in Marine Biology.

We recognized our first Distinguished Professors: Harold Evans, Distinguished Professor of Plant Physiology; and Kensal Van Holde, Distinguished Professor of Biochemistry and Biophysics.

Honorary Doctorates were granted to Norman Borlaug, M.S. Swaminathan, and Kenneth Clark. Recipients of honorary doctorates for the 1989 commencement have already been recommended by the Honorary Doctorate Committee and will be announced in the coming weeks.

IMPROVED ACADEMIC PERSONNEL POLICIES

At long last, we have new Academic Appointment Guidelines, a revised Promotion and Tenure Policy, and updated Dossier Preparation Guidelines. The old guidelines, in effect for almost two decades, have been replaced by new documents that reflect the current mission of the university and provide a description of current review procedures. This year, we will produce a new faculty handbook that we hope will help with faculty recruiting as well as provide important information to current faculty.

Following Faculty Senate adoption of guidelines related to dual career couples, we launched the Family Employment Program. This program, already receiving favorable national attention, is off to an auspicious start. The program brings together the commitment and resources of the major employers in the region. The program is guided by a town-gown advisory committee and is now sponsored by three dozen major employers in the region. Located within the Office of Affirmative Action, the program has had 85 contacts already, with 23 active clients today. Seven individuals have found employment outside of the university with the assistance of the program, and five faculty fellowships have been awarded through a matching program involving the academic units and the Office of Academic Affairs. I want to thank Dr. Stephanie Sanford, Professor Susan Stafford, and Program Coordinator Anne-Marie Fagnan for their commitment and congratulate them on the program's early success.

CONTINUING EDUCATION AND SUMMER TERM

Summer Term took on a new look this year, with a more vigorous marketing campaign and exciting new programming. Pete Fullerton led this new effort that included a new Summer Term Bulletin, special publications targeted at new audiences, including high school students interested in getting a head start on college, music on the quad during noon hours, and two music festivals. Enrollment was up. And next summer will see the inauguration of da Vinci Days, a community-university festival co-sponsored by the City of Corvallis, Benton County, and Oregon State University. This festival is anticipated to attract thousands of visitors to Corvallis and OSU.

The summer of 1990 promises to be especially busy. This "Super Summer," as it will likely come to be known, will provide the transition from quarters to semesters, and

consequently may be especially attractive to large numbers of students who wish to complete quarter credits, finish degree requirements, make up for earlier light credit loads, get a head start on the new semester credit format, or take advantage of special course opportunities.

Continuing Education at Oregon State has taken a giant step forward this past year. Professor Dan Dunham became the new Director of Continuing Education and has already doubled the number of programs being sponsored. Our new affiliation with the Lintner Center in Portland will increase OSU's activities in the state's principal population center. Continuing Education will play a key role in the development of our new downtown Portland office, to be opened later this fall. The newly configured Continuing Education and Summer Term administrative team will be service oriented, forward looking, and will be involved heavily in OSU's new marketing efforts. Please look for opportunities to take advantage of the services of OSU's new CE program.

CONFERENCES AND SPECIAL EVENTS

You may have noticed the increased level of activity at the LaSells Stewart Center these past few months. Dr. Sylvia Moore was appointed to the newly defined position of Director of Conferences and Special Events. She has already stabilized funding for the Stewart Center, has increased programming substantially, and is bringing lots of new academic and public service programs to the university. You can expect to see conference and related activities grow further this coming year.

LIBRARY

This has been a year of significant advances for our libraries. Under Dr. Mel George's leadership, preliminary plans have been formulated for an addition to Kerr Library, now ranked as the second capital construction priority by the State System of Higher Education. Another new library facility, funded by the Environmental Protection Agency, will be built at our Hatfield Marine Science Center in Newport. The Kerr Library has seen considerable reorganization, and several new talented staff members have been added. While not all of the changes have been popular, I can assure you that the overall progress now occurring in the Library is substantial.

The most exciting development is the new library automation project. Faculty and students will be able to access an automated catalog, replacing the card catalog, that will summarize most of the library's holdings. You will be able to do key-word searches, check on the status of books, and do searches by authors, titles, or topics. You will even be able to access this data base directly from your office via the campus local area network. Installation of this new system is

occurring at this very moment and should be in full operation winter term.

PROGRAM REDUCTION

On a more sober note, I want to call your attention to the adoption last spring of new Program Reduction Guidelines. The good news is that the Faculty Senate and the university administration worked cooperatively to develop guidelines that are workable and fair. In the event that we need to eliminate programs, we have procedures in place that provide for careful review, confidential consultation with faculty representatives, rapid action when necessary, and adequate checks and balances. The bad news is the financial and political climate that has made it necessary for our university to be considering such reductions. Any university must continually assess the strengths and weaknesses of its various programs and must eliminate weak or outdated programs at the same time it adds new programs. But we must be alert to the possibility of being forced to consider substantial reductions in areas where we have strength, where we serve unique needs for the state and region, or where the character of this institution would be affected by such eliminations.

I can assure you that although we are pleased to have agreed-upon procedures in place, this administration will work tirelessly to avoid any undesirable program reductions at Oregon State University. We pledge to do everything we can to carry the OSU success story forward, to strengthen our academic programs, to seek new funding for maintenance and equipment, to complete our centers of excellence, and to enhance the quality of life at this university for faculty and students alike.

It is our goal for every legislator to know about Oregon State University and the critical services and quality education it provides to the citizens of this state. We will be working with the Faculty Senate and the university's Legislative Planning Committee to put this message forth. Your help is vital as well.

FACULTY DEVELOPMENT

This year we again distributed a modest amount of special travel funds to academic units with significant unmet demand for travel funding. These funds were distributed directly to the deans, as they were last year, so that they could be administered in conjunction with College funds. Unfortunately, due to budget restrictions, the total allocation for this year was less than half of what it has been in previous years. However, funding continues at the previous levels for other faculty development programs, including the Stewart Awards for faculty development and the Faculty Productivity Award loan program. Recent generous gifts from alumni, friends, and others will provide additional support for faculty development

programs beginning next year. Please contact the Office of Academic Affairs for further information on any of these programs.

Last year we successfully launched the Faculty Associate Program. This is a special internship in the Office of Academic Affairs for faculty members who are relatively early in their careers. Susan Stafford has completed a successful year as our first faculty associate. We are pleased that Laura Rice-Sayre, Associate Professor of English, will serve this year, working on a number of special projects.

We provided funds this year to completely defray the costs of assessing English language proficiency for graduate students whose native language is other than English. In addition, funding is being provided to the English Language Institute for a special course to be offered to those students whose proficiency needs to be enhanced before they are placed in the classroom to teach. These programs were developed in conjunction with the new OSU policy requiring English language proficiency before graduate teaching assistants may instruct undergraduate students.

FACILITIES

We have a new electrical and computer engineering building, a beautiful and important addition to our campus. Other facilities include a new horse barn for Veterinary Medicine, a new biomechanics laboratory for the College of Health and Physical Education, the Lundeen Forestry Communications Laboratory, and an addition to the Administrative Services Building.

We will soon see the initiation of a Family Studies Center, a Forestry Wood Composites Laboratory, an Oceanography satellite remote sensing laboratory, a new regional oceanographic research vessel to be managed in part by Oregon State, an engineering wave research laboratory, and an Agricultural Sciences building.

I am pleased to report that we will launch a project to upgrade classrooms throughout campus. Following a comprehensive study involving the Office of the Registrar, the Physical Plant, the Office of Facilities Planning, and the Communication Media Center, we have allocated \$70,000 in the current year, in addition to customary Physical Plant allocations, to begin the renovations. The goal is to replace furniture, update needed audio-visual equipment, adjust inadequate lighting, improve soundproofing, and fix other problems that interfere with effective instruction. This will be a multi-year project with some progress to be made during each of the next several years. We thank Dr. Jon Root, Hod Wells, Dan Read, and Bud Gibbs for their excellent preliminary work.

TEACHER EDUCATION

Oregon State has taken the lead in planning for the new approach to teacher education in Oregon. Consistent with the mandate of the State Board of Higher Education, OSU is no longer admitting freshmen to majors in Education. Instead, students are required to major in another academic unit and later to affiliate formally with the School of Education during a fifth, post-baccalaureate year. This transition in our approach to teacher education was facilitated by the Commission on Teacher Education chaired by Professor Warren Hovland. I commend the Commission, the faculty of the School of Education, and Dean Robert Barr for their hard work in moving this new program forward.

BEST WISHES FOR 1988-89

Let me conclude by reiterating some invitations: Please continue to let us know how we are doing. Tell us how you would like to help. Show us even better ways to get the job done. And remind us when we need to change direction. My best wishes for a productive and rewarding academic year.

REPORTS TO THE FACULTY SENATE

Thursday, November 3, 1988; 3:00 p.m. - 5:00 p.m.
LaSells Stewart Center

AGENDA

The agenda for the November 3 Senate meeting will include the reports and other items of business listed below. To be approved are the minutes of the October 6 Senate meeting, as published and distributed as the Appendix to the staff newsletter, OSU This Week.

A. ACTION ITEMS1. Apportionment Table for 1988-89

The Apportionment Table for 1988-89 (consisting of OSU 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

The Committee's report is enclosed as a separate document. It includes nominees for 1989 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 10 issue of OSU This Week.

The University wide election of the President-Elect and IFS representatives will be conducted between November 14 and 28. Ballots are to be distributed simultaneously to all members of the OSU faculty, in accordance with current Faculty Senate Bylaws. Ballots received in the Faculty Senate Office no later than 5:00 p.m. on November 28 will be counted by the Counting Committee on Tuesday, November 29. 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 1 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 a run-off election.

3. Standing Rules (pp. 4-7)

Attached are recommendations on proposals to Standing Rules which were referred to the Executive Committee at the last Faculty Senate meeting. Original proposals, as well as amended proposals, are included.

4. 600-Hour Appointment Proposal (pp. 8-9)

Attached is a letter from Pete Fullerton.

B. INFORMATION ITEMS

1. Promotion and Tenure Guidelines

PLEASE BRING PAGES 13 - 29 FROM THE OCTOBER 6 FACULTY SENATE AGENDA WHICH DEALS WITH THE SENATE-PASSED PROMOTION AND TENURE GUIDELINES, with the primary changes approved by President Byrne. Changes are denoted by handwritten notes on relevant pages of the original document and corresponding lines in the margin of the changed document.

As a result of a motion during the meeting on October 6, we are repeating this item in the hopes that more Senators will be in attendance when this is discussed.

2. D. Curtis Mumford Faculty Service Award (pp. 10-11)

Nominations will now be accepted for 1989 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, 1989. (See attachment)

3. 1988 Election Schedule (pp. 12-13)

Attached is a schedule of deadline dates for the Faculty Senate elections to be conducted in November and December 1988. Also attached is a memo outlining Bylaws provisions for the election of Senators within the colleges/school and other units.

4. College of Engineering Dean Search Committee (pp. 14-15)
Attached is a memo from Graham Spanier listing the names of the committee members.
5. 1989-1991 Biennial Budget (pp. 16-22)
Attached are the portions of the budget, as it went to the Governor, which concerns salaries.
6. Smoking Policy (pp. 23-28)
Attached is a document stating OSU's Policy on Smoking in University Buildings.
7. Proposed Degree (p. 29)
Attached is a letter from Graham Spanier to Larry Pierce transmitting a proposal for a Master of Science Degree in Health and Safety Administration.
8. Complimentary Textbooks (p. 30)
Attached is a letter regarding ethics and legality of selling complimentary textbooks.
9. Speech Activities (pp. 31-35)
Attached is the OSU Time, Manner, and Place Rules for Speech Activities.

C. REPORTS FROM THE FACULTY SENATE PRESIDENT

D. NEW BUSINESS

Proposed Revised Standing Rules for the
FACULTY MEDIATION COMMITTEE

The Faculty Mediation Committee shall meet with University faculty members, at their request, to review and attempt to resolve grievances on an informal basis. The role, activities, and responsibilities of the committee are defined in the "O.S.U. Faculty Grievance Procedure" referenced in the Oregon Administrative Rules. The committee consists of three ~~academic employees with faculty rank~~ ^{faculty members} chosen by the Executive Committee of the Faculty Senate. Emeritus faculty shall be eligible to serve on the Faculty Mediation Committee. The chair of the committee shall be selected by the Executive Committee of the Faculty Senate.

as defined in
Article III, Sec. 1,
Senate Bylaws,

Enclosure 6

Proposed Revised Standing Rules for the

FACULTY MEDIATION COMMITTEE

The Faculty Mediation Committee shall meet with University faculty members, at their request, to review and attempt to resolve grievances on an informal basis. The role, activities, and responsibilities of the committee are defined in the "O.S.U. Faculty Grievance Procedure" referenced in the Oregon Administrative Rules. The Committee consists of three academic employees, with Faculty rank or professional title, chosen by the Executive Committee of the Faculty Senate. Emeritus faculty shall be eligible to serve on the Faculty Mediation Committee. The Chair of the Committee shall be selected by the Executive Committee of the Faculty Senate.

(Amended Proposal)

Proposed Revised Standing Rules for the
FACULTY HEARING COMMITTEE

The Faculty Hearing Committee, as an instrument of the "Faculty Grievance Procedure," shall meet with University faculty members to consider grievances that are not resolved through informal processes. The role, activities, and responsibilities of the committee are defined in the "O.S.U. Faculty Grievance Procedure," referenced in the Oregon Administrative Rules. The Committee consists of five ~~academic employees with faculty rank~~ ^{faculty members}, at least one of whom shall be female and one minority, chosen by the Faculty Senate Executive Committee. Any ~~person with faculty rank~~ ^{faculty member} may submit nominations to the Executive Committee for consideration. The Chair of the Committee shall be selected by the Executive Committee of the Faculty Senate. Three members of the Faculty Hearing Committee shall constitute a quorum.

(It is recommended that at least one member of the Committee should have legal training.)

as defined in Article III, Sec. 1.,
Senate Bylaws,

Enclosure 7

Proposed Revised Standing Rules for the

FACULTY GRIEVANCE COMMITTEE

The Faculty Grievance Committee, as an instrument of the "Faculty Grievance Procedure, shall meet with University faculty members to consider grievances that are not resolved through informal processes. The role, activities, and responsibilities of the committee are defined in the "O.S.U. Faculty Grievance Procedure," referenced in the Oregon Administrative Rules. The Committee consists of five academic employees, with faculty rank or professional title, at least one of whom shall be female and one minority, chosen by the Faculty Senate Executive Committee. Any academic employee with Faculty rank or professional title may submit nominations to the Executive Committee for consideration. The Chair of the Committee shall be selected by the Executive Committee of the Faculty Senate. Three members of the Faculty Grievance Committee shall constitute a quorum.

(It is recommended that at least one member of the Committee should have legal training.)

(Amended Proposal)

Vice President
Academic Affairs
and Provost



Administrative Services A624
Corvallis, OR 97331-2128

(503) 754-2111

October 20, 1988

To: Academic Deans
Thurston Doler, Senate President

From: D. S. Fullerton *DS Fullerton*

Subject: 600-Hour Appointments

600-Hour Appointments Under the Quarter Calendar

As you know, PERS sets a limit of 600 hours of employment for State of Oregon retirees to work during a calendar year without having to contribute to PERS. This has been loosely defined at OSU and UO as one academic quarter (term) of full-time service. The retired faculty member, the department chair, and the dean work out an agreement on what workload is equivalent to "one academic quarter (term) of full time service." Generally, the teaching load goes up as graduate training and committee responsibilities have been reduced. The number of courses assigned has depended on usual workloads in the department, course level, and similar factors. Occasionally, faculty will be given a "600-hour appointment" that includes no instruction at all. In all cases, "600-hour appointments" have depended on the availability of departmental resources and institutional need.

Since the "600 hours" is defined by PERS on a calendar year basis, if a faculty member on a 600-hour appointment works full time Winter or Spring terms, he or she is not eligible for a subsequent appointment until after December 31 of that year. That limitation also includes Summer Term.

A Proposal for 600-Hour Appointments Under the Semester Calendar

My counterpart at UO and I would like to propose that a 600-hour appointment be defined as .66 FTE for one semester, .33 FTE for two semesters, or an equivalent variation (such as full time service for two thirds of a semester). This general guideline would give the same amount of flexibility that faculty and department chairs now have under the quarter system. Note that the individual could not work more than .66 FTE for one semester per calendar year.

October 20, 1988
page 2

If the retiree is working 0.5 FTE or more for a given semester, he or she would be eligible for OSU health and dental insurance. At present rates, departments are billed \$188/month for the employer share of the cost.

This proposal meets the expectations of the Chancellor's office. Please let me know if you see any problems or have suggestions for a different approach.

DSF/daj

Attachment

Office of the
Faculty Senate



Corvallis, Oregon 97331

(503) 754-4344

October 1988

MEMORANDUM

TO: MEMBERS OF THE OSU FACULTY

FROM: Thurston Doler, President, Faculty Senate

SUBJ: Nominations for the "D. Curtis Mumford Faculty Service Award"

In 1983, the Faculty Senate approved a new Award, the "D. Curtis Mumford Faculty Service Award," for outstanding and dedicated service to the Faculty of OSU. The first award was given to the man for which it has been named. This award, which is given by the Faculty Senate through its Executive Committee, will be awarded on University Day of any year in which a worthy nominee has been selected. Criteria for the award are contained in the Procedures and Guidelines document on the reverse side of this Memo.

Individuals who meet the criteria listed should be nominated by sending a letter of nomination and supporting documentation to the Executive Committee, c/o the Faculty Senate Office, 107 Social Science Hall, no later than January 25, 1989.

If you have questions regarding this award, please call the Faculty Senate Office (x 4344) or contact one of the Senate Officers or Executive Committee members.

vlk

Attachment ("Procedures and Guidelines" [see reverse side of Memo])

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.

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 chair's) outlining the stated criteria (exceptional, ongoing, dedicated, and unselfish concern for and service to Faculty of OSU) should be submitted to the Executive Committee, c/o the Faculty Senate Office, by January 25, 1989. 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, 1989.

**SCHEDULE OF NOMINATIONS/ELECTIONS
OF
FACULTY SENATE PRESIDENT-ELECT,
AND ONE IFS REPRESENTATIVE**

October 20:	Nominations Committee Report received in Faculty Senate Office.
October 21:	Nominations received by Executive Committee.
November 3:	Nominees will be announced at the Faculty Senate Meeting. Nominations will be taken from the floor.
November 7-9:	Ballots to be prepared for distribution to Faculty on campus, eligible for voting.
November 10:	List of Nominees and their Vita to be published in the staff newsletter, <u>OSU This Week</u> .
November 10:	Ballots will be sent by Campus Mail during the late afternoon to all Faculty eligible to vote in the Faculty Senate Election.
November 14-28:	ELECTION . . . VOTING . . . WEEK
November 28:	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 29:	Counting of votes to be conducted by the Ballot Counting Committee, and overseen by the Executive Committee.
December 1:	Results of the Election will be announced at the Faculty Senate Meeting.
December 8:	Results of election to be announced to the University Community through staff newsletter, <u>OSU This Week</u> .

ELECTION OF EXECUTIVE COMMITTEE

October 20:	Nominations Committee Report received in Faculty Senate Office.
October 21:	Nominations received by Executive Committee.
November 3:	Nominees will be announced at the Faculty Senate Meeting. Nominations will be taken from the floor.
December 1:	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 24, 1988

MEMORANDUM

TO: Vice-Presidents, Deans, Directors of Library, Experiment Station, and Extension, and Faculty Senators

FROM: Executive Committee of the Faculty Senate
Thurston Doler, President, Faculty Senate

RE: 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, and other units.

SECTION 2, VOTING: All academic staff members with the rank of Senior Research Assistant or higher, and who are stationed in Oregon, shall be eligible to vote in the nomination and election of elected members. (Except that in the Unassociated unit, academic staff without rank may vote.) (Voting lists and mailing labels will be supplied by us.)

THIS PROVISION HAS BEEN INTERPRETED, BASED ON FACULTY SENATE ACTION OF MAY 1985, TO INCLUDE SENIOR RESEARCH ASSISTANTS, BUT EXCLUDE RESEARCH ASSISTANTS.

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, U.S. Mail for off-campus faculty, 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 lists of all nominees names have been made available.

Election shall be by written, secret ballot and shall be conducted by campus mail, U.S. Mail for off-campus faculty, 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 positions to be filled; (b) count the ballots, notify the persons who have been elected, and forward the names of the elected individuals to the Faculty Senate Office.

TD:vlk

Vice President
Academic Affairs
and Provost



Administrative Services A624
Corvallis, OR 97331-2128

RECEIVED SEP 29 1988

(503) 754-2111

September 28, 1988

MEMORANDUM

TO: John Arthur
Andrew Hashimoto
Octave Levenspiel
A. H. Robinson
Sandra Woods
Carl Stoltenberg

Charles Drake
Mary Kelsey
Milosh Popovich
Jeff Lienau
Pam Partlow
Gordon Reistad

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

RE: College of Engineering Dean Search Committee

Fred Burgess, Dean of the College of Engineering, has recently announced his retirement, effective December 31, 1989. I am, therefore, establishing a search committee to conduct a national search for an outstanding individual to replace him. I am writing to ask if you would be willing to serve on this committee.

Dr. Gordon Reistad, head of the Department of Mechanical Engineering, has agreed to chair this committee. The search is expected to be launched in the next two weeks, with a closing date for applications of approximately February 1, 1989 and screening and interviewing of candidates to be conducted during winter and spring terms. It is anticipated that an appointment will be made late in the 1988-89 academic year, with the person selected expected to assume his or her responsibilities as dean on January 1, 1990.

This is an exceptionally important committee assignment, and I am most appreciative of your willingness to serve. I also anticipate the possibility of appointing one additional committee member from outside the university. Please confirm your availability for this committee by contacting Dr. Reistad (x3441). He will be arranging an initial meeting for the

Dean of Engineering Search Committee
Page 2
September 28, 1988

committee within the coming days. I will attend the first meeting to elaborate on the charge to the committee and to discuss the responsibilities for the position.

Please let me know if you have any questions.

GBS/nrh

c: President Byrne
Vice Presidents
Deans' Council
Thurston Doler ✓
Gary Tiedeman
Fred Burgess
Chris Voigt

C: DEANS, SENATE
DEPT CHAIRS
& HEADS

Department of Higher Education
1989-1991 Biennial Budget
Table of Contents
Volume 1

- From
DSR

SALARIES pp 16-18, 162-164

CAPITAL CONSTRUCTION Page
pp 302-306

Ways and Means Budget Report
Consolidated Summary

Summary By Program and Source of Funds	1
Introduction-Biennial Budget 1989-1991	3
Policies of 1989-1991 Biennial Budget	7
<u>Summary of A, B, and C Budget Request</u>	10
Program Financial Summaries	28
ABIS Revenues and Disbursement Summaries	29
ABIS Financial Summaries	38
Education and General-Summary	44
Other Funds Income Estimate-Education and General	75
Instruction Fee Policy	113
Enrollment Projections	116
Base Budget Adjustments	120
Base Budget Decision Packages:	133
Expanded Research Activity	158
Library Inflation	159
New Building Operation and Maintenance	161
Program Enhancement Decision Packages:	
Unclassified Salary Adjustment	162
Academic Infrastructure	172
Uncompleted Centers of Excellence	177
Regional Programs	201
Oregon Center for Advanced Technology Education (OCATE)	217
Foreign Languages	219
Oregon Tourism Institute	222
Universities' Specific Requests	226
BAS Model Adjustment	278
Basic Research	288
Capital Construction	290
Non-Limited	310
Memo Budgets	323
Debt Service	325
Student Loans	333
Reduction Option	

OSU Library p 305

OSU
244

NOTE THAT THE INSTITUTION
SPECIFIC PROPOSALS ARE
ONLY ON THE "A"
BUDGET.

NARRATIVE OR SPECIAL ANALYSIS

education for thousands of students in the State System.

2. The absence of an adequate capital repair budget threatens the useful life and utilization of millions of dollars worth of buildings on the campuses.
3. Inadequate library acquisition budgets threaten the performance of quality instruction and research.

To Provide Competitive Faculty Salaries

1. Faculty salaries in Oregon are substantially below national averages of peer institutions. According to the "Strategic Plan for the Oregon State System of Higher Education 1987-1993":

"The State System will seek funds to provide competitive faculty salaries, benefits, and research funds to attract and retain outstanding faculty. The system's goal is to place Oregon's college and university salaries among the top one-third of public four-year colleges and universities nationwide."

2. For 1989-1991, the Board of Higher Education requests \$60.0 million from the General Fund to

implement a salary adjustment policy that provides for a multi-faceted concept of salary adjustment for all staff performing satisfactory service. The concept includes the following components:

* Across-the-Board Adjustments

Although the across-the-board component is not designed to be only a cost of living adjustment, it is recognized that increases in the consumer price index could range from 3% to 5% in 1989-1991. Collective bargaining obligations with faculty as well as with state employees generally may result in across-the-board increases in this range. The Board can establish the appropriate percentage at the time adjustments are given to all academic staff whose service is fully satisfactory.

* Recruitment Adjustment

A 10% per year new academic staff recruitment adjustment. Each institution would be given a fund equal to a 10% increase on 5% of its salary base to permit it to address market factors associated with hiring new academic staff. This would enable institutions to be

	CODE	TITLE	DESCRIPTIONS	
AGENCY	580	Department of Higher Education	1 Policies of 1989-91 Biennial Budget	☒ AGENCY REQUEST
PROGRAM			2	☐ GOVERNOR'S RECOMMENDATION
SUBPROGRAM			3	☐ LEGISLATIVELY ADOPTED
ACTIVITY			DOCUMENT	1989-91 105BF2 9019K

NARRATIVE OR SPECIAL ANALYSIS

more competitive in seeking high quality academics.

* Highest Quality Adjustment

A 10% per year highest quality differential. Each institution would be given a fund equal to a 10% increase on 33% of its salary base to permit it to reward those staff who are of the highest quality and without whom the institution would suffer the greatest loss in the level of excellence in instruction, research, and public service. Further, the fund would enable the institutions to respond to market factors associated with retaining these key staff.

* Above Average (Merit) Adjustment

A 5% per year differential to recognize above average performance. Each institution would be given a fund equal to 5% on 50% of its salary base to allow it to recognize meritorious performance of academic staff, other than those eligible for the highest quality adjustment. It would address the Board's goal of improving Oregon's ranking relative to comparator institutions and thus,

over time, permit institutions to attract and retain quality staff.

Institutions may need to make equity adjustments for some staff. The total dollar amount required for these adjustments is expected to be small in terms of the percentage of each institution's salary base.

* Policy implications of funding \$60.0 million of General Fund request for Unclassified (Academic) Salary improvement.

1. It will halt the erosion of competitive faculty salaries and Oregon institutions will move closer to the average salary of their comparator institutions.
2. It will enhance the capacity of higher education to provide intellectual and technological leadership by enabling institutions to attract and retain high quality faculty.
3. It will enable Oregon institutions to compete successfully for the best young academic minds and to retain those key faculty important to quality instruction, research, and public service.

	CODE	TITLE	DESCRIPTIONS	
AGENCY	580	Department of Higher Education	1 Policies of 1989-91 Biennial Budget	☒ AGENCY REQUEST
PROGRAM			2	☐ GOVERNOR'S RECOMMENDATION
SUBPROGRAM			3	☐ LEGISLATIVELY ADOPTED
ACTIVITY			DOCUMENT	1989-91
				105BF2
				9019K

NARRATIVE OR SPECIAL ANALYSIS

* Policy implications of not funding \$60.0 million of General Fund request for Unclassified (Academic) Salary improvement.

1. The erosion of Oregon salaries will not halt, but accelerate, when compared to national averages. This will make it more difficult to attract and retain faculty, and possibly lead to a general decline in the quality of instruction and research in Oregon institutions.
2. Without significant steps to improve faculty salaries a great potential exists for a severe loss in faculty morale leading to excessively high turnover.

To Complete the Funding of Programs Contributing to Economic Development

In 1983-1985, the Board embarked on a program to fund centers of excellence at the universities associated with economic development. The 1985 and 1987 Legislatures each provided funding toward these centers. The request for 1989-1991 is to complete the Board's original request for the centers of excellence program.

1. The 1989-1991 requested budget makes possible a more effective interaction between higher education

and business and industry. This improved interaction will attract business to the state by providing industry access to trained personnel. Also, the higher education system can train existing personnel. New and expanded industries create jobs for Oregon citizens which in turn lead to economic stability. Therefore, the strength of Oregon's economy is closely linked with the ability of Oregon's colleges and universities to provide high quality programs of education, research, and public service.

2. The 1989-1991 requested budget completes the funding of the Centers of Excellence program.

a. University of Oregon (\$1,380,000)

- o Optical Properties of Materials
- o Biotechnology
- o Computer Science

b. Oregon State University (\$2,074,000)

- o Engineering Program Expansion and Upgrading
- o Gene Research and Biotechnology

	CODE	TITLE	DESCRIPTIONS	
AGENCY PROGRAM	580. ____	Department of Higher Education	1 Policies of 1989-91 Biennial Budget	☒ AGENCY REQUEST
SUBPROGRAM	_____	_____	2 _____	☐ GOVERNOR'S RECOMMENDATION
ACTIVITY	_____	_____	3 _____	☐ LEGISLATIVELY ADOPTED
			DOCUMENT	1989-91

105BF2
9019K

Budget Page 18

NARRATIVE OR SPECIAL ANALYSIS

1989-1991 Biennial Budget Request
Unclassified (Academic) Salary Policy

The increase in average salaries for faculty at public and private colleges and universities in 1987 was 4.9%. At public doctoral granting universities, the average increase was 5.2%. Oregon's public colleges and universities experienced an average salary increase of 7.1% from 1986 to 1987. This increase was achieved by including the 3.25% increase granted in May 1987 with the 3.65% increase granted in September 1987 (2% plus rank adjustment). In September of 1988, Oregon institutions will receive a rank adjustment (approx. 1.65%), followed by a 4% across the board adjustment in February 1989 (January for 12 month appointments), for a 3.65% increase in 1988. Based on average salary increases granted throughout the country, the increase for Oregon faculty will again be 2 to 3 percentage points less than the increase of their peers at comparator institutions during the 1987-1989 biennium. This difference in increase is significant because it is about one-half of the increase of peer faculty at comparator institutions.

The American Association of University Professors in their "Annual Report on the Economic Status of the Profession, 1987-88" make the following statement:

"The data on salary levels reflect at least three different perspectives of academic markets. First, there is a market for new faculty appointments. The normal result of the operation of that market is that there is an increase in salary levels offered assistant professors either when colleges and universities expand or when fewer qualified people want to go into academics. At those times, the rate of increase in salaries of assistant professors will out-pace the rate of increase of their less mobile colleagues and mentors, and the distribution of salaries will tend to narrow, as many people claim it did in the 1960's. Second, there is a "market," internal to the institution, where salary differentials have to match differences in responsibility, prestige, experience, etc. Third, there is a market within disciplines, where there may be substantial differences in the opportunities not only in academe but off the campus as well."

The academic salary policy of the State System in 1985-1987 specifically addressed the "third academic market" referred to above when it authorized a special 6% increase for all faculty in the disciplines of business, computer science, engineering, and law. It is proposed that the policy for 1989-1991 address the remaining two "markets" as well as making progress on the Board's

	CODE	TITLE	DESCRIPTIONS	
AGENCY	580	Department of Higher Education	1 <u>Unclassified Salary Policy</u>	☒ AGENCY REQUEST
PROGRAM			2	☐ GOVERNOR'S RECOMMENDATION
SUBPROGRAM			3	☐ LEGISLATIVELY ADOPTED
ACTIVITY			DOCUMENT	1989-91
				1058F2
				9019K

NARRATIVE OR SPECIAL ANALYSIS

goal (as outlined in the Strategic Plan) to achieve a salary average for Oregon universities in the upper one third of public doctoral granting institutions.

The Board of Higher Education requests \$60 million from the General Fund to implement a salary adjustment policy that provides for a multi-faceted concept of salary adjustment for all staff performing satisfactory service. The concept includes the following components:

- * Across-the-board adjustments
- * Recruitment adjustments
- * Adjustments for the highest quality staff
- * Merit or discretionary adjustments for those whose performance is above average
- * Institutional flexibility in applying the above listed components to take into account substantial differences in institution characteristics and needs.

The specific components of the salary adjustment plan are as follows:

1. Across-the-Board Adjustments

Estimates are that increases in the consumer price index could range from 3% to 5% in 1989-1991. However, the across-the-board component is not

designed to be just a cost of living adjustment. Collective bargaining obligations with faculty as well as with state employees generally may result in across-the-board increases in this range. However, the Board will establish the appropriate percentage taking into account inflation and other relevant factors at the time adjustments are given to all academic staff whose service is fully satisfactory.

2. Recruitment Adjustment

A 10% per year new academic staff recruitment adjustment. Each institution would be given a fund equal to a 10% increase on 5% of its salary base to permit it to address market factors associated with hiring new academic staff. This would enable institutions to be more competitive in seeking high quality academics.

3. Highest Quality Adjustment

A 10% per year highest quality differential. Each Institution would be given a fund equal to a 10% increase on 33% of its salary base to permit it to reward those staff who are of the highest quality and without whom the institution would suffer the greatest loss in the level of excellence in

	CODE	TITLE	DESCRIPTIONS	
AGENCY	580	Department of Higher Education	1 Unclassified Salary Policy	☒ AGENCY REQUEST
PROGRAM			2	☐ GOVERNOR'S RECOMMENDATION
SUBPROGRAM			3	☐ LEGISLATIVELY ADOPTED
ACTIVITY			DOCUMENT	1989-91
				105BF2
				9019K

Budget Page 163

NARRATIVE OR SPECIAL ANALYSIS

instruction, research, and public service. Further, the fund would enable the institutions to respond to market factors associated with retaining these key staff.

4. Above Average (Merit) Adjustment

A 5% per year differential to recognize above average performance. Each institution would be given a fund equal to 5% on 50% of its salary base to allow it to recognize meritorious performance of academic staff, other than those eligible for the highest quality adjustment. It would address the Board's goal of improving Oregon's ranking relative to comparator institutions and thus, over time, permit institutions to attract and retain quality staff.

Institutions may need to make equity adjustments for some staff. The total dollar amount required for these adjustments is expected to be small in terms of the percentage of each institution's salary base.

The above stated salary policy along with \$60 million of General Fund support translates into an average 8.30% per year increase in total salary funds for academic staff. The following chart depicts the method of

calculation:

	% Sal. Base	Stand. Factor	Diff. Factor	Total Adjust.	1989-91 Adjust. Factor
Across-the-Board	12%	4.0%	0%	4.0%	.48%
Recruitment	5	4.0	8.0	12.0	.60
Highest Quality	33	4.0	8.0	12.0	3.96
Above Average (Merit)	50	4.0	2.5	6.5	3.26
Annual Adjustment Factor for 1989-1991					8.30%

The 1989-1991 biennial cost of the academic salary policy as outlined above will be \$67,140,000. The request is that the General Fund finance \$60,000,000 of the required amount.

Attached are the 1987 salary averages for the public doctorate granting institutions.

	CODE	TITLE	DESCRIPTIONS
AGENCY	580	Department of Higher Education	1 Unclassified Salary Policy
PROGRAM			2
SUBPROGRAM			3
ACTIVITY			DOCUMENT

☒ AGENCY REQUEST
☐ GOVERNOR'S RECOMMENDATION
☐ LEGISLATIVELY ADOPTED
 1989-91
 1058F2
 9019K

Department of
Human Resources



Corvallis, Oregon 97331

(503) 754-3103

September 19, 1988

President
OSU Faculty Senate

Enclosed is a Notice of Rulemaking Hearing on Oregon State University's Policy on Smoking in University Buildings, OAR 576-40-010, -015, -020, -025, -030, -035. This rule will supersede the temporary rule on Smoking in University Buildings which became effective July 15, 1988. I am sending this notice to you in accordance with OAR 576-01-000.

This rule provides that smoking or carrying any lighted smoking device is prohibited within enclosed university facilities, except in specifically designated smoking areas. The rule describes areas in university buildings that may or may not be designated as smoking areas, and provides that building managers will designate such areas.

Sincerely,

A handwritten signature in cursive script that reads "Gene Todd".

Gene Todd, Director
Department of Human Resources

1b

Encl.

NOTICE OF PROPOSED RULEMAKING HEARING

(Statement of Need and Fiscal Impact must accompany this form.)

AGENCY: Oregon State University

(Department)

(Division)

The above named agency gives notice of hearing.

HEARINGS TO BE HELD:

Date: 10/18/88 Time: 11:30 a.m. - 1:00 p.m. Location: Memorial Union Room 105
Oregon State University
Corvallis, Oregon

Hearings Officer(s): Gene Todd

Pursuant to the statutory authority of ORS 243.350, 351.070, 433.835 or
~~Chapter(s)~~ XXXXXXX OAR 105-10-060, 333-15-030; IMD 1.120, Oregon Laws 19____ or
House Bill(s) _____ or Senate Bill(s) _____, 19____ Legislature

the following action is proposed:

ADOPT: OAR 576-40-010, -015, -020, -025, -030, -035. THIS RULE WILL SUPERSEDETEMPORARY RULE, OREGON STATE UNIVERSITY POLICY ON SMOKING IN UNIVERSITYAMEND: BUILDINGS, effective July 15, 1988 - December 15, 1988

REPEAL: _____

☐ Prior Notice Given; Hearing Requested by Interested Persons☒ No Prior Notice Given

SUMMARY:

This rule describes areas in University buildings that may or may not be designated as smoking areas, and provides that building managers will designate such areas. It is the purpose of this policy to ensure that students, faculty, staff, and visitors will be provided smoke-free areas in which to participate in activities in University buildings and be protected from the health hazards of involuntary smoking.

Interested persons may comment on the proposed rules orally or in writing at the hearing. Written comments received by October 18, 1988 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: Department of Human Resources
Administrative Services B122
Corvallis, OR 97331-2130

ATTN: Gene Todd, Director of Human Resources
PHONE: (503) 754-3103

Gene Todd
Signature

9-14-88

Date

Before Oregon State University

In the Matter of the Adoption
of OAR 576-40-010, -015, -020,
-025, -030, -035, Oregon State
University Policy on Smoking
in University Buildings

)
)
)
)
)

Statutory Authority
Statement of Need
Principal Documents Relied Upon
Statement of Fiscal Impact

1. Citation of Statutory Authority: ORS 351.070, authorizing the State Board of Higher Education to administer the institutions under its jurisdiction and enact rules and bylaws for that purpose; Internal Management Directive 1.120 of the Oregon State Board of Higher Education delegating to the President the authority to administer the affairs of the institution; ORS 243.350 and OAR 105-10-060, authorizing regulation of smoking in state offices; ORS 433.835 and OAR 333-15-030, the Oregon Indoor Clean Air Act and implementing regulations.
2. Statement of Need: Complaints have been received from employees about smoke filtering out of designated smoking areas into corridors and offices. A policy is needed which will protect people from the health hazard of involuntary smoking. This rule will meet the requirements of OAR 105-10-060 and 333-15-030.
3. Documents Relied Upon: "A Report of the Surgeon General: The Health Consequences of Involuntary Smoking," U.S. Department of Health and Human Resources, 1986; The 1988 Report of the Surgeon General: "Nicotine Addiction," U.S. Department of Health and Human Resources, 1988; and "Environmental Tobacco Smoke: Measuring Exposure and Assessing Health Effects," National Research Council of the National Academy of Science, 1986, available at the Oregon State University Library; Survey of Oregon State University employees on smoking in the workplace, conducted May, 1987, available in the Department of Human Resources, Oregon State University.
4. Statement of Fiscal Impact: None.

Gene Todd

Gene Todd, Director
Department of Human Resources
Oregon State University

9-14-88

Date

Oregon State University
Policy on Smoking in University Buildings

Purpose

576-40-010 It is the policy of Oregon State University that students, faculty, staff, and visitors are entitled to and will be provided smoke-free areas in which to study, work, teach, conduct research, transact business, and otherwise participate in university activities indoors.

Areas in Which Smoking is Prohibited

576-40-015 (1) Smoking or carrying any lighted smoking device is prohibited within enclosed university facilities, including but not limited to offices, reception areas, laboratories, lavatories, classrooms, stairwells, hallways, lobbies, meeting rooms, gymnasiums, elevators, and storage rooms, except in specifically designated smoking areas.

(2) Smoking is prohibited in employee lounge/lunch/break rooms used by non-smokers.

Areas that may be Designated as Smoking Areas

576-40-020 (1) In buildings which are not ventilated by central recirculating air systems, private offices may be designated as smoking areas when they are fully enclosed by floor-to-ceiling walls, when doors are kept closed, and when the offices are ventilated directly to the outside by ventilating systems which remove smoke from the rooms effectively enough to prevent smoke and/or tobacco odors from escaping to surrounding non-smoking areas.

(2) When employee lounge/lunch/break rooms have been provided for non-smokers in buildings which are not ventilated by central recirculating air systems, separate lounge/lunch/break rooms for smokers may be designated by building managers as smoking areas provided the areas are fully enclosed by floor-to-ceiling walls, doors are kept closed, and the rooms are ventilated directly to the outside by ventilating systems which remove smoke from the rooms effectively enough to prevent smoke and/or tobacco odors from escaping to surrounding non-smoking areas.

(3) Smoking regulations for areas administered by the Memorial Union will be determined by the Memorial Union Board of Directors, within the general policy specified in 576-40-010.

(4) Smoking regulations for living, eating and recreational areas within dormitories will be determined by the Department of Student Housing and Residence Programs, within the general policy specified in 576-40-010.

Motor Pool Vehicles

576-40-025 Smoking in university motor pool vehicles is prohibited.

Responsibility for Communication of the Policy

576-40-030 (1) Building managers are responsible for announcing and applying these policies within their buildings. When a building manager has not been designated for a university structure, the department head responsible for the structure will announce and apply smoking policies.

(2) Building managers will be responsible for reporting violations of this policy by university staff and faculty members to the violator's division director or department head.

(3) Building managers will be responsible for reporting violations of this policy by students to the Office of the Dean of Students. Recurring or excessive violations (five or more violations in a school year) may result in disciplinary action by the Office of the Dean of Students.

(4) Building managers will be responsible for reporting visitors who refuse to comply with this policy to the University Police and Security Division.

Sanctions

576-40-035 The university reserves the right to impose, consistent with applicable provisions of state laws and regulations, applicable collective bargaining agreements, and applicable university and OSBHE administrative rules, reasonable sanctions, including disciplinary actions, upon university faculty, staff, and students who violate this policy.

Vice President
Academic Affairs
and Provost

Oregon
State
University

Administrative Services A624
Corvallis, OR 97331-2128

(503) 754-2111

October 10, 1988

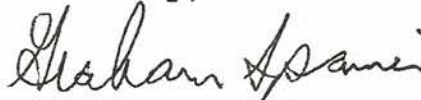
Larry Pierce
Vice Chancellor for Academic Affairs
Oregon State System of Higher Education
P.O. Box 3175
Eugene, OR 97403

Dear Larry:

I am pleased to transmit to you our proposal for a Master of Science degree in Health and Safety Administration. I believe that this proposal is in keeping with the spirit of the preliminary recommendations of the Interinstitutional Committee on Graduate Program Allocations in Health and Physical Education. Thus, we are hopeful that this proposal can be placed on the next Academic Council agenda.

Please contact Dean Michael Maksud or me if there are any questions.

Sincerely,



Graham B. Spanier
Provost and Vice President
for Academic Affairs

GBS/nrh

Enclosure

c: Michael Maksud
Jerry Hallan
John Byrne
D.S. Fullerton
Thurston Doler ✓
Bruce Shepard

RECEIVED OCT 1-2 1988

Association of American Publishers, Inc.



220 East 23rd Street
New York, N.Y. 10010
Telephone 212 689-8920

September 7, 1988

To: President of the Faculty Senate

From: Parker Ladd, Director, Higher Education Division,
Association of American Publishers

Subject: Ethical and Legal Questions Concerning the Sale of
Complimentary Copies of Textbooks

This communication is being sent to you as the next step in a productive dialogue which we initiated last year with the academic community on the subject of the sale of complimentary copies of textbooks.

It is hoped that you will ask your senate to review the practice of the selling of comp copies by professors, a practice which raises ethical and legal questions, discussed below, and which, just as important we believe, erodes the integrity of the academic enterprise as a whole.

It is recognized that the solicitation of used textbooks from students is a common and time-honored practice on many campuses. However, we are also aware that third party wholesalers approach faculty members in order to purchase complimentary examination copies. Although such people may provide an outlet for faculty members who do not have the need, space or interest to retain every comp copy requested or received, this is an altogether different practice. While the sale of these books (which are provided to allow for substantive course evaluation and thus usually marked "not for sale") appears harmless on the individual level, in the broader perspective, we submit, it is detrimental to your profession.

With regard to legal issues, it should be noted that some states have laws which declare that solicited books remain the property of the owner and are not to be resold. Moreover, the sale of complimentary copy textbooks may constitute personal income and, if so, should be reported as such to the IRS.

RECEIVED OCT 14 1988

31

Office of the President



Corvallis, Oregon 97331-2128

(503) 754-4133

October 13, 1988

Chris Voigt, President
ASOSU
Oregon State University

Thurston Doler, President
Faculty Senate
Oregon State University

News Editor
Barometer
Oregon State University

KBVR TV
Memorial Union East
Oregon State University

KBVR FM
Memorial Union East
Oregon State University

Rod Priewe
Corvallis Gazette Times
600 SW Jefferson Ave.
Corvallis, OR 97330

Michael Alexander
Field Representative
Oregon Public Employees Union
P.O. Box 12159
Salem, OR 97309-0159

Ms. Martha Walters
Swanson and Walters, PC
975 Oak Street, Suite 220
Eugene, OR 97401

David Fidanque
ACLU
1679 Willamette Street
Eugene, OR 97401

Enclosed for your information are the Oregon State University Time, Manner, and Place Rules for Speech Activities, which were adopted by President John V. Byrne on October 7, 1988. The rules were filed with the Secretary of State today and are effective upon filing. The rules were adopted following the hearing held April 21, 1988.

Sincerely,

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

Caroline Kerl
Legal Advisor

CK:1b

Encl.

OREGON STATE UNIVERSITY
TIME, MANNER, AND PLACE RULES FOR SPEECH ACTIVITIES

Purpose and Scope

576-05-005 (1) The University recognizes and supports the rights of free expression and speech. It is the purpose of these regulations to inform members of the University community and the public of the manner in which they may engage in constitutionally protected speech and expression at Oregon State University. It is the further intent to ensure the primary educational purpose of the University while promoting debate and the sharing of information.

(2) These regulations do not limit otherwise authorized University community use of University facilities.

(3) These regulations do not affect any rights which an employee organization, certified as the exclusive representative pursuant to ORS 243.650 and following, may have been granted pursuant to its collective bargaining agreement or Oregon Revised Statutes.

Definitions

576-05-010 (1) "Person" means any member of the public or the University community.

(2) "Public" means any individual or group not included in the definition of "University community."

(3) "Speech activities" means leafletting, picketing, speech-making, demonstration, petition circulation, and similar speech-related activities.

(4) "University" means Oregon State University.

(5) "University community" means all students, faculty and staff of the University including student, faculty and staff sponsored organizations.

Public Areas

576-05-015 (1) University grounds are open to the public and the University community for speech activities except any grounds designated for authorized access only. University buildings are open to the public and the University community for speech activities during the regular business hours of the particular building, except the following:

- (a) Classroom buildings.
- (b) Research and laboratory facilities and buildings.
- (c) Kerr Library.
- (d) Plageman Hall (Student Health Center).
- (e) Any area or building designated for authorized access only.

(2) Speech activities in residence halls and University-owned cooperative houses may be regulated by the Director of Housing and Residence Programs in consultation with appropriate student residence associations. Such regulations shall be content neutral.

Access, Traffic, and University Business Not to be Impeded

576-05-020 (1) No speech activities shall impede pedestrian and vehicular traffic nor unreasonably disrupt regular or authorized activities in classrooms, offices, laboratories and other University facilities or grounds. The Vice President for Finance and Administration may require any speech activity to be conducted 15 feet or more from any exit, entrance, staircase, parking lot, or roadway if necessary to allow access.

(2) No speech activities shall be conducted at a volume which unreasonably disrupts the normal use of classrooms, offices and laboratories.

(3) The Vice President for Finance and Administration may designate the portion of a street and the time of day during which a street is not available for speech activities in order to meet traffic, emergency access, and public transit needs.

Notification

576-05-025 (1) In order to allow scheduling and to assure public safety, persons desiring to picket or demonstrate are encouraged to notify the person in charge of the particular area where the activity is to occur at least 24 hours in advance.

(2) Persons in charge of University facilities are:

(a) The LaSells Stewart Center and adjoining plaza: the Director of Conference and Convention Services.

(b) The Memorial Union and the Quadrangle to the north of the Memorial Union: the Director of the Memorial Union.

(c) All other areas: the Vice President for Finance and Administration.

University Mail System

576-05-030 In addition to mail delivered through the U.S. postal system, University mailboxes may be used for the distribution of material related to University business.

Administrative Interpretation

576-05-035 Any person may request from the Vice President for Finance and Administration an interpretation of any provision of these regulations which he or she finds unclear or believes to have been misapplied.

Authorized Exceptions

576-05-040 The Vice President for Finance and Administration may authorize speech activities which are determined not to cause disruption of campus activities despite a literal violation of these regulations. Such determinations shall be made without consideration of the content or message of the speech activities.

Vice President
Academic Affairs
and Provost



Administrative Services A624
Corvallis, OR 97331-2128

(503) 754-2111

November 3, 1988

To: Thurston Doler
Faculty Senate President

From: D. S. Fullerton 

Subject: Senate Apportionment

Attached is the Senate apportionment table for 1989, following the guidelines of the Senate Bylaws and the Executive Committee. In brief:

- * All faculty of the rank Senior Research Assistant, Instructor, and above are included, whether or not they are in Oregon at the present time. However, only those actually stationed in Oregon may vote in Senate elections (or serve in the Senate). Thus, faculty presently on sabbatical outside Oregon or on international assignment were included in the apportionment, but will not receive a Senate ballot.
- * Faculty without rank are included only if their primary responsibility is in academic advising or direct instructional or research support. Thus, following instructions of the Executive Committee, the following "no rank" faculty are not included in the apportionment: administrative faculty, counselors (including advisors in Financial Aid and Student Affairs), coaches, trainers, and development officers. Academic advisors in UESP, EOP and related academic programs are included.
- * All Extension faculty with rank of Senior Research Assistant or above are included. Off campus Extension faculty are in their own apportionment group. On campus Extension faculty are listed with the College in which they are stationed. Administrative Extension faculty, on campus 4-H administrators, and on campus Sea Grant Extension faculty are assigned to the College of Agricultural Sciences. (The help of Extension Associate Director Harold Kerr in making these assignments is noted with appreciation.)
- * All off campus Experiment Station faculty are included in the department or college with which they are affiliated. (The help of Experiment Station Director Thayne Dutson in making the assignments is also appreciated.)

November 3, 1988

Page -2-

- * Faculty on overseas assignments through OIRD are assigned to the on-campus department or college with which each is affiliated. Those with no on-campus affiliation are in the "Unassociated Faculty." (OIRD Associate Director Ron Miner's assistance is appreciated.)
- * Faculty members in "split" departments (e.g. Statistics) have been assigned to the college of their choice.
- * Faculty members with split FTE in any of the 16 voting units have had the option over the years of selecting the unit in which he or she prefers to be included. Any requests by faculty members for changing their unit affiliation were so honored.

A special request: For years, Senate Bylaws have called for a November election. However, this will be the last year that we can complete the apportionment table in time for the regularly scheduled November Senate meeting. Perhaps a special mid-November meeting might be scheduled to approve the apportionment in the future, with elections after Thanksgiving.

Over the last decade, the number of faculty has dramatically increased, particularly fixed-term faculty on research grants and contracts. Many newly hired faculty begin employment in late Summer or early Fall. As a result of the surge of appointment paperwork that must be processed before new faculty are entered in the computer, the roster of faculty for the academic year is not complete until late October.

The apportionment process involves the entire campus, coordinated by my office and staff. Printouts by voting unit have to be obtained from the State System computer, checked and corrected, distributed to voting units to review, no rank faculty individually considered by the Executive Committee, and the apportionment table then completed and individual address labels for ballots printed. In addition, following the revised Bylaws, we also have to learn which faculty are presently not stationed in Oregon, and remove their address labels prior to delivery to the Senate office. There just is not enough time before the November Senate meeting.

DSF/daj

Attachment



MEMORANDUM

October 26, 1988

TO: Executive Committee of the Faculty Senate
Thurston Doler, Senate President

FROM: Faculty Senate Nominations Committee:

Sally Malueg, Department Chair & Professor of French; Chair *S. Malueg*
Kathleen Heath, Assistant Dean & Head Advisory, Health & Physical Education
Richard Scanlan, Department Head & Professor
Solon Stone, Associate Dean, Engineering & Professor, Electrical Engineering

RE: Faculty Senate Nominations

The Faculty Senate Nominations Committee recommends the following nominees
for this fall's elections:

Faculty Senate President-Elect

1. Sally Francis, Department Head; Apparel, Interiors & Merchandising
2. Nancy Powell, Reference Librarian, Kerr Library

Faculty Senate Executive Committee

1. J. Douglas Brodie, Professor of Forestry
2. Frances L. Faulkenberry, Counselor, Coordinator of Paraprofessionals
in Career Planning & Placement Center
3. Walter Rudd, Chairman & Professor of Computer Science
4. Henry Sayre, Associate Professor of Art
5. William H. Smart, Associate Director of International Education

Interinstitutional Faculty Senate

1. Arnold Appleby, Professor of Crop Science
2. Zoe Ann Holmes, Professor of Foods & Nutrition

All of the above-mentioned faculty members have agreed to have their names
placed into nomination.

ddb

REPORTS TO THE FACULTY SENATE

Thursday, December 1, 1988; 3:00 p.m. - 5:00 p.m.
LaSells Stewart Center

AGENDA

The agenda for the December Senate meeting will include the reports and other items of business listed below. To be approved are the minutes of the October and November Senate meeting, as published and distributed.

A. REPORTS FROM THE EXECUTIVE OFFICE

Graham Spanier, Vice President of Academic Affairs and Provost.

B. ACTION ITEMS

1. Executive Committee Elections - See attached biographical sketches. Voting will take place during the meeting.
2. Guidelines for Periodic Review of Faculty - See attached guidelines.
3. High School Foreign Language Admissions Requirement - See attached memos from Graham Spanier and Sally Malueg and the following recommendation from the Executive Committee for Faculty Senate approval to be presented to the State Board;
"Resolved, that the State Board do all it can to encourage foreign language study prior to entry to universities, and that a foreign language admission requirement not be instituted at this time."
4. Attached is a proposal to eliminate FRAC and insert Grievance and Mediation Committees.

C. SPECIAL REPORTS

1. Interinstitutional Faculty Senate:
Gary Tiedeman, IFS Representative, will address the Senate.
2. Athletic Advisory Committee:
Lynn Snyder, Athletic Director, will address the Senate.

D. INFORMATION ITEMS

1. Attached is an update of the Science, Technology and Society Proposal.
2. Attached is a report on the Provisional English Policy.

E. REPORTS FROM THE FACULTY SENATE PRESIDENT**F. NEW BUSINESS**

BIOGRAPHICAL SKETCHES OF CANDIDATES FOR EXECUTIVE COMMITTEE
OF THE FACULTY SENATE

J. DOUGLAS BRODIE (at OSU since 1975); Professor of Forest Management. Faculty Senate, 1978, 1980-82, 1987-present; Faculty Appeals and Grievances Committee, 1982-85, Chair, 1983-85; Fiscal Affairs and Budgets, 1985-88; President Candidates Review, 1984; Graduate Faculty in Economics, 1986-present.

FRANCES L. FAULKENBERRY (at OSU since 1985); Advisor, Coordinator of Paraprofessionals in Career Planning and Placement Center. Faculty Senate 1987-present; Assistant to Vice President for Student Affairs, 1987-88; Committee on Examinations, 1987-present; University High School Recruitment Team, 1985-present; Family Employment Advisory Committee, 1987-present; Faculty Women's Network, 1986-present, Chair 1987-88; Phi Kappa Phi Scholarship Committee 1986-88, Chair 1987.

WALTER G. RUDD (at OSU since 1985), Professor and Chair, Department of Computer Science, 1985-present. Faculty Senate 1987-present; College of Science Promotions and Tenure Committee, 1987. University Activities: Assistant Chair, Computer Steering Committee; Chair, Biology Computing Committee; Computer Network Committee; Microcomputer Committee; Mainframe Computing Committee; Chair, OSBE Committee on the Status of Computer Science, 1986.

HENRY M. SAYRE (at OSU since 1984); Associate Professor of Art. Faculty Senate, 1985-present; Baccalaureate Core Committee, 1988-present; Ad Hoc Committee to Evaluate Travel, 1985-86; College Activities: Faculty Council, 1985-86, 1988-present (President-Elect); Promotion and Tenure Committee, 1986-87; Screening Committee for Selection of Associate Dean, College of Liberal Arts, 1988-present. Other: 1% for Art Selection Committee, 1985-present; Northwest Interinstitutional Council for Study Abroad Advisory Board, 1985-present; American Studies Advisory Board, 1986-present.

WILLIAM H. SMART (at OSU since 1984); Associate Professor of International Education and Associate Director of the Office of International Education. Faculty Senate, 1987-present; Undergraduate Admissions Committee, 1985-present; International Education Committee, 1985-87; Council on Academic Advising, 1986-87; International Council, 1985-87; OSU representative to OSSHE French Executive Board, 1986-present; Chair, Ad Hoc Committee on Protocol for International Visitors, 1987; Task Force on International Affairs, 1985; Committee on Foreign Graduate Teaching Assistants, 1986-present; Task Force on Foreign Student Enrollment, 1988.

Guidelines for Periodic Review of Faculty

(Approved by the Faculty Senate November 8, 1973; revision approved)

A regular review of faculty can serve the purpose of improving the quality of the teaching, research, and service functions of the university. In addition, it will be of benefit to all individual faculty members by assuring that they are regularly informed of their status. Such a review shall include input from colleagues and students from the faculty member's own administrative unit as well as from other appropriate units. The written summary of the review shall be provided to the faculty member and the faculty member shall have ample opportunity to add written rebuttals or explanations.

~~In addition to a review of faculty members in terms of contributions to their profession, those serving in an administrative capacity shall be reviewed in terms of their administrative function.~~

Administrative faculty shall also be reviewed in terms of their administrative function.

Frequency of Review. The procedure for the actual review is best developed by the individual school, college or division. Nevertheless, certain guidelines are appropriate for the University as a whole. All faculty with an academic-year FTE of 0.50 or more shall be reviewed as follows:

1. Those on annual tenure shall be reviewed annually.
2. Those on indefinite tenure shall be reviewed as follows:

Assistant and Associate Professors, and tenured Senior Instructors shall be reviewed annually during their second through fifth years in rank at OSU and during any period in which they are reviewed intensively for promotion in rank. Otherwise, they shall be reviewed at least once every three years.

3. Those on fixed-term Senior Research professorial appointments shall be reviewed as described for faculty with indefinite tenure.

4. Other faculty on fixed-term appointments, including those faculty without rank, Instructors, Research Assistants, Senior Research Assistants, untenured Senior Instructors, and Research Associates, with an annual FTE of .50 or more shall be reviewed a) annually during their first five years of service, b) during any period in which they are being reviewed intensively for promotion in rank or (for faculty without rank) advancement in professional title, and c) at least once every three years thereafter.

5. Faculty on extended fixed-term appointments--annually.

However, no periodic review is required for the following faculty members on fixed-term appointments:

- Emeritus appointments and those on retention past age 65
- Temporary post-doctoral appointments
- Visiting appointments for two years or less
- Part-time Instructors and Research Assistants who are primarily OSU graduate students.

Any faculty member eligible for review is entitled to a review at any time, upon the member's request.

Each school, college, or division shall annually report to the President's office the Associate Vice President for Academic Affairs, at the same time as the recommendations for promotion and tenure are forwarded which members of its faculty were reviewed.

Nature of the Evaluation. In each instance, the evaluation shall include: 1) a statement of current responsibilities of the faculty member; and 2) signed comments on the faculty member's progress in teaching, research or other scholarly pursuits, extension, librarianship, professionally related service, and university service from those persons designated by the department, school, or university to make the evaluations.

The sources of information used as the basis for the evaluation should be included. Sources to be used are current and former students, other faculty from this university or other universities, professional colleagues and, if appropriate, the public. In all instances, the evaluation shall be based only on material that is appropriate to the faculty member's profession and the performance of faculty assignments.

The faculty member must be provided the opportunity of reading and initialing the evaluation and of furnishing written comments, explanations, or a rebuttal to the evaluations to be placed in the faculty member's personal records file. Disagreements on the contents of the file should be handled through normal university appeal procedures.

Initiation and Disposition. The initiation of the review, except one requested by a faculty member, is the responsibility of the department head or chair or the appropriate administrative officer. Principal investigators are reminded that all faculty on their projects, including Research Assistants, should be reviewed following the guidelines in this chapter.

The review and all related materials are to be placed in the faculty member's personal records file that is maintained by the department.

Administrative Evaluation. The heads of all administrative units shall be reviewed every three years. This review will include the results of consultations with appropriate colleagues, including members of the administered unit. The review of administrative faculty will be conducted according to the guidelines applicable to the faculty as a whole, except that the review will include, in addition to pertinent statements detailed above, comments on the administrative competence and accomplishments of the individual.

RECEIVED NOV 02 1988

Vice President
Academic Affairs
and Provost



Administrative Services A624
Corvallis, OR 97331-2128

(503) 754-2111

October 31, 1988

MEMORANDUM

TO: Faculty Senate Executive Committee
Faculty Senate Admissions Committee
Deans' Council

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

RE: New Admissions Requirement

The Oregon State System of Higher Education is considering the establishment of a new admissions requirement for entry to any of the eight state system institutions, including Oregon State University. The new requirement would be for two years of high school foreign language instruction, effective for those entering in the fall of 1992.

Please let me have your thoughts on this by November 20, since I will be asked to state an OSU position on this matter in the next two to three weeks.

GBS/nrh

c: President Byrne
Vice President Trow
W.E. Gibbs
Kay Conrad
Sally Malueg

COPY

Department of
Foreign Languages
and Literatures



Kidder Hall 210
Corvallis, OR 97331-4603

(503) 754-2146

November 10, 1988

TO: Graham Spanier
Provost and Vice President for Academic Affairs

FROM: Sally Malueg, Chair *Sally Malueg*

RE: New Admissions Requirement

The Department of Foreign Languages and Literatures, as you might guess, is in favor of the establishment of a new admissions requirement for two years of high school foreign language instruction, effective for those entering in the fall of 1992. The United States is slowly beginning to recognize what other countries have long realized, i.e., the value to society of its citizenry's acquiring knowledge of a second language and culture. Oregon should join the other state systems of higher education that have already established foreign language requirements for students entering their institutions of higher education.

Foreign language training should take place as early as possible in the school system. While the Department prefers to see training begin in the elementary school years, for the present a high school requirement in foreign languages for college-bound students makes more sense than the exit requirement adopted by the OSSHE in July 1986.

As regards the proposed admissions requirement, a number of aspects of the matter should be considered.

1. The objective of the requirement.

If the intent of such a requirement is to introduce all college students to some language training and exposure to a foreign culture, then the requirement of two years of high school foreign language study should accomplish this objective. If, on the other hand, the goal is to give college students a working use of a second language, then two years of high school level training are not enough. They would need to be coupled with an additional two years of high school training or a year of college training.

2. Impact of the requirement on OSSHE colleges and universities.

An admissions requirement of two years of high school foreign language instruction will not eliminate the need for first-year language classes at the college/university level. Some students with two or more years of high school instruction are unprepared to enter second-year classes and must repeat at least part of the first-year work. Other students wish to begin first-year courses as a third language, either because they do not wish to continue the language used for the admissions requirement or because they wish to add knowledge of a third language.

The proposed admissions requirement is likely to increase the demand for second-year language instruction at colleges and universities. Students who would otherwise not have included language instruction in their high school programs may find that they enjoy language study and wish to continue it in college. This will probably mean that some of the first-year college staff will move into the second-year program so that there is little decrease in number of students or instructors.

It is also highly likely that such an admissions requirement would increase the number of foreign language majors because of the additional need in the state for high school foreign language teachers and this would increase enrollments in upper-division classes. It could also increase the demand for programs designed to allow existing teachers the opportunity to improve their skills, to "retool," or to upgrade their teaching certificate from Basic to Standard.

The requirement would probably increase the eligibility of OSSHE institutions to qualify for federal funding that would permit the scheduling of special summer institutes.

3. Impact of the requirement on secondary schools.

We recognize that certain Oregon citizens are very concerned about the state of public education in the time of the safety net law. School districts cannot fund what they currently have on their plates. Representatives of disciplines other than foreign languages or standard required disciplines such as math and English fear that courses such as art, music, and home economics would be cut to provide the funding and staff for foreign languages.

While these concerns are legitimate, there are ways to solve the problem, if not by a new funding structure worked out by the Legislature, then by the OSSHE recommending certain procedures that would make it possible for students in high schools not presently offering sufficient foreign language courses to fulfill their requirements other ways. For example, foreign language instruction should be made available throughout the state through

EDNET or satellite T.V. Community colleges might cooperate with local schools to offer the language instruction needed by college-bound students. Students could attend summer intensive courses such as those offered here at OSU every summer, where it is possible in eight weeks to earn credit for the entire first-year college-level sequence, the equivalent of two years of high school instruction. Students could participate in summer study abroad programs where the same type of instruction is available.

4. Absoluteness of the proposed requirement.

If this proposed admissions requirement is adopted, it should be applied exactly the same way at all institutions. Provisional entrance of students lacking the necessary requirements should not be built into the process. It would provide an easy excuse for school districts and the OSSHE to avoid the problem of having to provide the necessary training.

c: Bill Wilkins, Dean
College of Liberal Arts

The Executive Committee recommends that Article VIII, Sec. 2, Item a. be amended by striking Faculty Reviews and Appeals and inserting Faculty Mediation Committee and Faculty Grievance Committee in the alphabetical list.

Vice President
Academic Affairs
and Provost



Administrative Services A624
Corvallis, OR 97331-2128

(503) 754-2111

October 25, 1988

MEMORANDUM

TO: Bruce Shepard, Chair, Curriculum Council

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

RE: Science, Technology, and Society Proposal

The OSSHE Academic Council discussed the Science, Technology, and Society proposal. It was supported and can go to the OSSHE Board at the December 1988 meeting. If it is approved, it will then be placed on a consent agenda for formal adoption at the January 1989 meeting.

The Chancellor's Office had several requests for revision. Among them are a discussion of how this proposal is related to and supportive of our new Baccalaureate Core, what the requirements are for admission to the certificate program, and whether it is intended principally for students already enrolled or for students coming to OSU just to enroll in this program.

Could you work with faculty and administrators of the program to develop the final proposal? You should consult with James Payne in the Chancellor's Office to insure that all issues are addressed. I will then forward a revised copy to him. I would like to forward this no later than November 18 in order to make the December agenda. It might also be useful to have the "head" of the program available to defend it at the Board meeting in December (Friday, December 9 at Portland State University).

GBS/nrh

c: Bill Wilkins
Fred Horne
Paul Farber
Thurston Doler ✓
D.S. Fullerton

Vice President
Academic Affairs
and Provost



Administrative Services A624
Corvallis, OR 97331-2128

(503) 754-2111

November 18, 1988

James Payne
Assistant Vice Chancellor
for Curricular Affairs
Oregon State System of Higher Education
P.O. Box 3175
Eugene, OR 97403

Dear James:

I enclose the revised proposal for a certificate program in Science, Technology, and Society. It is accompanied by a memo of transmittal from the chair of our Curriculum Council and a copy of our "Guidelines for Development and Review of Certificate Programs at OSU." This should now be ready for Board consideration. Please let me know of the timetable for such review so that I might arrange to have the appropriate OSU staff present.

Sincerely,

A handwritten signature in cursive script that reads "Graham B. Spanier".

Graham B. Spanier
Provost and Vice President
for Academic Affairs

GBS/nrh

Enclosures

c: Thurston Doler ✓
Bill Wilkins
Fred Horne
Michael Mix
Jim Morris
D.S. Fullerton

RECEIVED SEP 28 1988

END OF YEAR TWO REPORT ON PROVISIONAL
ENGLISH POLICY

ACADEMIC YEAR
1987-1988

Melinda Roth de Sayavedra
Coordinator Provisional English Policy
Office of International Education
Oregon State University



August 30, 1988

This second year of provisional admissions based on English proficiency has seen a much smoother implementation. This is due in part to changes made throughout last year as we worked out the bugs in the system and it is due in part to a better-informed faculty and staff.

Last year informational materials for students, staff and faculty were developed and distributed. Information on policy and procedures from first inquiry as a prospective student to a letter of congratulations on having achieved regular admission to Oregon State University were developed including information on advising, testing, appeals, tuition, registration, etc. Systems for checking on student progress and maintaining close contact with students, faculty advisors and ELI faculty were set into place. The undergraduate appeals process was clarified and registration and schedule holds procedures were worked out.

Recommendations from 1986-1987 academic year the Office of Admissions and the Office of International Education worked out a feasible admission deadline schedule which will aid in informing, and processing provisionally-admitted students in a timely manner. Registration hold procedures were improved by having the Office of Admissions automatically put registration holds on students the beginning of each term. This small but important addition to implementation makes it possible to inform advisors and students of provisional admission policy in a timely manner and allows accurate tracking of these students so that none of them slip through the system unadvised. Wanda Leach of the Office of Admissions was instrumental in setting this up. Finally, the possibility of mandatory orientation for foreign students is still being investigated, headed by Jean Vander Woude of the Office of International Education. I still believe that a mandatory orientation with peer advising of some sort will make a great deal of difference in lowering the frustration of foreign students and university staff during the hectic registration period and beyond. Provisionally-admitted students who come to the special session designed for them at Foreign Student Orientation follow the proper procedures, get the advising they need from their academic advisors as well as from the Coordinator of the Provisional English Policy and in general are able to understand and complete the necessary procedures with a minimum of frustration. Students who do not attend the orientation tend to be more confused, frustrated and often rack up late fees due to their lack of understanding of procedures.

I still believe that the Provisional English Policy is a good one for foreign students and for the university as well. It acts as both a motivator and a reality check for students who long to be regularly admitted to the university. The procedures have been computerized as much as possible at this point and as the Office of International Education and the University as a whole become more computerized, so will the Provisional English Policy implementation. Now that the implementation procedures have been smoothed out and become fairly routine, the position of Coordinator of the Provisional English Policy (CPEP) has been changed from a .50 FTE academic position to a .30-.40 classified position as was proposed when the policy took effect. Marybeth Rowen of the Office of International Education has taken on the duties of the Coordinator of the Provisional English Policy as of June 15, 1988.

The success of the Policy is due to the cooperation and coordination of the English Language Institute, the Office of International Education, the Office of Admissions, the Office of the Registrar, the Office of Business Affairs, the Graduate School, Academic Advisors of provisionally-admitted students, and the leadership and support provided by Assistant Vice President Pete Fullerton and Vice President George Keller.

cc: Allen Sellers
Jack Van de Water ✓
Bill Smart
Jean Vander Woude
Marv Durham
John Ringle
George Keller
Bud Gibbs
Pete Fullerton

Statistics on Provisionally-admitted students
based on English proficiency

Academic Year 1987-1988

49 students were in provisional status from Fall 1987
through Spring 1988

15 graduate students (31%) 33 undergraduates (68%)
1 post-bac (1%)

32 students achieved a 520+ on the TOEFL during the year (65%)

11 graduates (73% of all graduates) 21 undergraduates (64% of
all undergraduates)

24 attained 520+ after one term (49%) (8 graduates, 73%; 16
undergraduates, 76%)

4 attained 520+ after two terms (8%) (1 graduate; 3
undergraduates)

4 attained 520+ after three terms (8%) (1 graduate; 3
undergraduates)

6 students withdrew from OSU to attend school elsewhere (1
graduate; 5 undergraduates)

1 graduate student changed to grad. special status after fall
term

1 undergraduate did not attend required end of term testing
during the year.

10 students remain in provisional status for Summer/Fall 1988
(20% of total; 4 graduates; 5 undergraduates; 1 post-bac)

1 remains after three terms of study (undergraduate who didn't
test)

4 remain after two terms of study (2 graduates; 1 undergraduate;
1 post-bac)

5 remain after one term of study (2 graduates; 3 undergraduates) .

Students represented more than 15 different countries with the
majority coming from Thailand and Indonesia this year.