

Faculty Senate

[Faculty Senate](#) » [Agendas](#) » 1989

Document is over 250 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.

1989 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 12](#)
- [February 2](#)
- [March 2](#)
- [April 6](#)
- [May 4](#)
- [June 1](#)
- [October 5](#)
- [November 2](#)
- [December 7](#)

| [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

December 27, 1988

REPORTS TO THE FACULTY SENATE

Thursday, January, 12, 1989; 3:00 p.m. - 5:00 p.m.

LaSells Stewart Center

Reception for Thurston Doler - 2:15 pm

AGENDA

The agenda for the January Senate meeting will include the reports and other items of business listed below. To be approved are the minutes of the December Senate meeting, as published and distributed to the faculty.

A. ACTION ITEMS

1. Installation of Senate President, President-Elect, newly-elected Senators, and Executive Committee Members.
2. Amendments to Guidelines for Program Redirection
 - a. Proposal by Al Mukatis (p. 1)
 - b. Copy of Guidelines (pp. 2 - 3)
 - c. Memo from Caroline Kerl (p. 4)
3. Approval of Parliamentarian, Thurston Doler

B. INFORMATION ITEMS

Memorandum from the Bylaws Committee concerning Academic Faculty without rank. Stan Miller will outline options which the Senate may discuss in offering guidance to the Committee. (p. 5)

C. REPORT FROM THE CURRICULUM COUNCIL RE: RECONVERSION TO QUARTER SYSTEM

Attached are:

1. A charge from the Executive Committee (p. 6), and
2. The response from the Curriculum Council. (pp. 7 - 10)

D. REPORTS FROM THE EXECUTIVE OFFICE

Graham Spanier, Vice President of Academic Affairs and Provost

E. REPORTS FROM THE OUTGOING FACULTY SENATE PRESIDENT

See attached report. (p. 11)

F. REPORTS FROM THE FACULTY SENATE PRESIDENT

G. NEW BUSINESS

1
RECEIVED NOV 0 2 1988

MEMORANDUM

November 1, 1988

TO: Thurston Doler, Chair Faculty Senate Executive Committee

FM: Al Mukatis



Re Institutional Procedures Providing for Faculty Input During
Program or Departmental Reduction or Elimination and/or
Financial Exigency.

I would like the Senate Executive Committee to sponsor the following amendment to the above referenced document where program reduction or elimination is concerned.

"The University administration will act in good faith and use due diligence in seeking out and attempting to place the affected faculty member in an alternate position in the University.

I believe the material can best be inserted on page six (6) of the document after the sentence, " Any reductions of positions will be handled in accordance with the rules of the State Board of Higher Education."

1. Financial Exigency: According to the Oregon Administrative Rules (Chapter 580, Division 21--Board of Higher Education), the declaration of a financial exigency which may result in the termination of a tenured faculty member's appointment requires that a prior and bona fide determination be made by the President that sufficient funds are not available for payment of compensation for the position concerned. If the appointment of any academic staff member with or without indefinite tenure is to be terminated because of financial exigency, maximal possible notice shall be provided.

2. Program or Department Reductions or Eliminations: Program or department reductions or eliminations may be made by the President, upon determination, pursuant to institutional procedures providing for faculty and other input, that such reductions or eliminations are consistent with institutional goals and needs. As in the previous situation, any faculty member can be terminated, but such actions shall reflect a regard for the rights of affected faculty.

3. Other Underfunding Situations: This category includes those underfunding situations where the adjustments do not involve termination of faculty with indefinite tenure. In this case, the underfunding may be less severe and other adjustments, such as layoffs of fixed-term faculty, termination of faculty with annual tenure, not filling vacancies, or encouraging early retirement, are possibilities.

PROCEDURES

A proposal to declare financial exigency and/or a proposal to reduce or eliminate a specific program or department should be presented in confidence by the University President or Provost to the Faculty Senate Executive Committee. Such proposals will be made only when the administration believes it has exhausted other possibilities. State Board and University procedures will be followed.

As much time as possible should be allowed for such consultation. Thoughtful consideration of financial and/or resource deficits and appropriate faculty input, as required by Oregon Administrative Rules, require adequate time. Since State and/or University financial and resource problems usually arise over extended periods, solutions to these problems should be developed and faculty advice solicited before the problems become crises.

With all administration proposals to declare financial exigency or eliminate programs, the Executive Committee of the Faculty Senate shall convene a special Ad Hoc Faculty Consultative Group. The Faculty Consultative Group shall consist of the Executive Committee and the Chair of each of the following Faculty Senate Standing Committees: Budgets and Fiscal Planning, Curriculum Council, and Faculty Status. When designated individuals from these committees are unavailable, replacements should be made from among the membership of those designated standing committees.

The Chair of the Ad Hoc Group shall be the President of the Faculty Senate or, in that person's absence, the President-Elect.

The form of consultation shall be to describe and to discuss fully the magnitude of the financial distress, and to analyze options available for resolution of the problem. The presentation should be made at the earliest mutually convenient time and place to allow reasonable opportunity for the Group to confidentially offer constructive suggestions and comments, and to obtain an appropriate spectrum of faculty input and expertise.

Any plan for reorganization will include discussion of and will seek provisions for reassigning, reemploying, and/or retraining faculty and staff whose positions are eliminated or altered by reorganizations. Any reductions of positions will be handled in accordance with the rules of the State Board of Higher Education.

The Faculty Consultative Group assessment of the impacts of the proposed program reorganization will be reported to the Administration as directed by the Executive Committee.

REPORT TO THE PRESIDENT

The University President or Provost should indicate to the Executive Committee when a report to him or her should be made by the Faculty Consultative Group. The Group should allow sufficient time for the University President to consider the suggestions of the Faculty before declaring a financial exigency or the need for program or department redirections, reductions, or eliminations.

SUMMARY

In making the above recommendations, the Faculty Senate has taken into consideration the need for timely involvement of the faculty. The Emergency Consultative Group, as designated, could be convened in a matter of hours, and should be able to begin work rapidly to provide the University President or Provost adequate consultation.



Office of the President

Corvallis, Oregon 97331-2128

(503) 754-4133

December 12, 1988

TO: Thurston Doler, Faculty Senate President

FROM: Caroline Kerl, Legal Advisor *CKerl*

SUBJECT: Amendment to "Institutional Procedures..."

You asked me to review a proposed addition to the procedures for faculty input during program reduction which were adopted by the Senate May 5, 1988. The proposal, as I understand it, is to add the following language on page 6 after the sentence that ends "State Board of Higher Education": "The University administration will act in good faith and use due diligence in seeking out and attempting to place the affected faculty member in an alternate position in the University." As we discussed today, "good faith" has a fairly commonly understood meaning which I do not think presents any new issues. The case law references to "good faith" and "due diligence" that I reviewed were not very helpful, but I have attached for your information definitions of each of these terms from Blacks Law Dictionary, 5th Edition, 1979. The definitions may not reflect it, but it is my general sense that due diligence may connote somewhat more effort or energy than good faith.

bd
Enc.

Due Diligence. Such a measure of prudence, activity, or assiduity, as is properly to be expected from, and ordinarily exercised by, a reasonable and prudent man under the particular circumstances; not measured by any absolute standard, but depending on the relative facts of the special case.

Good Faith. Good faith is an intangible and abstract quality with no technical meaning or statutory definition, and it encompasses, among other things, an honest belief, the absence of malice and the absence of design to defraud or to seek an unconscionable advantage, and an individual's personal good faith is concept of his own mind and inner spirit and, therefore, may not conclusively be determined by his protestations alone. Honesty of intention, and freedom from knowledge of circumstances which ought to put the holder upon inquiry. An honest intention to abstain from taking any unconscientious advantage of another, even though technicalities of law, together with absence of all information, notice, or benefit or relief of facts which render transaction unconscientious. In common usage this term is ordinarily used to describe that state of mind denoting honesty of purpose, freedom from intention to defraud, and, generally speaking, means being faithful to one's duty or obligation. [Citations omitted]



International Plant Protection Center
Oregon State University
Gilmore Annex 100
Corvallis, OR 97331-3904 / USA

Memorandum

to: Thurston Doler
from: Stanley F. Miller 
date: December 16, 1988
subject: Unclassified staff without rank

Concern has been expressed over status of unclassified academic staff in the Faculty Senate. As a result, the Bylaws Committee was requested "to address the matter and see if (it) can't write something which is more equitable and clearly interpreted." The Committee is prepared to do so once the Faculty Senate has clearly stated its wishes.

The first issue is definitional. According to the Bylaws: "The Faculty is defined as member of the Unclassified Academic Staff who hold one of these academic ranks..., or such other unclassified staff without rank as are approved by the Executive Committee, whether engaged in research, teaching, extension or counseling." To clarify the Faculty definition, the Bylaws could be changed to more clearly define the basis upon which the Executive Committee makes its decision, or the Bylaws could be rewritten to specifically identify acceptable staff. Either approach requires clarification of the Senate. Specific questions are:

- 1.) When is an unclassified staff position without rank academic?
- 2.) Should only interested Unassociated Staff be included in the Senate?

The second issue, assuming that the first has been resolved, is apportionment of the unclassified staff. The Bylaws allow an Unassociated Faculty apportionment unit. The Bylaws also allow the creation of separate apportionment groups, if requested and approved by the Faculty Senate. Additionally, Unassociated Faculty each year may declare an affiliation with an established apportionment group other than the Unassociated Faculty unit. The question is whether all these options should be maintained. Again, Senate clarification is required.

c: Bylaws Committee Members

OREGON STATE UNIVERSITY
Faculty Senate Office

(754-4344)

Corvallis, Oregon 97331
Social Science 1

December 13, 1988

MEMORANDUM

TO: Bruce Shepard, Chair, Curriculum Council
Jean Peters, Chair, Baccalaureate Core Council

FROM: Executive Committee, Faculty Senate
Thurston Doler, President

RE: Translation of Semester Curricula to the Quarter System

Thank you for your prompt response to meet with the Executive Committee. According to the agreement reached in our meeting, you are directed to prepare for Senate consideration a conversion of the Baccalaureate Core and the Semester Curriculum to the quarter system. These translations of these programs are to be, in so far as possible, a "mechanical" one in which the provisions of the semester system proposals are preserved in the quarter system.

We trust that this can be done with dispatch for early submission to the Senate.

vlk

Academic Affairs—
Curriculum



Corvallis, Oregon 97331

(503) 754-2111

December 16, 1988

TO: Thurston Doler, President
Oregon State University Faculty Senate

FROM: Bruce Shepard, Chair 
Curriculum Council

SUBJECT: Term Equivalent of the Baccalaureate Core

The Curriculum Council has, with the advice of the Baccalaureate Core Committee, prepared the quarter-system equivalent of the Baccalaureate Core. You charged us with proposing a Baccalaureate Core that was as close as possible to the general education requirements adopted by the Faculty Senate. That is what we have done. Given your charge to us, and after exploring the limited possibilities with a number of faculty groups, we found that preparation of the quarter equivalent was a routine and uncomplicated assignment.

The Curriculum Council unanimously recommends that the attached Baccalaureate Core be adopted by the Faculty Senate as the quarter-system equivalent of the core adopted on January 28, 1988. A copy of the semester version of the Core is also attached and we recommend that it be included in the agenda mailed to Senators.

On January 28, 1988, the Faculty Senate approved a new general education program consisting of three parts: "the core," "the criteria," and "the process." Only the core has to be converted: the criteria and the process can stand as previously approved by the Senate.

We urge the Faculty Senate to act on this proposal at the January meeting. In order to incorporate semester-system changes into quarter-system curricula, faculty need to work from a Senate-approved quarter-system equivalent of the Baccalaureate Core. We are furnishing this proposal to you at an early date so that it may be distributed to Senators well before the January meeting. We will also be continuing a process of sharing the proposal with faculty in each of the schools and colleges.

In the course of discussing the quarter-equivalent of the Baccalaureate Core with our colleagues, we heard a number of suggestions for changing the Baccalaureate Core. None of these proposals fell within our charge to prepare an equivalent that was as close as possible to that adopted by the Senate. However, the Curriculum Council recommends that the Faculty Senate Executive Committee assign the Curriculum Council, in cooperation with the Baccalaureate

Core Committee, the task of providing the Senate with a report on the Baccalaureate Core containing an evaluation and recommended changes, that this be done on a biennial basis, and that the first report be made after one year of experience with the Core. While we heard many changes suggested, all were considered by the original Curriculum Review Commission and we believe further modifications should await some experience with the Core. We recommend a biennial schedule of analysis and modification so that we never again let two decades pass without reconsidering general education and so that major upheavals may be avoided by relying upon periodic adjustments.

c: Curriculum Council
Fullerton

BACCALAUREATE CORE
The OSU General Education Model
Quarter System Equivalent

SKILLS

Writing I	3 credits
Writing II *	3 credits
Writing III/Speech *	3 credits
Mathematics	3 credits
Fitness	3 credits
WIC **	

PERSPECTIVES

Physical Science (Lab)	4 credits
Biological Science (Lab)	4 credits
+ Choice of Either (Lab)	4 credits
Western Culture	3 credits
Non-Western Culture	3 credits
Literature and the Arts	3 credits
Social Processes and Institutions	3 credits
+ Two Additional Courses in Two of the Four Preceding Areas	6 credits

SYNTHESIS ***

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

TOTAL 51 credits

Notes:

- * In this quarter-system equivalent, previously adopted criteria for Writing I will apply to Writing I and II and previously adopted criteria for Writing II/Speech will apply to Writing III/Speech.
- ** WIC (Writing Intensive Course) courses are at the upper division level. Credit for the course counts as part of the major requirement.
- *** Synthesis courses are at the upper division level.

BACCALAUREATE CORE
The OSU General Education Model
(in semester credits)

SKILLS

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

PERSPECTIVES

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

SYNTHESIS

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

TOTAL 37 credits

Notes:

WIC (Writing Intensive Course) courses are at the upper division level. Credit for the course counts as part of the major requirement.

Synthesis courses are at the upper division level.

MESSAGE FROM IMMEDIATE PAST PRESIDENT, THURSTON DOLER

My sincere and heart-felt thanks to you, colleagues, for your many courtesies and acts of support during my year as President of the Senate. Frankly, I will miss being involved in this work.

I'm sure that every departing president leaves unfinished business, and I am no exception. This is a legislative year and, as occurs each biennium, what the legislature does between January and July will affect all of us, even retirees, for the next couple of years. The budget that Governor Goldschmidt will submit to the legislature in January contains, as we are accustomed to saying, some good news and some bad news. The good news is the general level of support for higher education. The bad news is that part of the salary package mandates a 2% + 2% across the board salary increase for each year of the next biennium and proposes to finance that increase by a reduction in the base budget. This program reduction would raise \$4,500,000.00 to be used to finance the increases. We have dubbed this proposal the "cannibalizing of our colleagues." This not very elegant phrase describes a compulsory process in which these mandated raises would be financed by some combination of program reduction, elimination or restructuring.

I have recently taken the initiative to meet with the representatives of AOF, Bob Becker, AAUP, Bill Brandt and IFS, Arnold Appleby (IFS senators Pat Wells and John Dunn were unavailable at the time of that meeting but have since been briefed on what we discussed). We seek a broad spectrum analysis of the total budget and its implications and expect to be actively involved in supporting certain provisions and opposing others. At this juncture, there appears to be the firm intent to oppose the above mentioned 2 + 2 program. May I also remind you that these are your organizations to deal with as you see fit?

The recent inclusion of the Extension faculty brings the Senate to a membership of 121. This is the largest ever. I trust that it means that we are both bigger and better. One opportunity to demonstrate that "better" dimension is in playing a significant role in the budget drama in the next six months. I have full confidence in President Tiedeman's leadership in this regard, and in all others, and I pledge my support to assist him and you in making it happen.

I wish you a happy and prosperous new year in 1989! Let's make it happen!

Department of
Economics



Corvallis, Oregon 97331-2602

MEMORANDUM

TO: Thurston Doler, President
Executive Committee Faculty Senate

FROM: Ze'ev B. Orzech, Interim Chair ZBO
Faculty Economic Welfare Committee

RE: Response to Fullerton Letter
"Recommendation on Proposed Salary Adjustments for 1989-91"

DATE: January 5, 1989

On January 4, 1989 the Faculty Economic Welfare Committee met with Vice President Spanier, Vice President Coate, and Associate Vice President Fullerton to obtain additional background information concerning this issue. After considerable discussion by members, the committee recommends that the following response be forwarded to the appropriate university officers.

1. Faculty benefits should be the first priority for use of salary-adjustment funds provided employees have the option of drawing part of their benefits in the form of a 'cash-back, i.e., as additional salary.
2. The amount allocated for an individual's 'faculty benefits' should be equal to the average amount provided for classified management employees.
3. Salary-adjustment funds remaining after the provision for increased 'faculty benefits' should be allocated as follows: One half of the remaining amount should be allocated across-the-board to all faculty performing fully satisfactory service and one half should be used for merit and equity increases. The criteria for merit should be spelled out in writing by each academic unit. If the faculty and administration of a unit cannot agree on what is required for merit then ALL of that unit's adjustment would be allocated across-the-board. No limit as to number or percentage of faculty who could receive merit would be placed upon any unit.
4. "Leveraging" of adjustments through postponement of the implementation date is supported only if this concept receives prior approval by the legislature and only if provision is made to allow faculty in their last calendar year prior to retirement to receive the adjustment beginning at the original date of the adjustment.

cc Spanier
Coate
Fullerton

Vice President
Academic Affairs
and Provost



Administrative Services A624
Corvallis, OR 97331-2128

(503) 754-2111

December 28, 1988

To: Thurston Doler, President
Faculty Senate

From: D. S. Fullerton *D. S. Fullerton*
Associate Vice President for Academic Affairs

Subject: Recommendation on Proposed Salary Adjustments for 1989-91

Chancellor Lemman has asked that each State System institution provide information on how the proposed 1989-91 academic salary increase funds might be distributed. Vice President Spanier, Vice President Coate, and I would like to meet with the Faculty Economic Welfare Committee as soon as possible so that the OSU institutional response can be sent by the end of next week.

The Chancellor has specified that a minimum of 2% + 2% be designated as across-the-board. As you know, a 4% + 4% increase has been recommended in the Governor's proposed budget, plus additional funds that could increase the total to as much as 5 + 5% (refer to President Byrne's special report, December 8 issue of OSU This Week).

The questions that we need FEWC advise on are these:

- 1) Should some of the funds (about 0.5% + 0.5% might be needed) be used for improving faculty benefits? As we have seen in recent years, faculty benefits have been eroding compared to classified employees. There may also be a state mandate (based on federal law) to raise faculty benefits to the level now received by management service and classified employees.
- 2) Should some of the salary adjustment funds be used for merit increases? (The last merit raises given to State System faculty generally was 0.32% on July 1/September 16, 1987, and 1.25% on May 1, 1987.) If so, what proportion of the funds would be made available?
- 3) Should some of the salary adjustment funds be used for equity salary adjustments? (The last funds specifically given for such adjustments was the 0.25% adjustment during 1985-86). If so, what proportion of the funds would be available?

December 28, 1988

Page -2-

- 4) Should some or all of the adjustments be made mid-year to permit "leverage" of a higher carry-over raise into the following year?

We look forward to meeting with you.

DSF/daj

History of Average OSU Faculty Salary Adjustments

YEAR	STANDARD ADJUSTMENT	DISCRETIONARY ADJUSTMENT (\$)	AVERAGE TOTAL
1969-70	2.50	3.50	6.00
1970-71	4.00	1.50	5.50
1971-72	4.00 (\$400 max)	1.00	5.00
1972-73	0.00	3.00	3.00
1973-74	\$400/9mo	2.00	5.00
	\$488/12mo	2.00	5.00
1974-75	\$500/9mo	1.50	5.00
	\$610/12mo	1.50	5.00
	0.76 (sup'mtl)	0.00	0.76
1975-76	8.00	5.25	13.25
1976-77	6.00	3.75	9.75
1977-78 7/1/77	3.00 (Profs)	2.40	5.40
	2.70 (Others)	1.80	4.50
4/1/78	4.00	0.00	4.00
1978-79 12/1/78	2.00	3.30	5.30
1979-80	6% PERS pick-up in lieu of salary adjustment (Except 7% to 7.5% was paid to non-PERS members)		
1980-81 7/1/80	4.50	3.00	7.50
5/1/81	3.00	0.00	3.00
1981-82	4.00	2.00	6.00
1982-83 7/1/82	2.00	2.00	4.00
6/30/83*	2.50	4.70	7.20
	*(Deferred from 5/1/83)		
1983-84	0.00	0.00	0.00
1984-85	0.00	0.00	0.00
1985-86	5.00	7.50 Business, Engineering, Computer Sci	12.50
	5.00	4.00 Others	9.00
	0.00	0.25 Anomalies	0.25
1986-87 7/1/86	3.00	4.75	7.75
5/1/87	2.00	1.25	3.25
1987-88	2.00	0.32	2.32
	Prof \$840/12mo & 684/9mo		1.23
	Assoc \$600/12mo & 495/9mo		1.44
	Asst \$516/12mo & 423/9mo		1.48
	Instr \$360/12mo & 297/9mo		1.45
1988-89 7/1/88	Prof \$840/12mo & 684/9mo		1.21
	Assoc \$600/12mo & 495/9mo		1.42
	Asst \$516/12mo & 423/9mo		1.46
	Instr \$360/12mo & 297/9mo		1.43
1/1/89	4.00/12mo (Applied to 6/30/88 rate		4.00
2/1/89	4.00/ 9mo (Applied to 6/30/88 rate		4.00

In addition, from 1974-75 through 1986-87, 2.5% was given for promotion in rank.

Source: Office of Budgets and Planning
Allan R Mathany

History of Average OSU Faculty Salary Adjustments

YEAR	-----SALARY ADJUSTMENT-----				--PAY ADJUSTMENT--	
	ACROSS BOARD	DISCR ADJ	AVERAGE TOTAL	FACULTY SALARY INDEX	AVERAGE TOTAL**	FACULTY PAY INDEX
				100.0		100.00
1969-70	2.50	3.50	6.00	106.0	6.00	106.0
1970-71	4.00	1.50	5.50	111.8	5.50	111.8
1971-72	4.00	1.00	5.00	117.4	5.00	117.4
1972-73	0.00	3.00	3.00	120.9	3.00	120.9
1973-74	3.00	2.00	5.00	127.0	5.00	127.0
1974-75	4.26	1.50	5.76	134.3	5.76	134.3
1975-76	8.00	5.50	13.25	152.1	13.25	152.1
1976-77	6.00	4.00	9.75	166.9	9.75	166.9
1977-78 7/1/77	2.80	2.20	5.00	175.3	6.05	177.0
4/1/78	4.00	0.00	4.00	182.3		
1978-79 12/1/78	2.00	3.30	5.30	192.0	6.15	187.9
1979-80*	6.00	0.00	6.00	203.5	8.27	203.5
1980-81 7/1/80	4.50	3.00	7.50	218.7	8.04	219.8
5/1/81	3.00	0.00	3.00	225.3		
1981-82	4.00	2.00	6.00	238.8	8.64	238.8
1982-83 7/1/82	2.00	2.00	4.00	248.4	4.00	248.4
6/30/83	2.50	4.70	7.20	266.2		
1983-84	0.00	0.00	0.00	266.2	7.20	266.2
1984-85	0.00	0.00	0.00	266.2	0.00	266.2
1985-86	5.00	5.00	10.00	292.9	10.00	292.9
1986-87 7/1/86	3.00	4.75	7.75	315.6	8.33	317.3
5/1/87	2.00	1.25	3.25	325.8		
1987-88	3.36	0.32	3.68	337.8	6.47	337.8
38-89 7/1/88	1.33	0.00	1.33	342.3	3.33	349.1
1/1/89	3.95	0.00	3.95	355.8		
1989-90				355.8	1.94	355.8

* 6% PERS pick-up in lieu of salary adjustment.

** Indicates the increase in pay received for the year when compared to the preceding year. For example, the 1982-83 salary adjustment on 6/30/83 of 7.20% resulted in no additional pay for 1982-83, but 1983-84 pay received increased by 7.20%.

Source: Office of Budgets and Planning
Allan R Mathany

REPORTS TO THE FACULTY SENATE

Thursday, February 2, 1989; 3:00 p.m. - 5:00 p.m.
LaSells Stewart Center

AGENDA

The agenda for the February Senate meeting will include the reports and other items of business listed below. To be approved are the minutes of the January Senate meeting, as published and distributed to the faculty.

A. ACTION ITEMS

1. Adjustment to Administrative Rules concerning grievance procedures. See attached Memo from Caroline Kerl (p. 3) and attached Faculty Grievance Procedure document noting suggested changes. (pp. 4 - 7)
2. Executive Committee memorandum of concern regarding Governor Goldschmidt's Higher Education budget proposal. The Executive Committee recommends the full Senate's approval of this document, for immediate transmittal to the named addressees. (pp. 8 - 9)

B. SPECIAL REPORTS

1. Preliminary report by Committee on Committees concerning reorganization of Senate committee structure, presented by Mariol Peck Wogaman, Chair. See attached Executive Committee charge to Committee. (p. 10)
2. Report by Vice President for Finance and Administration, Ed Coate.

C. INFORMATION

1. Corrected Graduation Requirements and "Credit Hour" definition for new quarter system curriculum. (pp. 11 - 13)
2. Letter addressing early commencement decision, in response to statement of concern from Blue Key National Honor Fraternity. (p. 14 - 16)
3. OSU Management Association (OSUMA) Faculty/Staff Interaction, February 15 from 11:30 - 1:00 in MU 211. All faculty are encouraged to attend.

AGENDA (Cont'd.)

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

Office of the President



Corvallis, Oregon 97331-2128

(503) 754-4133

January 17, 1989

TO: Gary Tiedeman, President, Faculty Senate

FROM: Caroline Kerl, Legal Advisor *CK*

SUBJECT: Faculty Grievance Procedures

As we discussed, President John Byrne has asked me to share with you and the Executive Committee a proposal to amend the current Faculty Grievance Procedures to provide that a copy of the President's decision will be sent not only to the grievant but also will be shared with the Faculty Grievance Committee and the dean, director or vice-president in charge of the administrative unit from which the grievance arose. He would support such a change if the Faculty Senate Executive Committee concurs.

In addition, it would be appropriate to amend the grievance procedures to provide that the Grievance Committee send a copy of its recommendation not only to the President and the grievant, but also to the head of the administrative unit from which the grievance arose.

This would also be an appropriate time to change the reference in the procedures to the "Hearing Committee" to the "Grievance Committee," which I understand the Senate has already done in its standing rules. This is to preclude confusion with the faculty hearing panels used to review cases involving termination for cause.

I have attached a copy of the Faculty Grievance Procedures with the proposed changes noted. The new language is underlined; deletions are in brackets.

If the Executive Committee concurs in the changes, President Byrne would adopt them as a temporary administrative rule change effective immediately (and valid for 180 days) to be followed by formal administrative rule adoption. I understand that you may place this issue before the Senate February 2, 1989 as well.

Thank you for your assistance. Please let me know if you have any questions.

CK:bd
Enc.

Oregon State University
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
576-50-015

(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 576-50-025.

(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] Grievance 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 576-50-020

(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 576-50-025

(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 shall extend 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. Extension 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] Grievance Committee **576-50-030**

(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] Grievance 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] Grievance Committee shall not be open to the public or the parties.

Decision by the Committee and Appeal to the President **576-50-035**

(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 and to the Dean, Director or Vice-President in charge of the unit out of which the grievance arose 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, to the Grievance Committee and to the Dean, Director or Vice-President in charge of the unit out of which the grievance arose 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. The grievant shall be informed of any additional information obtained by the President and given seven (7) days to respond. 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 576-50-035 (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 576-50-040

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 576-50-045

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 576-50-050

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 576-50-055

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.

Effective June 1, 1988

Office of the
Faculty Senate



Corvallis, Oregon 97331

(503) 754-4344

January 23, 1989

MEMORANDUM

TO: Governor Goldschmidt, Senate President Kitzhaber, Speaker of the House Katz and Senator Roberts, Chair, Ways and Means Sub-Committee on Education

FROM: Oregon State University Faculty Senate
Gary Tiedeman, President

RE: 2% + 2% Base Salary Reduction Proposed for 1989-90

We understand that the salary adjustment package submitted by the Governor for the OSSHE contains the provision of a 2% + 2% across-the-board salary increase for each year of the 1989-90 biennium. This projected salary increment is to be financed by program reduction, consolidation, and/or elimination sufficient to produce the needed funds. This memorandum does not address the propriety of the size of the total salary package but, rather, takes issue with the means by which these across-the-board funds are to be achieved and the apparent assumptions underlying the provision.

The basic assumption appears to be that every state agency has "excess fat" which can be handily cut. Hence, every Oregon college and university is presumed to have outmoded and/or overgrown units within it which can be shed without damage to the whole. Further, the assumption seems to be that this process of "cannibalizing" some existing programs to increase funding to the whole system will occur with accrued benefits to the whole. We maintain that the basic assumption of institutional "fat" is in error, that the financial austerity of the 1980's has resulted in management practices which have produced institutions which are essentially "lean," and that the 2% + 2% proposal, if implemented, will have disastrous effects.

The reductions of programs at Oregon State University by 2% + 2% for 1989-90 would produce approximately \$4,500,000.00 if applied to on-campus programs, and if it is projected to include off-campus programs such as extension, the amount would be in excess of \$6,000,000.00. Some projection of the magnitude of the reduction in faculty can be obtained simply by taking the average nine-month salary at OSU of \$36,200, plus 30.3% OPE, (OSU Faculty Welfare Report, 8/2/88) which totals \$47,169 per FTE, and

2% + 2% Base Salary Reduction Proposed for 1989-90
Page 2

dividing it into \$6,000,000.00. This produces a faculty reduction of 129 FTE. This calculation is, admittedly, an estimation since it is made without considering administrative constraints such as the policy of giving one year "timely notice" to terminated faculty or the declaring of financial exigency which obviates the timely notice policy.

If the above process of estimating faculty reductions is applied to the entire OSSHE, the result would be the elimination of hundreds of positions. Whether considering the calculated reductions at OSU alone, or the entire system of Higher Education, and whether the total number varies up or down by a few FTE, we believe that reductions of that magnitude, made in the time and manner described, would have immediate, deleterious effects on the System. The following would be among those effects:

1. Oregon will incur a national reputation as a system in financial crisis. This will occur whether or not financial exigency is declared. The financial plight will further erode confidence in Oregon's colleges and universities.
2. Recruiting of faculty, which is an ongoing process of employing the best people possible, will become virtually impossible.
3. Apprehension among existing faculty will result in the flight of many, especially those who are, themselves, being recruited by other institutions and who number among the university's most prominent faculty.
4. The prospect of other salary increases, regardless of how they are distributed to reward and promote excellence, will not ameliorate the noted deleterious effects of the proposed base budget reductions and the dismissal of scores of faculty.

In view of these likely consequences, we implore you to consider the possibility that most of what we do here is worthwhile and the companion possibility that the most fitting educational remodeling and innovation grows from a foundation of well-nurtured programs and personnel already in existence and not from an effort to graft additional enterprises onto a body ravaged and weakened by mandated self-surgery. We strongly encourage, in other words, a melding of segments of the overall pay proposal such that we may be supported in continuing to improve upon the effective execution of our charge in a rational manner, one befitting the educational challenges which we have faced for decades and which are still before us.

vln

c: Senator Hannon
Senator Trow
Representative Burton
Representative Peterson
Representative Van Vliet

FILE COPY

OREGON STATE UNIVERSITY
Faculty Senate Office

(754-4344)

Corvallis, Oregon 97331
Social Science 1

December 19, 1988

MEMORANDUM

TO: Mariol Peck Wogaman, Chair
Committee on Committees

FROM: Executive Committee, Faculty Senate
Thurston Doler, President

RE: Conceptual Review of Senate Committees/Councils

The Executive Committee recently met with Vice President & Provost Graham Spanier and discussed the Senate's Committee system. We talked about the number of Committees we have, their functions, possible overlap, and the tasks of keeping their membership current.

We raised, but did not answer the following questions:

1. Should certain Committees be combined?
2. Should some Committees be eliminated?
3. Should some Committees be reduced/increased in size?
4. Are there functions that should be transferred to the administration?

We do not expect instant responses to these, and perhaps other relevant questions, but we invite you to a dialogue with us on these matters.

We do know that we are having increasing difficulty in staffing committees and we are seeking solutions to this problem.

Kindly respond to us on this matter in whatever way you consider appropriate.

vlk
Attachment

Vice President
Academic Affairs
and Provost



Administrative Services A624
Corvallis, OR 97331-2128

(503) 754-2111

January 19, 1989

To: Gary Tiedeman, President
Faculty Senate

From: D. S. Fullerton *DS Fullerton*
Associate Vice President for Academic Affairs

Subject: Graduation Guidelines Under New Quarter Curricula

Last year, the Senate approved a series of guidelines for determining which graduation requirements would need to be met by our students--either new semester requirements (including the baccalaureate core), or current graduation requirements.

I have now revised the applicable guidelines for new quarter system requirements, and would welcome any comments from Senate members. A copy is attached.

DSF/daj

Attachment

1. Guidelines for one semester quarter credit hour are:

- a. one 50-minute classroom/lecture per week
- b. one 50-minute recitation per week
- c. one 2 to 3-hour laboratory session per week, or the equivalent of ~~30-to-45~~ 20 to 30 laboratory hours per semester quarter

For internships, the Faculty Senate adopted a guideline of one credit for each three hours per week experience per semester quarter. Usually no more than 12 credits per semester quarter can be earned; internships involving more than 12 credits per semester quarter require special approval.

2. The "degree requirements" so-designated shall include as one package all institutional requirements; baccalaureate core (general education) requirements; college or school requirements; and departmental, major, or option requirements.

Students who were enrolled at any OSSHE institution or an Oregon Community College, prior to the end of spring quarter 1990 shall designate either the old quarter system degree requirements or the new semester quarter system degree requirements for the completion of their baccalaureate degree programs, no later than the end of the first semester quarter of attendance. All other students must meet the new semester quarter degree requirements.

If a student declares a major or changes majors after the end of spring quarter 1990, that student must meet the new semester quarter requirements for that major. Similarly, a student who changes colleges after the end of spring quarter 1990 must meet the new semester quarter degree requirements for that college. In some instances it would then be possible that a student would have major and/or college requirements based on the semester new quarter system and other degree requirements such as the baccalaureate core (general education) and college or school requirements based upon old quarter system requirements.

~~The-above~~ These options (of designating degree requirements) ~~is~~ are available only to those students who matriculated between fall 1983 and the end of spring quarter 1990, and who complete their baccalaureate degrees prior to the end of spring semester quarter, 1996. All other students must complete all ~~institutional; -college-and-school; -baccalaureate-core; departmental-and-major~~ degree requirements using new semester quarter degree requirements.

After the end of spring quarter 1990, if a student leaves the University for two or more consecutive semesters quarters, exclusive of summer session, then upon return to the University the ~~student~~ he or she must complete all degree requirements using new semester quarter degree requirements. In special cases, a student may petition the Dean of the College or School for permission to use old quarter system requirements to fulfill their degree programs.

3. Each college or school shall decide the applicability for all students of either new or old quarter or-semester courses and their equivalents for meeting college or school requirements, baccalaureate core (or general education) requirements, and major requirements for all-students. It is understood that in all cases, credits and courses earned in the old quarter system will be evaluated and will receive appropriate credit toward the new quarter system degree requirements.

Office of the
Faculty Senate



Corvallis, Oregon 97331

(503) 754-4344

January 11, 1989

Ms. Brenda L. Yeats
Blue Key President
Blue Key national Honor Fraternity
Administration Building
Oregon State University
Corvallis OR 97331

Dear Ms. Yeats:

Thank you for your letter of November 8, on behalf of Blue Key, regarding the issue of commencement scheduling. I apologize for the delay in my response. Although the letter was addressed to me, it only recently came to my attention.

First, I would like to assure you that most faculty are in sympathy with several of the concerns you cite. Furthermore, it is important to note that the Faculty Senate never sought or recommended a change of commencement scheduling; its action was solely to hold graduating seniors responsible for the same final exams expected of all other students. Change of schedule was an administrative decision prompted, as I understand it, by student insistence that personalized diplomas be awarded (rather than the blank diplomas which would be necessitated by required final exams). Hence, items 1, 4, and 5 in your listing of concerns involve no faculty responsibility whatsoever.

Perhaps the most critical area of difference in student-faculty interpretation involves freedom from the final week of Spring Term courses. You state that seniors "are entitled to a week free from the pressures of school" and that missing that final week "will not make a significant difference in the lives of students, professors, or faculty." Few would question the latter claim, but it is not really the point. That one week, to the responsible instructor of almost any given course, constitutes at least a full ten percent of the total and a ten percent far more significant than any prior tenth of the course in that summarization, culmination, and integration of material must await (rather obviously) the end of the course; in other words, it is the single most critical week of the entire term. The "entitlements" of greater concern to the faculty member are the student's entitlement to experience the full content and value of the subject matter and the instructor's entitlement to expect and receive continuing attentiveness and involvement in due respect to his or her efforts.

I would like to add, parenthetically, that a mistaken premise runs throughout most statements of student opposition to early commencement. Never in any form, to my knowledge, have students been authorized or invited to disappear from the classroom once their Spring Term grades are submitted. It is my personal opinion that the Senate would not have taken the action it did had graduating seniors routinely demonstrated the conscientious responsibility of continuing their involvement in

the course until its completion. The matter of having to prepare two separate final examinations is, I think, a less significant consideration, although that issue, too, has been oversimplified in typical expressions of student protest. That is, it is not simply a matter of having to do a little more work, as often implied. Rather, it is extremely difficult to construct two exams which are non-duplicative in content but simultaneously equivalent and comparable in coverage and difficulty. And the simplification of identical exams has proven unworkable for many faculty because of a proclivity on the part of some graduating seniors to "leak" the exam to non-senior friends or acquaintances in the class.

All in all, I agree with you that Oregon State University exists for the fundamental purpose of the betterment of students, and I certainly agree that educators and students should work as a team to accomplish the mutual goal of a quality education. That goal, indeed, is most central to the Senate's decision! On behalf of the Faculty Senate, I pledge our willingness to work with you toward reestablishing an early commencement format consistent with the Senate's repeated and overwhelming determination that seniors be held responsible for regular final exams, e.g., the distribution of blank diplomas at commencement. Should students be unwilling to affect this degree of negotiated compromise, we are also prepared to render assistance in finding ways to relieve some of the shared concerns which would remain, e.g., the establishment of a new occasion for the specific purpose of allowing seniors a final interaction and farewell with student friends to be left behind.

Sincerely,

Gary H. Tiedeman
President, Faculty Senate

vln

RECEIVED NOV 15 1988

Blue Key National Honor Fraternity
Administration Building
Oregon State University
Corvallis, Oregon 97331

November 8, 1988

Mr. Gary Tiedeman
Faculty Senate President
Social Science 109
Oregon State University
Corvallis, OR 97330

Dear Mr. Tiedeman and members of Faculty Senate:

As an organization of concerned students, Blue Key Senior Honorary would like to express its support for holding commencement prior to finals week.

Admittedly, early commencement is inconvenient for professors, however Oregon State University exists for students. Educators and students should work as a team to accomplish the mutual goals of a quality education and graduation from the university. We believe the advantages of early commencement outweigh the disadvantages for the following reasons:

1. Graduation from college is a huge accomplishment, a special moment in all seniors' lives. It should be shared with the entire campus, including undergraduate friends. If commencement is held after finals week, most students will have left for home, and seniors are cheated out of sharing a big day with many friends they may not see again.
2. Seniors are entitled to a week free from the pressures of school to say good-bye to faculty and friends and to tie up loose ends.
3. Missing one week of college will not make a significant difference in the lives of students, professors, or faculty.
4. There are extra costs involved if you require the band to stay an extra weekend for commencement.
5. Commencement requires the help of a significant number of undergraduates that would no longer be available for late commencement.

Again, Blue Key Senior Honorary would like to recommend that the tradition of early commencement continue. Seniors have given four years of their lives to Oregon State University; one week is very little to ask in return.

Sincerely,

Brenda L. Yeats

Brenda L. Yeats
Blue Key President

For Faculty Senate meeting of February 2, 1989

Proposed substitute for third paragraph of memorandum of concern, pages 8 and 9:

Reductions of approximately \$4.5 million would be required if the 2% + 2% effects were limited to the Corvallis campus, and more than \$6 million if the state-wide services, including Extension, Experiment Station, and Forestry are included. Because personnel and payroll costs require the largest portion of the university budget (approximately 70%), and cuts have already been made in other areas, we can conservatively estimate that more than 120 positions (faculty) will go. Administrative constraints, such as the policy of giving one year "timely notice" to terminated faculty, or the declaring of financial exigency, make more precise estimates difficult.

Proposed new point 5 for first beginning paragraph, page 9:

5. Elimination of large numbers of faculty positions will impact the number of students who can be taught, resulting in either reduced access to Oregon public higher education or reduced quality.

REPORTS TO THE FACULTY SENATE

Thursday, March 2, 1989; 3:00 p.m. - 5:00 p.m.
LaSells Stewart Center

AGENDA

The agenda for the March Senate meeting will include the reports and other items of business listed below. To be approved are the minutes of the January and February Senate meetings, as published and distributed to the faculty.

A. SPECIAL REPORTS

1. Interinstitutional Faculty Senate
John Dunn, IFS Senator, will report on the recent IFS meeting held at Portland State University.
2. George Keller, Vice President for Research, Graduate Studies and International Programs, will present a report from his office and will entertain questions from the floor.
3. Associate Vice President for Academic Affairs, Pete Fullerton, will present a summary of recent developments concerning a proposal for a new retirement option.

B. INFORMATION

1. Attached is VP Spanier's response to January and February Senate actions. (p. 2)
2. Attached are recent Curriculum Council actions: Pass/No Pass Courses and Temporary Course Requests. (pp. 3 - 5)
3. Attached are requested changes to 1990 Admissions Requirements. (p. 6)
4. Attached is Senate Bill 465 and VP Spanier's response to the Chancellor's Office. (pp. 7 - 8)

C. REPORTS FROM THE EXECUTIVE OFFICE

Graham Spanier, Vice President of Academic Affairs and Provost

D. REPORTS FROM THE FACULTY SENATE PRESIDENT

Included will be a summary of the proceedings of the February 24-26 meeting of the Faculty Leadership Conference of the Western States Association of Senates, held at the University of Southern California.

E. NEW BUSINESS

RECEIVED FEB 14 1989

Vice President
Academic Affairs
and Provost

Oregon
State
University

Administrative Services A624
Corvallis, OR 97331-2128

(503) 754-2111

February 10, 1989

MEMORANDUM

TO: Gary Tiedeman, President, Faculty Senate

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

RE: Senate Actions: January and February 1989

Thank you for your February 7, 1989 memo forwarding the actions of the Faculty Senate for January and February.

1. The Senate recommendation to add the sentence below to the Institutional Procedures Providing for Faculty Input During Program or Departmental Reduction or Elimination and/or Financial Exigency is approved and will be added to the policy:

"The University administration will act in good faith and diligently seek out and attempt to place the affected faculty member in an alternate position in the University."

2. The quarter-equivalent of the Baccalaureate Core is approved as recommended by the Curriculum Council and approved by the Faculty Senate.

3. The wording additions and substitutions to the Administrative Rules concerning grievance procedures, as suggested in the January 17, 1989 document from Caroline Kerl, are approved and will be adopted by the University.

I appreciate the Senate's actions in these matters.

GBS/nrh

c: John Byrne
Caroline Kerl
Bruce Shepard
D.S. Fullerton

RECEIVED 3-4-89

Academic Affairs—
Curriculum

Corvallis, Oregon 97331

(503) 754-2111

January 31, 1989

MEMORANDUM

TO: Executive Committee,
Oregon State University Faculty Senate

FROM: Bruce Shepard, Chair *WBS*
Curriculum Council

SUBJECT: Recent Curriculum Council Actions

Recently, the Curriculum Council adopted revisions to policies on pass/no pass courses and on temporary ("X") courses. Our actions on these two matters are described in two enclosures.

We request that the Executive Committee consider placing both the actions on the agenda of the March meeting of the Faculty Senate as informational items. The Curriculum Council needs to know if senators have concerns about either matter and we also would appreciate assistance in getting the word out on these changes.

c: Curriculum Council
D.S. Fullerton
T. Maresh

PASS/NO PASS COURSES

Beginning with academic year 1990-91, any course to be graded on a pass/no pass basis must contain, in the catalog course description, the statement "Graded P/N." Courses that do not contain such a statement in their description will be letter-graded.

There is considerable confusion about pass/no pass grading and this confusion has created problems for students and faculty. Some confuse P/N and S/U grading: students may elect to take letter-graded courses on an S/U basis; departments decide whether a course should be letter-graded or P/N graded.

There is also confusion about how P/N grading is established. Some faculty have assumed that P/N grading can be used or not used, as desired, term-by-term for any course. The grading system for a course (letter-graded or P/N graded) is established when a course is proposed by a department and approved by the Graduate Council and Curriculum Council. In discussions about course approval, the grading system may be as fundamental an element of the proposed course as are, say the credits proposed for the course.

These confusions create problems. The Registrar reports that faculty regularly report P/N grades for courses requiring letter grades and letter grades for courses graded P/N. Real problems arise when, during finals week, both faculty and students learn that assumptions they have made about how a course is graded are incorrect.

Development of "reconverted" catalog copy for the 1990-91 academic year provides an opportunity to reduce the confusion. Designation of P/N grading in course descriptions should reduce mistaken assumptions about how a course is to be graded. And, by establishing the catalog as the record on grading practices, we also reduce confusions resulting from informal arrangements, incomplete paperwork, and errors in less visible records.

Temporary ("X") Course Requests

During semester conversion, the Curriculum Council suspended limitations on the use of temporary ("X") course requests and routinely approved those requests that had been approved at the departmental and college level.

This suspension is being continued through academic year 1989-90 to serve two purposes:

- 1 Some departments converted "X" courses into approved permanent semester courses. Many of those semester courses will become part of the approved 1990-91 quarter curriculum. Suspension of limitations on the use of "X" courses will permit departments to bridge the 1989-90 gap between what they are doing now and what they are intending to do in their reconverted quarter curriculum.
- 2 By April 3 of this year, departments will have designed their curricula for the 1990-91 academic year. Some departments have expressed an interest in getting an "early start" on their reconverted curricula and the Curriculum Council encourages all departments to consider trying out innovations in their curriculum during 1989-90. Undoubtedly, there are bugs to be found and suspension of limits on the use of "X" course requests will make it easy to try out elements of reconverted curricula a year early.

Do keep in mind the following procedures for temporary course requests:

- ♦ **Use the usual temporary ("X") course request forms.**
These simple, single-page forms are available from the Office of Academic Affairs.
- ♦ **"X" course requests do require approval at the departmental and college level.**
Your college may decide not to routinely approve all "X" course requests.
- ♦ **Submit temporary course requests to the Office of Academic Affairs.**
In the past, forms were being sent to several different offices, resulting in uncertainty as to what was actually being offered any term.
- ♦ **Only "X" course requests received by May 31, will appear in the 1989-90 *Schedule of Classes*.**
"X" course requests may be submitted after May 31 and the courses may be offered. The courses simply will not appear in the *Schedule of Classes*.
- ♦ **"X" course requests must be received no later than two weeks before the term in which the course is to be offered. Submit the requests earlier, two weeks before pre-registration, if you want students to be able to select the course during pre-registration.**
During conversion, "X" course requests were sometimes accepted several days into the term during which the course was to be offered. This creates difficulties in scheduling and registration and will not happen again.
- ♦ **Resubmit "X" course request forms if you wish to continue current "X" courses in 1989-90**
Temporary courses are proposed for and approved for specific terms of a specific academic year. Temporary courses are assumed to be just that: temporary. And so, the Office of Academic Affairs will need to know if you wish to extend the period of approval for any of your current "X" courses.

The usual limitations on the use of "X" course requests will be re-instituted for the 1990-91 course offerings.

RECEIVED FEB 13 1989

Vice President for
Student AffairsOregon
State
University

Corvallis, Oregon 97331

(503) 754-3626

February 9, 1989

TO: Holly Zanville
Associate Vice Chancellor for Academic Affairs

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

Jo Anne J. Trow *Jo Anne J. Trow*
Vice President for Student Affairs

SUBJECT: Admissions Requirements, 1990

Oregon State University requests the following changes in the admissions standards effective fall term 1990:

1. Require a 2.25 GPA for all transfer students, resident and non-resident, on a minimum of 36 quarter credits of graded (A-D) and passed coursework. If the student's high school record does not meet first-time freshman admission standards, she or he must successfully complete the equivalents of Mathematics 105 (or higher) and Writing 121 with a grade of C or better.

Justification: The current 2.0 GPA requirement is too low to insure success. Having a higher GPA requirement for out-of-state students is hard to justify when many such students transfer from schools equivalent to OSU. The current 30 credit (24 graded) requirement does not provide enough basis for admission; the credits are intended to represent one year but allow a student to take a less than average load. Mth 105 and Wr121 are key requirements that we expect our students to complete during their first year; inability to do so indicates a poor chance for success and/or an avoidance of substantive challenging coursework. The math requirement is considered a top priority.

2. Drop TSWE score as an admission requirement for freshman.

Justification: This portion of the SAT score is intended for placement but not for use as an admission requirement.

3. Set August 25 as the deadline for fall term admission.

Justification: We currently have no deadline for admissions, and it takes about 30 days to process the typical application. This sends a strong message to submit materials at least 30 days in advance of registration and will also allow time for preparation of materials for advisors prior to registration. Exceptions can be sent to the Admissions Committee.

JT:1mb

cc: W.E. Gibbs, M. Orzech, K. Conrad, G. Tiedeman, R. Thies

Senate Bill 465

Sponsored by Senator PHILLIPS, Representative BURTON, Senators BRADBURY, BRENNEMAN, BROCKMAN, BUNN, CEASE, FAWBUSH, GRENSKY, HAMBY, HANNON, HOUCK, KENNEMER, KINTIGH, SPRINGER, TIMMS, Representatives BAUM, CALHOON, CALOURI, CAMPBELL, CARTER, CEASE, CLARK, COURTNEY, DERFLER, FORD, GERSHON, HANNEMAN, HAYDEN, D. JONES, D.E. JONES, KEISLING, KOTULSKI, MARKHAM, MILLER, MINNIS, PICKARD, SCHROEDER, WEHAGE, WHITTY, YOUNG (at the request of Citizens for a Drug Free Oregon)

SUMMARY

The following summary is not prepared by the sponsors of the measure, and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure as introduced.

Requires school districts and state institutions of higher education to establish and implement alcohol and drug abuse policy. Requires State Board of Education and state office of Alcohol and Drug Abuse Programs to describe requirements to be included in plans by schools.

A BILL FOR AN ACT

Relating to alcohol and drug policies for educational institutions.

Be It Enacted by the People of the State of Oregon:

SECTION 1. In consultation with the State Board of Education and the office of Alcohol and Drug Abuse Programs, each district school board shall adopt a comprehensive alcohol and drug abuse policy and implementation plan, including but not limited to:

(1) Alcohol and other drug use prevention curriculum;

(2) The nature and extent of the district's expectation of teacher intervention with students who appear to have drug or alcohol use problems; and

(3) The extent of the district's alcohol and other drug prevention, intervention and treatment program, whether offered directly by the district or through other contractual arrangements.

SECTION 2. (1) In consultation with the office of Alcohol and Drug Abuse Programs, each state institution of higher education shall adopt a comprehensive alcohol and drug abuse policy, including but not limited to:

(a) The nature and extent of the institution's expectation of faculty involvement and intervention with students who appear to have drug or alcohol use problems; and

(b) The extent of the institution's alcohol and other drug prevention, intervention and treatment program.

(2) Each state institution of higher education shall require at least one course in alcohol and drug education and shall require all persons who are candidates for degrees in education, medicine, nursing, counseling and related professions to complete successfully each course.

SECTION 3. In order to carry out the duties described in sections 1 and 2 of this Act, the State Board of Education and the institutions in conjunction with the office of Alcohol and Drug Abuse Programs shall adopt rules not inconsistent with the law that, at a minimum, describe the content of what shall be included in policy, plan and curriculum described in sections 1 and 2 of this Act.

RECEIVED FEB 11 1989

Vice President
Academic Affairs
and Provost

Oregon
State
University

Administrative Services A624
Corvallis, OR 97331-2128

(503) 754-2111

February 9, 1989

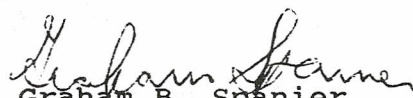
W.T. Lemman, Executive Vice Chancellor
Oregon State System of Higher Education
P.O. Box 3175
Eugene, OR 97403

Dear Bill:

We have had a chance to review Senate Bill 465, which requires higher education to implement an alcohol and drug abuse policy. Oregon State University already complies with Section 2.1 of the bill mandating that we adopt a comprehensive drug and alcohol abuse policy, and this requirement would pose no special problem for us. However, we find Section 2.2 unacceptable, since it would require at least one course in alcohol and drug education. The curriculum of the university is most appropriately determined by the faculty, not by legislative mandate, and it is principally on this basis that we think such legislation is ill-advised.

We are sensitive to the need for drug and alcohol education, and we do have elective courses in these topics. Students in areas such as Pharmacy and Veterinary Medicine, of course, study such topics intensively, and our Student Affairs Division has drug and alcohol educational programs that reach our students broadly. We hope that you will seek to have this bill withdrawn or appropriately amended.

Sincerely,


Graham B. Spanier
Provost and Vice President
for Academic Affairs

cc: Chancellor Bartlett
President Byrne
OSU Vice Presidents
✓ Gary Tiedeman
Keith Mobley

INTERINSTITUTIONAL FACULTY SENATE
REPORT TO OSU FACULTY SENATE
March 2, 1989

The Interinstitutional Faculty Senate met on February 17-18, 1989 on the Portland State University campus. The meeting began at 2:00 p.m. on Friday and concluded on Saturday at 12:30 p.m. Sixteen senators were in attendance; OSU was represented by Arnold Appleby and John Dunn. Due to a schedule conflict, Pat Wells was unable to attend.

The agenda included business and discussion items. Vice-Chancellor Pierce met with the Senate to share information regarding a number of different items. These included:

New Chancellor: Dr. Pierce indicated that Chancellor Bartlett was on the job and in full swing. His first priority is to work the halls of the legislature. Pierce indicated that the Chancellor is upbeat and approaching the new assignment with vigor. According to Pierce, Bartlett's style is to massage the decision making process and to avoid conflict and controversy. This may mean that the decision making process will be a bit slower.

Nursing: The issue of responding to the nursing shortage will continue to be reviewed by the Board. Several Board members have expressed concern about the long term costs of establishing a satellite nursing program on the OSU campus.

Fifth Year Teacher Education Program: According to Dr. Pierce, the fifth year program continues to be a very hot issue. The Board is awaiting a report from the Office of Educational Policy and Planning.

Role of PSU: Pierce reviewed with the IFS the proposed study to be taken of the Portland metropolitan area. The question has to do with higher education's responsiveness to the needs of the Portland area. The Chancellor will ask the Governor to form a committee of objective individuals to study this issue and develop a set of recommendations.

Tenure Relinquishment: The proposal developed by Oregon State University was reviewed and discussed. Pierce indicated that other institutions are now in the process of reviewing the proposal.

Resignation: Dr. Pierce commented that this will be his last IFS meeting. The effective date of his resignation is June 30, 1989.

A search committee has been formed to solicit and review applications for the positions of Vice-Chancellor for Academic Affairs and the Vice-Chancellor for Public Affairs. The IFS noted that the committee composition excludes a member of the faculty. We requested that President Tang discuss this matter with the Chancellor. As a result of this discussion, I am pleased to report that the Chancellor has agreed to appoint a faculty member to the committee.

The following reports were heard by the IFS:

Senate Bill 618: Dunn reported that the SB 618 committee has met several times to review and provide input concerning the issue of salary structure (including recruitment and retention dollars) for OSSHE. The report will include data for the system, the universities as a group, and the regional colleges as a group. In addition, information will be provided for each institution.

Retirement/Financial Planning: A committee with IFS representation is in the process of developing a retirement brochure which will include among other things some information on financial planning. The report will be completed by June 15, 1989.

Discussion Items:

Tenure for Administrators: Some institutions reported that some newly appointed administrators were given tenure in an academic department without the review and input of the department. This, apparently, is inconsistent with OSSHE guidelines and will be reviewed at our next meeting.

IFS Representation at Academic Council Meeting: IFS will request that a representative be allowed to attend the Academic Council meetings. Vice-Chancellor Pierce approved this request.

IFS Length of Term: The consensus of opinion on this matter was that the length of term for an IFS senator should be three years with the understanding that a senator may serve two consecutive terms.

Program Reductions/Faculty Involvement: IFS representatives reviewed the process being used on each campus to address the budget shortfall and the role of the faculty in these discussions. Several representatives, including personnel from U of O and OHSU, indicated that they were following the lead of OSU.

OSU Faculty Senate Letter to Legislature: Several members of the IFS commented favorably on the letter recently submitted by the OSU Faculty Senate to key legislative leaders. Several of the OSSHE faculty senates/assemblies are in the process of sending similar comments.

Other Items:

The IFS was unable to discuss the Fifth Year Teacher Education program. Roger Bassett, Director of the Office of Educational Policy and Planning, was ill and unable to attend our meeting.

A summary of Paul Bragdon's comment to the PSU faculty Senate was presented by IFS representatives from PSU.

A twelve month pay option will be available for nine month faculty to use, if they wish - effective date September, 1989.

Resolution: Following extensive discussion the IFS passed the following resolution:

"The Interinstitutional Faculty Senate objects to the process by which the State Board of Higher Education cancelled the transition of the Oregon State System of Higher Education to the semester calendar. The Board's reversal of that decision wasted countless hours of faculty and staff time during a period of severe budgetary difficulties, and punished institutions for carrying out its own prior decision. While the IFS recognizes the pressures under which Board members must serve and appreciates the conscientiousness and devotion they bring to a very difficult task, it is also bound as the representative body for faculty members in all OSSHE institutions to object when the Board errs in such a fashion.

The IFS does not wish to see this sort of politically driven reversal repeated. We are now apprehensive that Board-approved fifth-year teacher education programs will be subjected to the same questionable procedure."

The next meeting of the IFS will be April 14-15 at the Western Oregon State College campus.

OSU representatives to the IFS are: Arnold Appleby, AgSci; John Dunn, HPE; and Pat Wells, BUS.

Submitted by

John M. Dunn
IFS Senator

DRAFT

DISCUSSION DRAFT FOR AN OSU EARLY RETIREMENT PLAN

1. One time only opportunity.
2. For faculty members with tenure who are 55 or older by July 1, 1989, and employed at Oregon State University for 10 years.
3. Plan to be available to all eligible faculty members at OSU.
(However, faculty members on federal retirement plans may have some limitations.)
4. Must agree to relinquish tenure and take early retirement not later than June 30, 1990.
5. Not entitled to 600-hour or other appointments after June 30, 1990, and such appointments may not be mentioned as options in the agreement.
6. Across-the-board increases available to all faculty will be granted for the 1989-90 year. Merit increases may be granted if not in excess of institutional norms.
7. In addition, an early retirement incentive equal to 40% (tentative figure) of the June 30, 1989, state-funded base salary. The funds would not be eligible for PERS benefits. Faculty members willing to retire before June, 1990, may be considered for a higher early retirement incentive, subject to agreement with their dean or vice president.
8. Options for taking the 40% (any combination of the options can be used, up to the total available. Funds can be drawn for these purposes between July 1, 1989, and June 30, 1993, according to the contract executed between the faculty member and the university):
 - lump sum or periodic cash payments
 - contribution to TDA/SRA, up to legal limit
 - purchase of annuity (there will be a choice of plans)
 - health and other benefits
9. Prorated plan for anyone who has already signed a tenure relinquishment agreement that carries tenure (or involves a 600-hour appointment) beyond June 30, 1990.

For faculty members with a currently executed tenure relinquishment agreement, the following schedule would apply.

OVER...

DRAFT

Retirement Plan
Discussion Draft
Page -2-

(Note: faculty members with 600-hour appointments must relinquish their opportunity for 600-hour appointments.)

<u>Current tenure relinquishment date</u>	<u>Early retirement incentive</u>
12/31/89 or earlier	- 0 -
June, 1990 (with no 600-hr. appts.)	- 0 -
June, 1990 (with 600-hr. appts.)	15%
December, 1990	20%
June, 1991	25%
December, 1991	30%

10. Draft plan should be formulated by April 1, 1989. Faculty consultation should begin immediately and be completed no later than May 1, 1989. Plan to be announced no later than June 15, 1989. Decision to exercise option required by faculty member no later than October 1, 1989.
11. Retirement, tax, and related advice and seminars will be scheduled during Spring Term and Summer Session. OSU would make available professional outside consultation on above issues.
12. The current 6% PERS-eligible tenure relinquishment program would continue to be available as a separate option.

(6% for 3 years)

3/2/89 Discussion Draft 4
Office of Academic Affairs

REPORTS TO THE FACULTY SENATE

Thursday, April 6, 1989; 3:00 p.m. - 5:00 p.m.
LaSells Stewart Center

AGENDA

The agenda for the April Senate meeting will include the reports and other items of business listed below. To be approved are the minutes of the March Senate meeting, as published and distributed to the faculty.

A. ACTION ITEMS**1. FACULTY RECOGNITION AND AWARDS COMMITTEE**

The Faculty Recognition & Awards Committee's report, dated March 10, 1989 is being included with Senators' agendas and marked "CONFIDENTIAL." At the April 6 meeting, the Committee Chair, Arnold Appleby, will present the report and discuss the nominations with Senators. The Senate will meet in Executive Session to consider this report. In accordance with the Senate's Bylaws (Article IX, Section 3), the Senate president may call an Executive Session, which excludes all but elected and ex-officio members or their designated substitutes (proxies) and Senate Office staff. Before going into Executive Session, the Senate President must also announce the statutory authority for such action (Attorney General's Opinion #6996, I., D.).

The purpose of the Executive Session is to consider nominees for OSU Distinguished Service Awards for 1989. Nominees whose names are approved will be recommended to President Byrne for his final approval and conferral at the June 11 Commencement.

Balloting will be limited to Senators or their official representatives and will occur fairly early in the meeting, with the results announced to Senators before the end of the meeting, if possible. **Senators are asked to be seated near the front of the auditorium to make identification easier, since actual balloting takes place after the end of the Executive Session.** Materials distributed to Senators marked "Confidential" should be returned to the Senate Administrative Assistant before leaving the meeting.

2. Attached is a document from Don Zobel and Mel George regarding support of increased, recurring funding for Kerr Library. A representative of the Library or Library Committee will be present to answer any questions. Senate endorsement of the two numbered statements appearing at the bottom of page three is being requested. (pp. 3 - 8)

B. SPECIAL REPORTS

JoAnne Trow, Vice President for Student Affairs, will present a report from her office and will entertain questions from the floor.

C. INFORMATION

1. At the invitation of the Faculty Senate President, Chancellor Bartlett will be appearing in the MU East Forum on April 18 from 3 - 5 pm to participate in an open forum with faculty and staff. Please plan to attend and take advantage of this opportunity to ask questions of the Chancellor.

2. 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, 1989. 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.

3. Faculty Senate Committee/Council Volunteers Sought

A Volunteer Form for indicating willingness to serve on University and Faculty Senate committees and councils will be distributed soon to all faculty. Because an Executive Committee Task Force is currently formulating a proposal for a modified and reduced committee structure (which it hopes to present for Senate approval yet this academic year), the form will not list all 70+ committees, as has been the standard practice. Instead, faculty will be asked to indicate interest areas, e.g., teaching, academic procedures, safety, minority affairs, housing, research, etc.

During the month of May, the Executive Committee makes new appointments to the committees and councils of the Faculty Senate, this time using stated interest areas as a guide for best matching individuals to retitled and reformulated committees. Since a major portion of the Senate's work is done through its committees, we urge Senators to volunteer along with other faculty.

4. 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.

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

William Jasper Kerr
Library



Kerr Library 121
Corvallis, OR 97331-4501

March 17, 1989

MEMORANDUM

TO: Faculty Senate Executive Committee

FROM: Faculty Senate Library Committee *AB Zahel, Chm.*

SUBJECT: Request for Faculty Senate support of increased, recurring library funding

We seek the help of the Faculty Senate to improve the chances of OSU receiving adequate, continuing financial support for the William Jasper Kerr Library. For real improvement to occur, the Legislature not only must fund the requested \$3.3 million for system-wide "program improvement", but also must include a realistic adjustment for inflation in the cost of library materials (books and journals). Failure to provide a realistic inflationary increase will mean that the "program improvement" funds will be sufficient only to maintain current acquisitions for the biennium. To assure that even the requested levels of funding are received for library operations, persons representing higher education to the legislature need to keep the library situation among their highest priorities. We ask, therefore, that the Faculty Senate reaffirm the importance to the entire university community, and to the state, of an adequate library at OSU, and state its support for increases in library funding, above the governor's request, for the next biennium. Our committee members and/or library administrators can be available during your considerations of our request.

Specifically, we request that:

1. The Senate ask the administration of the University and the State System to make the facts and consequences of insufficient library funding known to legislators, calling attention to the deterioration in library acquisitions under past and present budgets, and to the crisis that would follow any cuts in the governor's budget request, which would require another immediate cut in journal subscriptions to maintain even minimal book purchases.

2. The Senate urge members of the University community individually to make known to their legislators the consequences of inadequate library collections and services to their performance as staff, faculty or students.

The following statements summarize the reasons for our concern:

1. The quality of the collections and service offered by William Jasper Kerr Library falls far short of matching OSU's responsibilities to the State or its national stature as a major research university:

a. Inadequate library collections and services have been cited as reasons to exclude OSU from membership in Phi Beta Kappa and the Association of Research Libraries.

b. Among 16 comparator institutions, OSU ranks last in collections and last in support services. The comparators are:

Colorado State
Delaware
Georgia Tech
Hawaii
Iowa State
Kentucky
Louisiana State
Massachusetts
Nebraska
New Mexico
North Carolina State
Oklahoma State
Tennessee
Virginia Polytechnic
Washington State

c. If compared to ARL libraries which represent major research universities, OSU would rank 49th out of 100 in research grant receipts and near the bottom in library collections. The size of the library collection is one of the main reasons why OSU does not qualify for ARL status.

2. Insufficient funding has continued for decades; recent budgets do not match the inflation rate for library materials, much less allow adequate acquisitions of new information technologies or adequate support of new programs:

a. The past biennium, with a 7% increase in library materials budget, has had an increase in materials costs of over 15%.

b. The coming biennium is projected to have material cost inflation of 12-15%. The governor's budget provides for 4%.

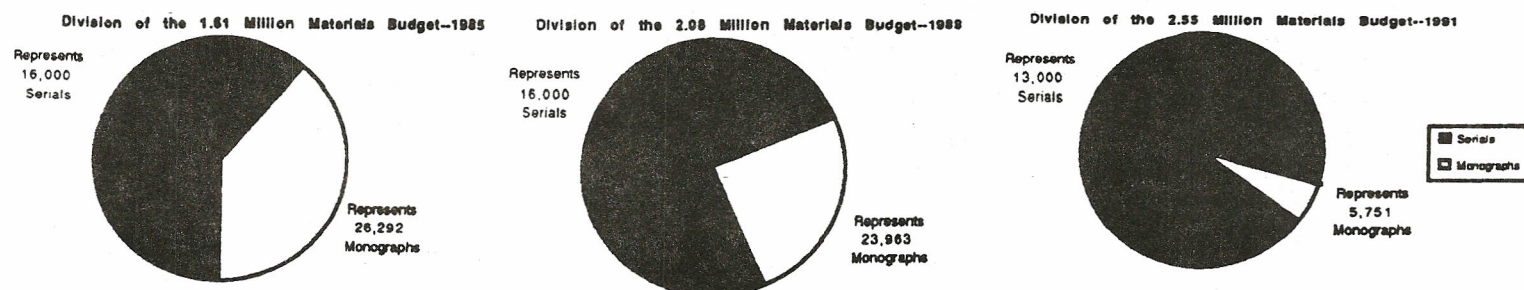
c. To purchase the automated catalogue and circulation system, OSU borrowed \$300,000 against future budgets, with an interest rate of 7.1%.

3. Budgetary problems caused cancellation of 670 serial subscriptions in 1988; without increased funding, more cancellations are possible in 1989:

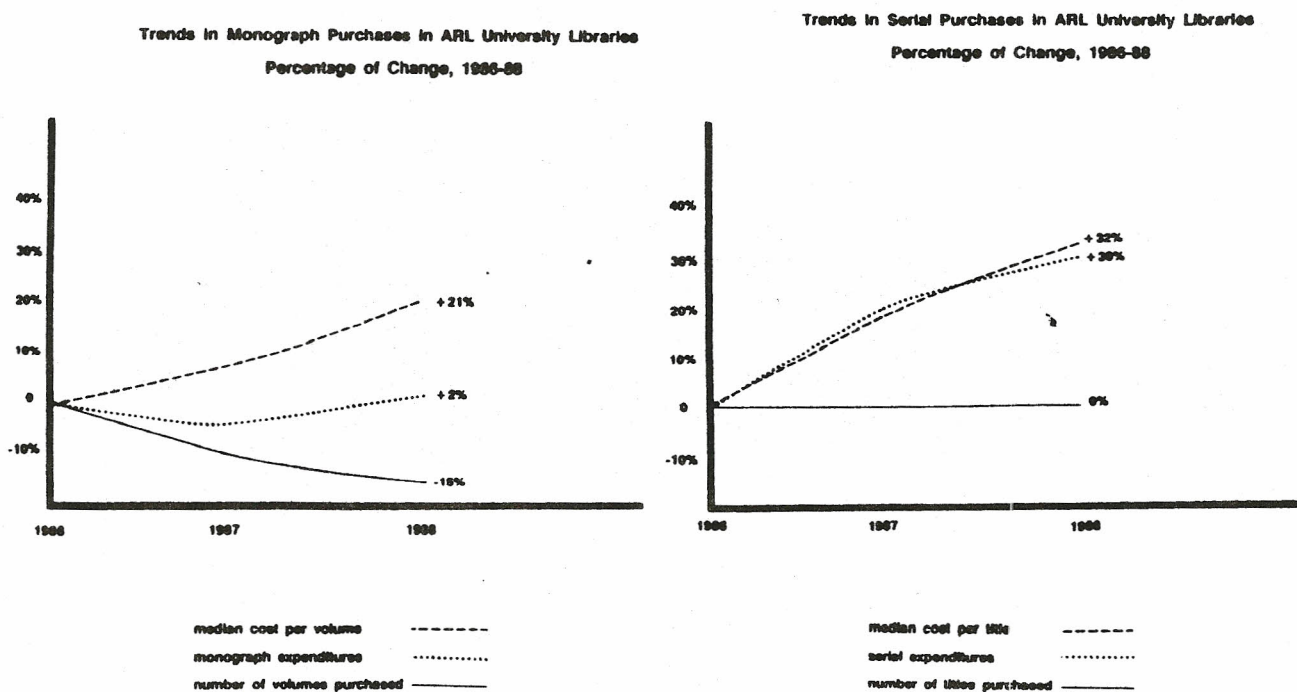
a. If the governor's request is not funded, additional journal reductions are likely to be implemented.

b. Last year's reduction, because of faculty resistance, was only 54% of what the library anticipated.

c. If journal subscriptions are not reduced, the book budget will essentially disappear by 1991. The pie graphs show this drastic situation for Oregon State:



d. The following graph, taken from a news release from the Association of Research Libraries, shows that the problem is being experienced nationwide.



e. According to the Bowker Annual 1988, there were 86,967 academic book titles published or distributed in the United States and Canada in 1987, and OSU purchased less than 14% of these. As more is spent to maintain journal subscriptions, this percentage will continue to decrease.

4. Budgets proposed to the Legislature will produce a net improvement for the library only if they are fully funded. The \$3.3 million, system-wide library "program improvement" increase will just about fill the gap between the 4% funding for inflation and the expected 15% actual inflation; thus, it allows maintenance of the status quo with little real funds for "improvement" (estimated at \$233,784 system-wide).

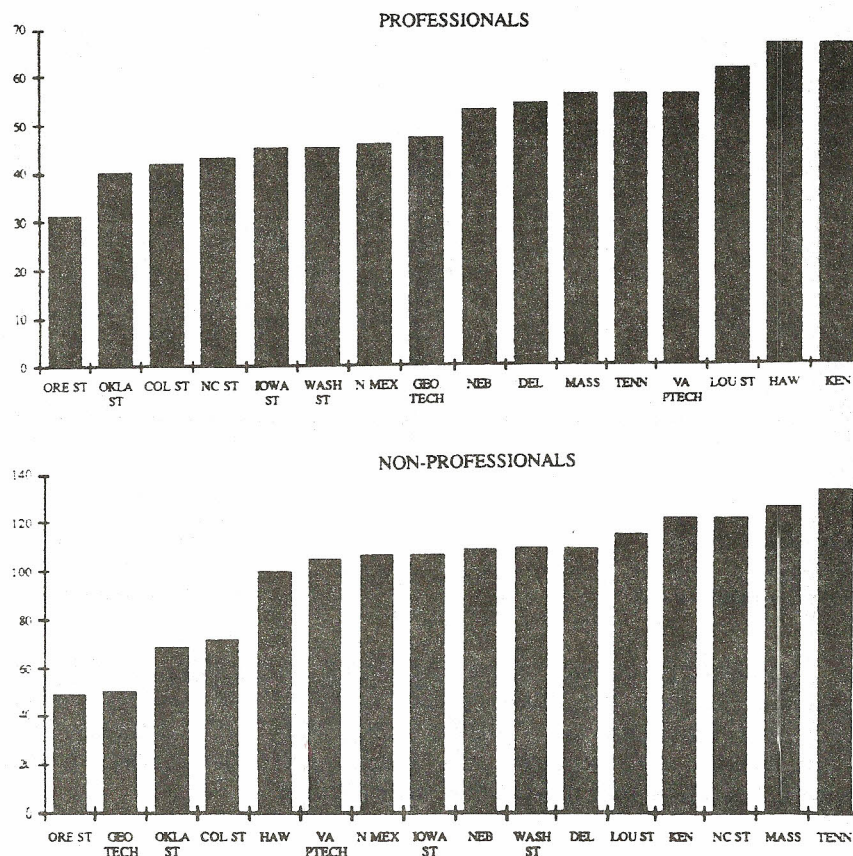
5. Real, lasting gains in library quality require funding beyond that requested by the Governor, for example increasing the 4% adjustment for inflation to a realistic level of 15%.

6. Failure of the Legislature to fund the Governor's request will require a substantial, real decrease in library acquisitions and operations in the coming biennium; probable responses by the library include:

- a. reduced journal subscriptions
- b. shorter hours
- c. letting open positions go unfilled, reducing service while open
- d. even slower reshelving

7. Staffing at Kerr Library is well below the level required to operate a research library of its size:

a. Among comparator institutions, OSU rates last in terms of both professional and non-professional staff.



b. Currently, five positions are unfilled temporarily, with savings being used to upgrade library facilities.

c. Reshelving staff are paid at or near minimum wage, and are often insufficient to allow timely reshelving of books used by library patrons.

d. Any increase in the minimum wage will further reduce the student staff who handle reshelving, circulation and the reserve room collection.

8. The capacity of the library building has been inadequate for years; the construction of an addition has been delayed while part of the collection deteriorates in remote storage:

a. After the 1971 expansion, the library building had a rated capacity of 750,000 volumes and 3,000 seats, and another expansion was planned but never built.

b. Currently, the library houses more than 1.2 million volumes, and seating has been reduced to 1,500.

c. 200,000 volumes are stored at Adair, where cold, damp conditions are causing them to deteriorate and access is slow and inconvenient.

d. Given sufficient funding for planning during 1990-91, the addition will be completed in 1993, at the earliest.

9. The money in the governor's budget for planning the library addition is highly inadequate:

a. Campus estimates are that \$500,000 are needed for planning, but the governor's budget included only \$180,000.

b. The current budget (to be implemented without an increase in the spending limit) has no planning funds included.

c. For 1988-89 biennium, the University of Oregon received \$680,000 to plan a library addition of similar size.

10. Student and faculty organizations continue to provide overwhelming support for giving library improvement the highest priority:

a. The Barometer listed library improvement as the top campus need in an editorial addressed to the state board during their 1989 visit to campus.

b. In July 1985, the Survey Research Center submitted a report to the Faculty Senate Library Committee ("Assessing Library Services at Oregon State University: A Survey of OSU Faculty Members and Students"). In it, they state "Support for increasing the funding of the library is overwhelming among OSU

faculty members and graduate students. Among those who have an opinion, 90 percent favor increasing the funding and 10 percent favor maintaining the present level. Among undergraduates who have an opinion, the corresponding percentages are 60 to 40."

c. Associated Students of OSU (ASOSU) have presented their views to the campus community through articles in the Barometer. The more notable of these were "ASOSU seeks funding for Kerr Library addition" in the January 21, 1988 issue, and "Books or Bust" in the February 11, 1988 issue, which reported the march of over 200 students on the Administration Building.

Don Zobel, Chair
Robert Wess
Peter List
William Gerwick
Lorraine Miller
Andrzej Olas
Robert Sproull
David Myrold
Terry Wood
Trina Learn
Tyler Cox
Mark Wilson
Melvin George

CONFIDENTIAL

Department of
Crop Science

Oregon
State
University

Crop Science Building 107
Corvallis, OR 97331-3002

(503) 754-4715

MEMORANDUM

TO: Executive Committee
OSU Faculty Senate

FROM: Faculty Recognition and Awards Committee
Arnold P. Appleby, Chairman
Graham Brown, Business Management
Tom McClintock, Liberal Arts
Clara Pratt, Human Development and Family Studies
Michael Schuyler, Chemistry

DATE: March 10, 1989

SUBJECT: Distinguished Service Awards

The committee on Faculty Recognition and Awards has carefully reviewed the nominations for the OSU Distinguished Service Award. Based upon the material presented in their dossiers, the committee recommends to the Faculty Senate, for final consideration, the following three individuals:

Miss Mary E. Abbott
Dr. Sally Hacker
Ms. Rosa M. Parks

for the 1989 Distinguished Service Awards.

We are forwarding the dossiers of the three nominees for your information. A brief summary paragraph for each nominee follows:

Miss Mary Abbott had a distinguished career in the OSU Extension Service, but was nominated primarily for her leadership and initiative in the Oregon Great Decisions program. Great Decisions is the largest educational program on world affairs in the United States. Mary Abbott assumed the responsibility of leader/coordinator in 1970 and for nearly 20 years developed the Oregon Great Decisions program to one that enjoys the reputation of being the finest in the nation. She organized study groups through churches, community colleges, civic groups, community agencies, and extension. She was the first in the nation to extend the program to high schools. She has made an exceptional and lasting contribution to society in the State of Oregon.

Executive Committee
Faculty Senate
March 10, 1989
Page 2

Dr. Sally Hacker (posthumous) was associated with Oregon State University for a short time before her death in 1988. Her distinguished service reached far beyond the excellence she brought to OSU; her studies on both the abstract systematic and the materially grounded nature of racial, class, and sexual differences had a major impact on society in many areas of the country. Although her early education was in the field of Sociology, her work involving the interaction of social factors with industry and agriculture led her to engineering studies at MIT and investigations on the effects of mechanization in agriculture. Her work on the gendered nature of jobs at AT&T was a ground-breaking study in affirmative action. Dr. Hacker touched many lives--personally and intellectually--which became more dignified and creative because of her.

Ms. Rosa M. Park's work in the area of civil rights has influenced Oregon society as well as that across the U.S. She became known as the Mother of the Modern Civil Rights Movement by refusing to give up her bus seat to a white passenger, and triggered the bus boycott in 1955 which resulted in outlawing of segregation on city buses in Montgomery, Alabama. The boycott fused black people and black leaders in their first organized action to oppose segregation. She has continued as an active participant in the civil rights movement and continues in the struggle for equality and opportunity for black people everywhere.

APA/je

OSU Distinguished Service Award

1. Distinguished Service Awards will be granted to persons, and in some cases to organizations, who have made an exceptional contribution to society or who have rendered unusual service to mankind.
2. Persons or organizations receiving these awards need not have any connection with Oregon State University. Most of these selected previously, however, have had some connection.
3. Generally, the Distinguished Service Awards will not be given to current staff members or persons with emeritus status, except under unusual circumstances.
4. All nominations will be judged strictly on the basis of the nature of the contribution made.

April 6, 1989

A motion from the Faculty Senate Promotion and Tenure Committee, R. R. Becker, chairman:

Pending resolution of the legality of the dossier waiver option by the Attorney General's office, the Faculty Senate remains opposed to the use of the "Voluntary Waiver of Confidentiality" form.

OSU DISTINGUISHED SERVICE AWARD
Previous Recipients

- | | | | |
|------|---|------|---|
| 1964 | M. Lowell Edwards
Linus Pauling
Ernest H. Wiegand | 1974 | Paul Hugh Emmett
Charles N. Holman
Fritz Leonhardt
Mabel C. Mack
John Holmes Martin
Phi Kappa Phi Honor Society
Clarence W. Richen
Howard Vollum |
| 1965 | E. Soon Choi
Oregon Wheat Growers League
August L. Strand | | |
| 1966 | Ava Milam Clark
David T. Mason
Charles A. Sprague | 1975 | Howard C. Belton
Robert D. Clark
Julia Butler Hansen
Spencer H. Smith
Wendell Wyatt |
| 1967 | Angus L. Bowmer
Ulysses G. Dubach
Helen M. Gilkey
Milton Harris | | |
| 1968 | Frank L. Ballard
Wayne V. Burt
Vernon Cheldelin*
Ava Milam Clark
Francois A. Gilfillan
George W. Gleeson
Edwin Russell Jackman*
William Jasper Kerr*
Erwin Bertran Lemon
Clifford E. Maser*
Walter F. McCullough
Herman Oliver
Frederick E. Price
Margaret C. Snell*
August L. Strand | 1976 | Charles Roberts Buxton
Charles W. Fox
Lyle W. Hammack
Mary Whitelaw Rieke
Eugene C. Starr |
| | | 1977 | Jackson Graham
James Herbert Jensen
Charles James Meechan
Phillip William Schneider |
| | | 1978 | Stafford Hansell
Elwood J. (Bud) Keema
Loran L. Stewart
Al Ullman |
| 1969 | Roland E. Dimick
Bernard Malamud
Wayne L. Morse
George W. Peavy | 1979 | Gordon Gilkey
Joe Klapenger
Marion T. Weatherford |
| 1971 | Kirby Ernest Brumfield, Jr.
Jess Wayne "Bud" Forrester, Jr.
William Edmund Milne
John C. Scharff
Thurman James Starker | 1980 | Cecil B. Andrus
Isabella Holt
Fred Phillips |
| 1972 | Edith Green
Richard Walter Henzel
Glenn L. Jackson
Charles Taylor Parker | 1981 | Frank C. Tubbs
Rexford A. Resler
Norman E. Borlaug |
| 1973 | Mercedes Allison Bates
Hollis Mathews Dole
Harry August Schoth
Ernest Robert Sears | 1982 | Jack R. Borsting
Bob Nixon
George Hunt Weyerhaeuser |
| | | 1983 | Kenneth and Joan Austin
Robert W. Lundeen
Thomas G. Scott
Levelle Wood |
| | | 1984 | Emery Neal Castle |

Office of the President



Administrative Services A600
Corvallis, Oregon 97331-2128

(503) 754-4133

March 27, 1989

Gary Tiedeman, President
Faculty Senate
Campus

Dear Gary:

In December 1987 at the request of the Faculty Senate, I asked the Chancellor to request a formal opinion from the State Attorney General on the legality of the use by faculty of waivers of their right of access to letters sought in connection with the promotion and tenure process. The Chancellor's office requested a formal opinion from the Attorney General on January 12, 1988.

The Chancellor's office has now informed me that they have withdrawn the request for an opinion due to concern over the length of time that the request had been at the Department of Justice without a response being issued.

The Chancellor's office has requested Oregon State University to resolve the matter internally. After reviewing the issue, I have determined to continue to offer the waiver option to faculty who choose to use it. However, I want to emphasize that the execution of a waiver is entirely voluntary and that the dossiers of those who waive and those who do not will receive the same careful consideration.

Sincerely,

A handwritten signature in dark ink, appearing to read "John V. Byrne".

John V. Byrne
President

JVB:bd

OREGON STATE UNIVERSITY

Faculty Senate Office

(754-4344)

Corvallis, Oregon 97331

Social Science 107

April 26, 1989

REPORTS TO THE FACULTY SENATE

Thursday, May 4, 1989; 3:00 p.m. - 5:00 p.m.
LaSells Stewart Center

Reception for Solon A. Stone - 2:00 pm
(Co-sponsored by OSU College of Engineering)

AGENDA

The agenda for the May Senate meeting will include the reports and other items of business listed below. To be approved are the minutes of the April Senate meeting, as published and distributed to the faculty.

A. ACTION ITEMS

1. Attached is a memo concerning a change in the Bylaws regarding financial coverage for Senate Officers. (p. 3)
2. Attached are recommendations from the Task Force on Committee Reorganization. (pp. 4 - 16)
3. Attached are the proposed changes in Academic Regulations and Procedures from the Academic Regulations Committee. [Senators are encouraged to bring a copy of the Schedule of Classes which contains the entire listing of AR's.] (pp. 17 -19)
4. Attached is a memo concerning a state system student exchange with Ecuador. (pp. 20 - 28)

B. SPECIAL REPORTS

1. John Dunn, IFS Representative, will report on the recent IFS meeting at WOSC.
2. Jerry Ward, Chair, Traffic Committee, will present information on the proposed increase in parking fees for 1989-90.

C. INFORMATION ITEMS

1. Correction of schedule for Faculty Hearing Panels

-- OVER --

2. 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.

- a. **Advancement of Teaching**, Robert Schwartz, Chair (p. 29)
- b. **Curriculum Council**, Bruce Shepard, Chair (p. 30)
- c. **Faculty Grievance Committee**, Christopher Mathews, Chair (p. 31)
- d. **Faculty Mediation Committee**, Pat Wells, Chair (p. 32)
- e. **Faculty Recognition and Awards Committee**, Arnold Appleby, Chair (p. 33)

D. REPORTS FROM THE EXECUTIVE OFFICE

Graham Spanier, Vice President of Academic Affairs and Provost.

F. REPORTS FROM THE FACULTY SENATE PRESIDENT

G. NEW BUSINESS

OREGON STATE UNIVERSITY
Faculty Senate Office

(754-4344)

Corvallis, Oregon 97331
Social Science 107

April 26, 1989

MEMORANDUM

TO: Members of the Faculty Senate

FROM: Executive Committee of the Faculty Senate
Gary H. Tiedeman, President *Gary H. Tiedeman*

RE: Revision of Senate Bylaws concerning released time specifications for President and President-Elect (Article VI, Sec. 4.)

The existing Bylaws statement on released time for Senate President and President-Elect is phrased in 12-month terms exclusively. This has created significant budgetary confusion and disarray recently in the case of an elected officer holding a 9-month appointment, and it will do the same in the future if not corrected. The proposed revision appearing below is designed to clarify appropriately and to provide 9- and 12-month appointees with equivalent reimbursement for equivalent service. It does so by specifying salary coverage for two (not three) summer months, thereby taking into account that a 12-month appointment includes within it a 1-month vacation. Viewed from a different perspective, the revision equalizes appointment and reimbursement in that the standard 1.22 multiplier for conversion of a 9-month appointment to 12-month status is equivalent to a 2/3 summer multiplier for a 9-month appointee. In short, the revision would clearly accomplish equal payment for equal service regardless of appointment status, whereas the current version does not.

Proposed revision, Faculty Senate Bylaws, Article VI, Sec. 4.:

Faculty Senate Officers shall be granted released time from customary University duties in these amounts:

Senate President: 12-month appointment: .50 FTE for 12 months
9-month appointment: .50 FTE for 9 months plus
.50 FTE for 2 Summer months
(summer salary to be calculated on the basis of
monthly salary for the 9-month appointment)

President-Elect: 12-month appointment: .25 FTE for 12 months
9-month appointment: .25 FTE for 9 months plus
.25 FTE for 2 Summer months
(summer salary to be calculated on the basis of
monthly salary for the 9-month appointment)

(Highlighted areas indicate revisions.)

April 26, 1989

MEMORANDUM

TO: Members of the Faculty Senate

FROM: Executive Committee of the Faculty Senate
Gary H. Tiedeman, President *Gary H. Tiedeman*

RE: Recommended Faculty Senate Committee reorganization and revision of functions

Earlier this year, the Faculty Senate Executive Committee initiated a review of Senate committee structure and functions aimed at major reorganization to become effective as of committee appointments commencing July 1, 1989. Motivation for this initiative was threefold. First, the large number of campus committees (more than 70), the heavy workload borne by faculty in carrying out their instructional and research obligations, and the insufficiency of reward often provided for committee service contributions have resulted in ever-increasing difficulty in staffing committees fully and effectively. Second, some committees were thought to have outlived their original purpose (at least as separate and distinct Senate committees), and some were thought to require modification of their charge in view of new functions now unmet as a result of unanticipated institutional or technological change. Third, committee proliferation and specialization has taken a paradoxical toll in efficiency. Several existing committees overlap considerably in function, but lack necessary interaction and coordination. Our goals, then, include elimination of unnecessary committee duplication or conflict wherever possible and identification of committees which may be dispensed with, merged, or, in a few cases, added or transferred. We anticipate a leaner, yet more effective, committee structure as an end result.

The Executive Committee initially assigned the task of committee review and recommendations to the Senate's Committee on Committees. Questions and suggestions by that committee's chairperson then led to an alternate course of action -- the Senate President's appointment of a special Task Force on Committee Reorganization. This Task Force consisted of Senate President Gary Tiedeman, President-Elect Mike Martin, Immediate Past President Thurston Doler, Past President Robert Becker, and Committee on Committees Chair Mariol Wogaman. The Task Force conducted an extensive review (including liaison correspondence with all current committee chairs and with university administrators responsible for a large number of University committees) and submitted its proposal to the Executive Committee. Upon review and modification, the Executive Committee has endorsed the proposal presented to you herein and recommends your approval. Likewise, the Committee on Committees offers its endorsement of the proposal.

Meanwhile, as inferred above, Provost Graham Spanier invited the Task Force to include review of and recommendations concerning all University committees within its scope of coverage, since a common goal is reduction, consolidation, and renovation of campus committees operating under all auspices, not solely those of the Faculty Senate. This we have done. Our recommendations include several committee combinations and transfers across the customary boundary lines. (While your vote on May 4 will determine the reconfiguration of all Senate committees as such, it is to be understood that any given proposal item concerning a University committee, in part or in total, occupies the status of recommendation to administration and does not obligate administration to comply.)

The proposal which follows, if approved, will accomplish a reduction in number of Senate committees from 29 to 19. In terms of faculty membership numbers required to fill Faculty Senate committees alone, the reduction would be from 181 to 134. Comparable reductions apply to proposed modification of University committees.

The proposal is organized in three sections. Section I summarizes the Faculty Senate committee recommendations in simple, overview, list form, with all consolidations, additions, and deletions readily visible. Also included are "old" and "new" membership size numbers and indications of ex-officio membership. (Note that faculty membership in almost every case has been made divisible by three, to better facilitate orderly replacement on what will continue to be a system of 3-year appointments and to enhance continuity.) Section II repeats the "new" committees introduced in Section I and adds textual explanation, justification, and intent as appropriate to each. Section III lists recommendations to be submitted to administrative officers concerning alteration of selected University committees.

Your vote will be for or against approval of Sections I and III, with particular attention and concern to be directed to Section I. Senators may elect either of two procedures for discussion and voting: (a) consideration of the proposal section in total, with opportunity to modify any given item within the total via amendment, or (b) item by item consideration.

In the case of every committee (except a few where continuation without alteration of any sort is proposed), a new or revised set of Standing Rules will be necessary. Such Standing Rules are not included herein, although discussion material in Section II identifies, in most cases, the central functions which are to be specified in new or revised Standing Rules. The Executive Committee requests the Senate's approval of the restructuring as proposed here, with the understanding that appropriate Standing Rules will be composed during Summer 1989 and presented for approval at the Senate meeting of October 1989. It is important that all approved restructuring be decided at this time so that the Executive Committee can make new committee appointments during the month of May according to the titling and functions we wish to put into effect immediately. Since most Senate committees will not begin their deliberations in earnest until Fall Term 1989, the interim absence of updated Standing Rules should not prove detrimental. Committees which continue to operate throughout Summer Term will be expected to heed those current Standing Rules which apply until such time as revised versions are approved by the Faculty Senate.

There is a caveat. We have attempted to be exhaustive in our review and its coverage. Despite our best efforts, however, there are bound to be a few existing committees we have overlooked, a few non-functioning committees we have included mistakenly, a few intersections that have escaped our attention. This is particularly the case on the University side of the committee ledger, which appears to be relatively more fluid and elusive. It is to be hoped that this beginning will inspire continued attention, review, and adjustment during which such oversights may be corrected.

Finally, the Executive Committee wishes to express its thanks to the Task Force on Committee Reorganization and to the several members of the OSU administration who have been particularly helpful in this endeavor.

I. SUMMARY PROPOSAL (Faculty/Students)

New Committee

Academic Policy 9/3
Ex-Officio: Registrar

Administrative Appointments &
Review 9/0

Advancement of Instruction 9/3
Ex-Officio: CMC Director

Budgets & Fiscal Planning 6/3

Bylaws & Administration 6/0

Computers & Computing 9/3

Curriculum Development &
Policy 9/3

Faculty Grievance 5/0

Faculty Mediation 3/0

Faculty Recognition &
Awards 6/0

Faculty Welfare 6/0
Ex-Officio: Staff Benefits
Officer

Graduate Programs & Policy 12/3
Ex-officios: VP for Research,
Graduate Studies, and
International Programs or
designee; Director of
Admissions

Old Committee(s)

Academic Regulations 5/3
Ex-Officio: Registrar
Academic Requirements 7/3
Ex-Officio: Registrar
Academic Deficiencies 5/2
Ex-Officio: Registrar

Administrative Appointments 9/0

Advancement of Teaching 5/4
Academic Advising 4/4
Instructional Media 6/2
Ex-Officio: CMC Director

Budgets & Fiscal Planning 6/3

Bylaws Committee 4/0
Committee on Committees 6/2
Nominations Committee 3/0

No Faculty Senate Committee
University Computing Steering
(University)

Curriculum Council 7/2
Baccalaureate Core 7/2

Faculty Grievance 5/0

Faculty Mediation 3/0

Faculty Recognition & Awards
3/0 (currently 5 members at
the request of the Chair)
Honorary Doctorate (University)
Distinguished Professor (Univ.)

Faculty Economic Welfare 7/0
2 Ex-officios, including Staff
Benefits Officer
Faculty Status 9/0

Graduate Council 12/0
Ex-officio: Associate or
Assistant Deans
Non-Voting Member: Graduate
School Dean
Graduate Admissions 8/0
Ex-officio: Director of
Admissions

Library 9/3
Ex-Officio: Director of
Libraries

Promotion & Tenure 6/0

Research Programs & Policy 9/0
Ex-officio: VP for Research,
Graduate Studies and
International Programs or
designee

Retirement 6/0
Ex-officios: Director of Staff
Benefits and member of Budgets
and Fiscal Planning

Student Recognition & Awards 6/6

Undergraduate Admissions 6/2
Ex-officio: Admissions
Representative

University Honors Program 3/1
Ex-officio: Honors Program
Director

Library Committee 9/3
Ex-officio: Director of
Libraries

Promotion & Tenure 6/0

Research Council 9/0
Ex-Officio: Administrator,
Research Office

Retirement Committee 6/0
Ex-officios: Director of
Staff Benefits and member of
Budgets and Fiscal Planning

Student Recognition & Awards
8/8

Undergraduate Admissions 7/1
Ex-officio: Admissions
Representative

University Honors Program 4/3
Ex-officio: Honors Program
Director

To be discharged, consolidated or transferred:

International Programs Committee (6/3) to VP for Research, Graduate
Studies & International Programs supervision, for consolidation with
International Programs Advisory Council. Composition to be
determined in consultation with Executive Committee.

Special Services Committee (5/3) to Executive Committee, to absorb
functions as required.

New
19 Committees, 134 Faculty

Old
29 Committees, 181 Faculty

II. Explanation/Justification/Intent

1. ACADEMIC POLICY COMMITTEE

For years the Faculty Senate has staffed three committees whose principle role is to set and enforce policies regarding academic programs and procedures. Two of these committees (Academic Requirements and Academic Deficiencies) provide a petition/hearing process for students who need or wish to seek some form of relief from policy set by the third committee (Academic Regulations). The petition and hearing process is extremely time consuming. Moreover, much of the work is routine and repetitive.

The consolidation of these three committees is intended to achieve the following:

- (1) Allow faculty to be integrally involved in setting basic academic policy and enforcing academic standards.
- (2) Improve coordination and communication in the handling of the overlapping responsibilities of the three current committees.
- (3) Develop methods to turn over to administration personnel (in the Registrar's Office, etc.) routine tasks which maintain faculty oversight.
- (4) Reduce the time demands on faculty serving on these committees.
- (5) Reduce the number of faculty members required to carry out these tasks.

Ultimately, this consolidation should more efficiently use faculty time and should focus faculty attention upon policy making.

This committee will continue to participate in the petition/hearing process through designated subcommittees. However, if appropriate guidelines and procedures can be developed, only extraordinary or unusual cases will have to come before these subcommittees. The subcommittee chairs will meet periodically with the staff of the Registrar's Office to review petitions which address routine issues or problems.

2. ADMINISTRATIVE APPOINTMENTS AND REVIEW COMMITTEE

There are two significant changes connected with this proposed committee alteration:

- (1) The committee would be responsible for identifying or nominating prescribed numbers of faculty from across the university to serve on administrative search committees, these listings to include or exclude AARC members at the discretion of the AARC according to the special circumstances and requirements of each case. The members of the committee would no longer (necessarily) provide actual personal service on search committees in prescribed numbers. (A revised and up-to-date listing of search committees -- by position title -- which require the full and direct

involvement of the AARC will be provided in a modified set of Standing Rules; the current listing includes some positions which no longer exist and omits others which have been recently created.)

- (2) The committee shall assume the new task of conducting periodic performance evaluations of university administrators at the level of dean and above. Such a contribution to the overall efficiency of the university has been long absent from the functions of the OSU Faculty Senate, whereas it is a relatively common (and valued) function on other campuses nationwide. The fundamental purpose of evaluations, to be conducted regularly on a 3-5 year schedule, would be to aid administrators in their efforts to improve their effectiveness, with evaluation summaries and ratings intended primarily for the administrator and her/his superiors and not for broader distribution.

Eventual Standing Rules for this committee may closely resemble those in effect at the University of Southern California for the USC Senate's Committee on University Administration, which:

"... shall, at the instruction of the Senate or Executive Board, conduct evaluations of the performance of University Administration.... It also shall keep before the Senate the processes by which University administrators are selected and/or retained, and shall formally report to the Senate on the processes of any appointment made at the dean level or above. It may also develop general guidelines for the review and evaluation of the work of administrators, and for aiding administrators in their efforts to improve their effectiveness. This committee shall also recommend faculty members for search committees which from time to time are formed to make nominations for administrative positions in the University."

3. ADVANCEMENT OF INSTRUCTION COMMITTEE

It is proposed that three committees concerned with the instructional process - Advancement of Teaching, Academic Advising, and Instructional Media - be combined into one committee titled Advancement of Instruction. The roles of these committees are interrelated. They are all intended to provide support to faculty members as teachers, whether that support is in terms of evaluation and improvement of teaching and advising techniques and skills or in terms of the use of instructional media in the classroom. It is important to have one committee which is focused on the continued improvement of the instructional process.

4. BUDGETS & FISCAL PLANNING COMMITTEE

The present chairperson of this committee notes that many of the committee's central functions are essentially absorbed by the Faculty Consultative Group (of which the BFPC chair is a member) during periods of institutional financial crisis and that the traditional committee task of financial review of Category I proposals might well be taken on by the Curriculum Council. On these grounds, the chairperson

recommends that the committee not continue as currently defined. The Executive Committee believes that Category I financial assessment should remain the charge of a committee other than that reviewing proposals according to strictly academic criteria and that this committee should continue to exist as the Senate's primary financial advisement unit concerning all regular, ongoing (i.e., non-crisis) financial/budgetary issues. Further, the EC agrees that the BFPC should be strengthened in its capacity to perform effectively in the latter regard. We therefore propose revised Standing Rules which retain a BFPC ex-officio position on the reformulated Curriculum Development and Policy Committee and which specify formal expectations that the committee be informed and consulted on a regular basis by the Vice President for Finance and Administration, the Director of the Office of Budgets and Planning, and other fiscal officers as particular informational need is determined by the committee membership.

5. BYLAWS AND ADMINISTRATION COMMITTEE

This committee would consolidate the internal Senate management functions now contributed independently by the Committee on Committees and the Bylaws Committee, thus allowing improved and direct integration of organizational issues and arrangements which commonly intersect. In addition, this committee would supplant the existing Nominations Committee (which convenes only briefly once per year) and would be responsible each fall for submitting to the Senate a nomination slate for the offices of President-Elect, Interinstitutional Faculty Senate representative, and Executive Committee. Standing Rules shall contain formal specification of a Nominations Subcommittee, and the Immediate Past President of the Faculty Senate shall serve as ex-officio member of that subcommittee. (The Immediate Past President is prescribed as Chair of the existing Nominations Committee.)

6. COMMITTEE ON COMPUTERS AND COMPUTING

The Task Force on Committee Reorganization and the Executive Committee reason that computational resources now match those of the library in their importance to the day-to-day work performance of the contemporary university faculty member, to the point that faculty require priority positioning in all related policy matters and in advisement concerning purchase and contracting arrangements. Endorsement of this particular committee proposal includes within it endorsement of the following two-stage sequence. First, the Executive Committee will recommend to the administration that the existing University Computer Steering Committee be transferred from supervision by the VP for Finance and Administration to Faculty Senate supervision, with the VP for Finance and Administration occupying an ex-officio seat on the committee. Second, should the administration reject this request for whatever reason, the Senate shall nevertheless proceed to establish its own committee, which would seek formal liaison with the UCSC but would also review all faculty-pertinent matters of computers and computing at its discretion, communicating any recommendations to the administration via the Faculty Senate in the manner of all other Senate committees.

7. CURRICULUM DEVELOPMENT AND POLICY COMMITTEE

The proposal is being made to combine the Curriculum Council and the newly-formed Baccalaureate Core Committee into one committee concerned with curriculum policy and review. The two present committees have related functions, and it is believed that better coordination and communication will result from having the functions of these committees combined. A single committee making determinations and setting policy regarding curriculum would enable the curriculum to be viewed from an overall perspective. The new committee would continue to be the body to review new curriculum proposals and would make determinations about the courses within the baccalaureate core curriculum through the primary agency of a Baccalaureate Core Subcommittee to be designated within new Standing Rules.

8. FACULTY GRIEVANCE COMMITTEE

No changes proposed.

9. FACULTY MEDIATION COMMITTEE

No changes proposed.

10. FACULTY RECOGNITION AND AWARDS COMMITTEE

Currently there are at least four committees or offices responsible for the granting of awards to faculty members or distinguished members of the public. The present Faculty Senate Recognition and Awards Committee formulates policies concerning awards and assists the President in making presentations of awards. The Honorary Doctorate Committee and the Distinguished Professor Selection Committee report to the Provost. The Office of the VP for Academic Affairs is responsible for the Ritchie Distinguished Professor Awards and the Dar Reese Excellence in Advising Award. Such a diversity of groups selecting candidates for often similar awards can result in duplicated effort, lack of or inadequate communication, and confusion. For this reason, it is proposed that all faculty awards, and awards to distinguished members of the public, be selected by one committee, utilizing subcommittees if needed to manage the sizable workload of this committee.

11. FACULTY WELFARE COMMITTEE

For many years, the Faculty Economic Welfare Committee (FEWC) has made recommendations as to benefits, distribution of salary increases between merit and across-the-board, and, through the efforts of D. Curtis Mumford, has compiled salary comparison lists. The Faculty Status Committee has been involved in matters of appointments and procedures for review and appeals, promotion, and other matters involving faculty members' status. With new grievance procedures and a separate Promotion and Tenure Committee, the activities of this committee have diminished. Since the FEWC's workload has also decreased, a combination of the two committees is proposed. It is

recommended that the Faculty Retirement Committee, once considered for inclusion in this consolidation, be continued as a separate committee since there are frequent and substantial changes in both legislation and administration of retirement benefits. Also, a very successful program informing the faculty of available options has been sponsored by this committee.

12. GRADUATE PROGRAMS AND POLICIES COMMITTEE

The roles and responsibilities of the Graduate Admissions Committee and the Graduate Council clearly overlap. The Graduate Council sets policy and procedures for administering graduate programs on campus. Merging these committees will focus faculty attention on policy and programmatic issues.

Review of applications for admission to the Graduate School will continue to be a function of a subcommittee of the new GPPC. However, this subcommittee's primary responsibilities will be to oversee the admissions process and to deal with unusual or difficult cases. This subcommittee will work with the Graduate School Dean and his staff in developing rules and guidelines for expeditiously making admission decisions.

This merger will improve communication between the faculty, the Faculty Senate and the Graduate School Office in guiding and strengthening OSU graduate programs.

13. LIBRARY COMMITTEE

No changes proposed.

14. PROMOTION AND TENURE COMMITTEE

No changes proposed.

15. RESEARCH PROGRAMS AND POLICIES

The standing rules for the Research Council state that the Council establishes policies for matters pertaining to research, as well as assigning priorities for distribution of funds for General Research and Exploratory grants. In order to emphasize the role of the group in policy matters, the name change to "Research Programs and Policies" is proposed. No other changes are recommended.

16. RETIREMENT COMMITTEE

No changes proposed at this time. See remarks above under "Faculty Welfare Committee." Per advisement of its current chairperson, the committee's workload may soon be reduced, however, with regard to duties associated with offering pre-retirement planning sessions. Current directions being taken by an OSSHE committee suggest that some of this burden will be assumed centrally by the Chancellor's Office.

17. STUDENT RECOGNITION AND AWARDS COMMITTEE

No changes proposed other than composition.

18. UNDERGRADUATE ADMISSIONS COMMITTEE

No changes proposed other than composition.

19. UNIVERSITY HONORS PROGRAM COMMITTEE

No changes proposed other than composition.

III. PROPOSALS TO UNIVERSITY ADMINISTRATIVE OFFICERS, AS APPROPRIATE

1. For elimination:

- a. Archives and Records Management Committee
- b. Building Names Committee
- c. Motor Pool Committee
- d. President's Commission on Human Rights and Responsibilities
(Inactive; per suggestion of Director of Affirmative Action)
- e. Equal Employment Opportunity Board
(Outmoded via new faculty grievance procedures/committees and Affirmative Action handling of student discrimination complaints; per suggestion of Director of Affirmative Action)
- f. AIDS Task Force
(Temporary committee; at suggestion of VP for Student Affairs)
- g. Outdoor Recreation Advisory Committee
(At suggestion of VP for Student Affairs)

2. For expansion of title and function:

- a. Traffic Committee, to Traffic and Parking Committee

3. For consolidation:

- a. University Discipline Committee, combining present University Discipline and Student Conduct Committees
(Jointly recommended by VP for Student Affairs and Executive Committee)
- b. Untitled: consolidation of the three existing cultural center advisory committees into one
(Jointly recommended by VP for Student Affairs and Executive Committee)
- c. Academic Procedures Committee, consolidating present Registration and Scheduling Committee and Final Examinations Committee
- d. Untitled: consolidation of four existing committees, or appropriate elements of same, all pertaining to Safety.
- e. International Programs Advisory Council, under VP for Research, Graduate Studies and International Programs, to absorb (Faculty Senate) International Programs Committee

4. For continuation (at this time) as currently constituted:
 - a. Convocations and Lectures Committee
 - b. Recreational Sports Board
 - c. Sports Club Committee
 - d. Child Care Advisory Committee
 - e. Women's Center Advisory Committee
 - f. Residency Committee
 - g. University Student Media Committee
 - h. Memorial Union Board of Directors
 - i. Athletic Advisory Committee
 - j. Commission on the Status of Women
 - k. Commencement Week Committee
 - l. Museums and Collections Committee
 - m. Summer Term Advisory Committee
 - n. Financial Aid Committee
 - o. OSU Press Board of Governors (transfer of supervision recommended: from VP for Student Affairs to VP for Finance and Administration)
 - p. Student Activities Committee
 - q. Student Health Committee
 - r. University Housing Committee
 - s. Advisory Committee for the Handicapped
 - t. Institutional Animal Care and Use Committee
 - u. Protection of Human Subjects Committee
 - v. Technology Transfer Committee
5. For addition:
 - a. Continuing Education Advisory Committee, to report to VP for Academic Affairs and Provost

Proposed Changes in

ACADEMIC REGULATIONS AND PROCEDURES

2. Credit from a two-year institution (undergraduate students):

a. College Transfer Credits:

...will be granted junior standing.**

Students who have received Associate of Arts degrees from Oregon community colleges will be considered to have met the Perspectives and Skills (except WIC) areas of the Baccalaureate Core. They must complete the upper division Synthesis areas of the Core. Students transferring from approved institutions of higher education ordinarily will be given Baccalaureate Core credit in the Perspectives and Skills areas on a course by course basis for work that is judged to be equivalent in content. They must complete upper division Synthesis courses.

b. Block Transfer of Vocational-Technical Credits: Block transfer...The credit will not be granted until completion of the program by the student, and these credits will not be used to classify students.

c. Transfer of Equivalent Vocational-Technical Course Credits: Lower division credit...the equivalent course work. Community College course work is not equivalent to upper division OSU course work.

d. Transfer of Nonequivalent Vocational-Technical Course Credits:

...

The credit will not be granted until completion of the student's program, and these credits will not be used to classify students.

4. Classifying students

a. Undergraduate students: A student who has ~~completed more than two terms in college and~~ earned at least 45 hours of credit is classified as a sophomore. A student who has ~~completed more than five terms in college and~~ earned at least 90 hours of credit is classified as a junior.

10. Eligibility

a. ~~For student activities, obtain a certificate of eligibility from the Student Activities Center, take it to the manager of the Student Activities Office in the Activities Center to be validated for term hours and GPA. For student activities, students~~

are responsible for following the Student Life Policy and procedures.

...

(2) Satisfactory Progress Toward a Degree.

...

(a) satisfactory completion prior to ~~and~~ each fall term of a total number of ~~semester or quarter~~ credits acceptable toward a baccalaureate degree in a designated program of studies equivalent to an average of at least 12 ~~semester or quarter~~ credits during each of the previous ~~academic terms~~ quarters in academic years in which the student was enrolled, or (b) satisfactory completion of ~~24 semester or 36~~ quarter credits acceptable...no later than the beginning of the ~~fifth semester or the seventh~~ quarter of enrollment.

13. Withdrawal from the University

a. Any student in good standing (See AR 22.) is entitled to withdraw....

15. Honesty in Academic Work

...The instructor may impose any academic penalty up to and including an "F" grade ~~in the course after consulting with his or her department chair and on the assignment, after informing~~ the student of the action taken. Additional penalties may be assigned subsequent to a review at the departmental level or above. Using the standard form, the instructor must report the incident and the action taken to his or her department chair, who, in turn, shall forward the report to his or her dean.

16. Final Week

b. ~~Classes shall meet and have final Course work shall continue up to Final Week. Final examinations shall be given 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. Requests for changes in the time of final examinations will be submitted to the Committee on Examinations.

17. Grades

...

An instructor may move to correct a grade erroneously given by filing a Change of Grade Card in the Registrar's Office. The Academic

Requirements Committee routinely reviews grade changes.

22. Academic Deficiencies (undergraduate students)

The academic deficiencies committee has discretionary authority to suspend or place on probation any student not in good standing, that is, not achieving profitable and creditable progress toward graduation or a (minimum of 2.00 or "C" for both term and cumulative).

23. Special examination for credit

A regularly enrolled student in good standing, either graduate or undergraduate, currently registered at Oregon State University during fall, winter, or spring quarter and wishing credit for which a grade has not been previously received, may petition for credit examination under the following conditions:.....

25. Credit for work completed in absentia

~~If a student who has completed the second year can engage in practical work in line with his or her major curriculum during summer vacations or when not in resident study, the student may be permitted to register for special credit based on such practical work, provided the scope of work and investigation is outlined and approved by the dean, the department head concerned and, in case of undergraduate students, the academic requirements committee in advance of beginning the study. Registration blanks for this purpose are furnished by the Registrar's Office. For fees, see page 12. The maximum number of hours that may be earned by this method and applied toward the bachelor's degree is 9, and not more than 6 may be recorded in any one summer.~~

26 25. Institutional requirements for baccalaureate degrees

a. General Requirements Baccalaureate Core:

Each student will complete the following requirements:

[Strike the rest of Section a, and insert:]

(1) SKILLS

<u>Writing I</u>	<u>3 credits</u>
<u>Writing II</u>	<u>3 credits</u>
<u>Writing III/Speech</u>	<u>3 credits</u>
<u>Mathematics</u>	<u>3 credits</u>
<u>Fitness</u>	<u>3 credits</u>
<u>Writing Intensive Courses (WIC); upper division</u>	

(2) PERSPECTIVES

<u>Physical Science (with lab)</u>	<u>4 credits</u>
<u>Biological Science (with lab)</u>	<u>4 credits</u>
<u>plus choice of second course in either of the above (with lab)</u>	<u>4 credits</u>
<u>Western Culture</u>	<u>3 credits</u>
<u>Non-Western Cultures</u>	<u>3 credits</u>
<u>Literature and the Arts</u>	<u>3 credits</u>
<u>Social Processes and Institutions</u>	<u>3 credits</u>
<u>plus choice of two additional courses in any two of the four of the four preceding areas</u>	<u>6 credits</u>

(3) SYNTHESIS

<u>Science, Technology, and Society</u>	<u>3 credits</u>
<u>Contemporary Global Issues</u>	<u>3 credits</u>

The Baccalaureate Core Committee (BCC) determines which courses will satisfy each of the requirements above and will publish the list in the Baccalaureate Core Advising Guide section of the Schedule of Classes. WIC courses will be reviewed by the Writing Advisory Board. The Core is governed by the following rules:
(1) No more than two courses from any one department may be used by a student to satisfy the Perspectives category of the Core.
(2) No single course may be used by a student to satisfy more than one subject area of the Core even though some courses have been approved in more than one area.
(3) Both Synthesis courses may not be taken in the same department.****

c. Distribution of Hours for Baccalaureate Degrees:

(1) Bachelor of Arts: 36 hours in humanities (except English composition and corrective speech) including in addition to proficiency in a foreign language equivalent to that attained at the end of the second year sequence course in the language with a grade of "C" or better, as certified by the Department of Foreign Languages and Literatures.

~~****For students who enrolled at OSU prior to end of spring, 1990, difficulties in degree progress that are solely attributable to the semester conversion shall be resolved within the academic unit. This policy shall also be applied to students transferring to OSU who entered an OSSHE 4-year institution or Oregon community college prior to the end of spring term, 1990.~~

Students enrolled at OSU, at another college or university in the Oregon State System of Higher Education, or at an Oregon community

college prior to the end of spring quarter, 1990, will have the option of graduating under the current general education requirements or the new baccalaureate core.

The old general education requirements are:

(1) English Composition (Wr 121).....3 credits
(minimum grade of C)

(2) Physical Education, 3 terms of
activity courses.....3 credits

Students over 30 years of age are not required to take physical education. Only one activity course per term will be counted toward the three-term requirement. A total of 8 term credits of performance courses may be elected above the regular requirement.

(3) General education:

The curricula for all baccalaureate degrees shall include the following components:

(a) Physical, biological, and/or
mathematical sciences.....15 credits

(b) humanities and/or arts.....12 credits

(c) social sciences.....12 credits

(d) Written and oral English communication
(in addition to WR121).....6 credits

Ecuador²⁰

International Education



Corvallis, Oregon 97331 USA

(503) 754-3006

March 29, 1989

Memo To: Gary Tiedemann

From: Jack Van de Water

Subject: OSSHE Ecuador Program Proposal

The attached proposal is to initiate a new OSSHE exchange program in Ecuador. The proposal has been developed by an OSSHE faculty committee. The OSU faculty representatives on the committee are Bob Kiekel, Dianne Hart, and Dick Clinton.

The OSSHE Academic Council has given its support to developing this proposal. Graham Spanier, Provost, has reviewed the proposal and indicated his support for it. The proposal is now being reviewed by the appropriate faculty committees on each campus before the proposal is implemented.

The nominee to be the first OSSHE Resident Director in Ecuador is Richard Clinton. The OSSHE administrator responsible for this program is Dianne Hart.

Please give me a call if you have any questions or concerns.

cc: Dianne Hart

A handwritten signature in dark ink, appearing to read "Jack" followed by a stylized surname.

Proposal
for an
Oregon State System of Higher Education (OSSHE)
Foreign Study Program
at the
Pontificia Universidad Católica del Ecuador (PUCE)
Quito, Ecuador
February 1989

Introduction

The Oregon State System of Higher Education offers foreign study exchange programs in France, Germany, Hungary, China, Korea, and Japan. This proposal establishes guidelines to establish a new program in Ecuador beginning in September 1989.

The initiative for this proposal arose from various faculty members at OSSHE institutions and the OSSHE Foreign Study Office staff. After preliminary discussion and approval by the OSSHE Academic Council, faculty from various disciplines were appointed by Vice-Chancellor Pierce to form a Latin America Program Committee which met four times from October 1987 to March 1988. The Committee considered program options including site, academic structure, exchange component, and various logistical details. This proposal represents the result of discussions by that group. It does not, however, account for the details of every discussion at each of the four meetings. A listing of the persons involved and their institutional affiliation is attached in Appendix A.

Goals

The goals of the program in Ecuador are to:

1. Provide academic opportunities in Spanish language, social sciences and humanities (as they pertain to Latin American Studies) for intermediate and advanced OSSHE students in a South American country. No program opportunity currently exists on a system-wide basis.
2. Provide opportunities for Ecuadorean students to study in Oregon.
3. Provide opportunities for faculty exchange.

Spanish Language Enrollments at OSSHE Institutions

According to a report by the Committee on Instruction, Research, and Public Service Programs in the Office of Academic Affairs, OSSHE Board Office, February 17, 1988, the numbers of students enrolled in Spanish instruction courses at the OSSHE institutions during fall term 1986 ranked second in all language enrollments. Students enrolled in French language courses (the largest group) at OSSHE institutions numbered 2,892 in 1986.

A listing of Spanish language course enrollments at all levels by institution follows:

Western Oregon State College.....	183. students enrolled
Eastern Oregon State College.....	173. students enrolled
Southern Oregon State College.....	215. students enrolled
Oregon State University.....	445. students enrolled
University of Oregon.....	1226. students enrolled
Portland State University.....	<u>571</u> . students enrolled
Total number of students enrolled in Spanish language courses, fall 1986	2,813.

Programs Available to Oregon Students in Latin America

One program is offered in Latin America during the academic year for students in the Oregon State System of Higher Education. That program, offered through Southern Oregon State College, is based at the *Universidad de Guanajuato*, in Guanajuato, Mexico. Each year, approximately 10-15 students from Oregon, principally from SOSC, participate in this program which has been operating for 17 years.

Oregon State University has operated a summer program with the PUCE in Quito for four years. Each summer, approximately 20 students participate in this six-week program focusing on the language and culture of Ecuador.

The University of Oregon operates a summer program for its Spanish language students at the Monterrey Institute of Technology and Advanced Studies (ITESM) in Queretaro, Mexico for eight weeks. Coursework focuses on language and culture. Approximately 40 students from the University of Oregon participate in this program each year.

Portland State University offers a winter term program for undergraduate students at the *Instituto Norteamericano* in Guadalajara, Mexico. Approximately 15-20 students have participated in the program during each of the past two years it has been offered.

Students participating in each program live with host families.

In each of the programs listed above, instruction is offered by host national instructors. The two summer programs and the winter term program are led by a faculty member from the OSSHE sponsoring institution.

At present, there is no system-wide program offered for students of Spanish language or Latin American studies in Latin America.

The Pontificia Universidad Católica del Ecuador

The PUCE is a private institution of higher learning in Quito, Ecuador. It was established in 1946 by the Cardinal Archbishop of Quito. The current enrollment at the Universidad Católica is approximately 7,000 full-time students.

During the 1984-85 academic year, the University employed 126 full-time and 692 part-time faculty members.

The University has the following departments (*facultades*):

- Faculty of Law
- Faculty of Economics
- Faculty of Engineering
- Faculty of Education
- Faculty of Human Sciences (including Political and Social Sciences)
- Faculty of Nursing
- Faculty of Theology
- Faculty of Administration (including Accountancy)
- Faculty of Social Service
- Institute of Philosophy
- School of Psychology
- School of Medical Laboratory Technology
- Institute of Languages and Linguistics.

The Central Library at the University contains 60,000 volumes.

Programs Affiliated with the Pontificia Universidad Católica del Ecuador

The six-week summer program operated by Oregon State University offers undergraduate and graduate students opportunities to study intensive Spanish as well as other courses in the history, culture, and literature in Quito. Students must have had at least one year of Spanish language to be eligible for the program.

Students are housed with families in order to maximize contact with the language.

Georgetown University offers its students the opportunity to study Spanish language, literature, humanities, social sciences, or natural sciences for one semester or a full year. Georgetown has a resident director on site to provide academic advising and logistical support. Limited internship possibilities exist for program participants.

Students are housed with families or in apartments if they choose not to live with a family.

Proposed Program Structure

The program is designed for intermediate to advanced level students. The program structure as proposed will include approximately 40 percent language coursework and 60 percent coursework in various disciplines available through the PUCE as well as a course taught by the Resident Director.

Minimum entrance requirements for the program set by the Latin America Executive Board are:

- two years of college level Spanish with "B" average or better;
- overall GPA of 2.75; and,
- sophomore status by the time the program commences.

The faculty committee believes that 20-30 students would be appropriate for the program.

Language Benefits

Immersion programs have distinct benefits for language students who have undertaken previous study of the language. This program seeks to maximize the advantages of immersion by offering advanced language study, placing students with host families, and designing activities that integrate Oregon students into the host culture as much as possible. Conversational *intercambios* (literally "exchanges") will be arranged by the Catholic University to facilitate interaction between Ecuadorean and Oregonian students.

The dialect used in Quito is standard in Latin American and is readily understood throughout the continent.

Academic Program

The courses offered through the academic program at the PUCE will be approved for credit on each OSSHE campus. Course syllabi and *curriculum vitae* for instructors shall be provided to each OSSHE campus through the established campus contact network.

The academic program will commence with a required two-week Language, Culture, and Introductory Latin American History course composed of language review, an introductory history class, and cultural orientation. Following the model established for the France programs, students will be awarded three credits for active participation in the orientation. Credit will be granted on a pass/no pass basis.

The academic program will be divided into language coursework (40%) and non-language coursework (60%).

1. Language coursework will be offered at the third-year level and above during the program.

2. Non-language coursework will focus on academic areas that contribute to the understanding of the culture, society, economic, and political dimensions of the host country. Courses in these areas are being solicited from faculty at the PUCE. When course descriptions and *curriculum vitae* are received from Catholic University faculty, they will be circulated through the Campus Contact network for approval and assignment of course numbers on each OSSHE campus.

The Latin America Program Development Committee recommends that faculty and courses be arranged on a contractual basis for the OSSHE program to minimize the discrepancy between the Ecuadorean and U.S. educational systems.

Courses shall be taught in Spanish and English, with the majority of courses offered in the host language.

Academic work offered through this program will be granted home campus credit for students from the OSSHE campuses.

3. The OSSHE Resident Director shall teach one course during the term. The content of this course shall be in the faculty member's area of academic specialty and shall be approved by each OSSHE campus.

OSSHE Faculty Member Participation

A Resident Director will be selected from OSSHE faculty applicants. The Director will be in residence with the students, teach one course per term, supervise approved independent study projects, arrange field trips, act as a liaison with the PUCE officials, and pay PUCE faculty who teach on the OSSHE program. The OSSHE Resident Director will also help prepare the Ecuadorean students coming to Oregon on the exchange program under the terms of the exchange agreement. The Director will be responsible for certifying that academic courses and credits awarded are consistent with established standards, policies, and practices at each OSSHE campus. A position announcement and screening criteria for the Resident Director position are provided in Appendix B.

Excursions

Excursions to cultural sites in Quito and the surrounding area will be built into the program structure. Numerous museums and sites of historical and cultural interest are available within easy driving distance from the Catholic University. In addition, Professor Kiekel (OSU) has led many summer programs in Quito and is well-acquainted with the local excursion options. An extended field excursion to various parts of Ecuador will take place during break at the beginning November. This excursion will last approximately one week and will focus on the cultural diversity of Ecuador's indigenous populations and geography.

Exchange Component

It was agreed by the members of the OSSHE Latin America Committee that opportunities for bilateral exchange should be an important component of this program. Students coming from the PUCE would be nominated by that institution and would be required to meet admission standards for international students at the receiving institution. Tuition payments for these exchange participants would be waived. Room and board stipends would be funded on the basis of fees collected from OSSHE students going to the Catholic University. Further financial assistance for PUCE students coming to Oregon is being sought from the Fulbright Commission in Ecuador. See "Program Costs" section.

A spring semester academic exchange option will also be available to OSSHE students. This option will integrate students into the regular courses with PUCE tuition waived. Students will be advised by a liaison professor in academic and cultural matters. The liaison professor will also have the responsibility to assist OSSHE students in preparing academic materials for evaluation on the home campus.

Students wishing to stay for the spring semester must have the approval of their Resident Director, the OSSHE Foreign Study Programs Office, and their academic advisers on the home campus.

All coursework will be awarded credit on the participant's home campus.

Calendar

The program will begin as an academic quarter during the fall 1989, expanding to a full year program when student interest increases and funding permits. The PUCE operates on a semester basis from October to February and March to July. The OSSHE program calendar, as presently planned, is as follows:

Students arrive in Quito	September 10, 1989
Orientation program	September 11- 22, 1989
Academic program begins	September 25, 1989
Break	November 1 -12, 1989
Field excursion	November 2 - 9, 1989 (tentative)
Classes end	December 19, 1989

Student Accommodations

In order to maximize the cultural integration and language contact for OSSHE students, it was agreed that students should be housed with local families in Quito. The summer programs currently offered by Oregon State University and Georgetown University utilize homestays with great success and at reasonable cost. An experienced homestay coordinator has been located to begin the process of finding families for OSSHE students.

The following estimates are based on a fall quarter program with 20 Oregon students, an exchange rate of s/. 500 per \$1.00, and incorporate costs in both Quito and Oregon.

Tuition at OSSHE institutions	\$ 464.00
Room & Board payments	650.00
Ecuadorean student support	600.00
Orientation hotel	45.00
OSSHE surcharge	200.00
Orientation and re-entry programs in Oregon	50.00
Orientation in Ecuador	20.00
Field trips	185.00
Host family coordinator	15.00
Contingency	<u>21.00</u>
Student Program Cost	\$2250.00

OSSHE Funding

The OSSHE Foreign Study Programs Office will administer the program. A request for funds to administer the program will include:

Budget Items: Ecuador

Resident Director support	\$14,264.00	
Other Personnel Expenses (OPE)	4,322.00	
Resident Director Travel Allowance	1,500.00	
Payment to Catholic University for Spanish language courses	3,000.00	
Host family coordinator payment	300.00	
Salaries for three adjunct instructors	1,400.00	
Intensive language training	1,000.00	
OSSHE Field Trips	2,000.00	
Liaison professor for spring semester	500.00	
Office rental for RD	500.00	
Services and Supplies (total)	<u>1,500.00</u>	
subtotal		\$30,286.00

Budget Items: OSSHE

Program Coordinator @ .33 FTE	\$4534.00	
Administrative Assistant @ .20 FTE	2970.00	
Director of Foreign Study @ .05 FTE	2912.00	
OPE for three above	3129.00	
Supplies and Services (see above)	<u>0.00</u>	
subtotal		\$13,545.00

BUDGET TOTAL **\$43,831.00**

Administrative Structure

The Ecuador program will be administered through the OSSHE Foreign Study Programs Office in Corvallis and follow the administrative model established for other system-wide programs currently operating in China, France, Germany, Hungary, Japan, and Korea.

An OSSHE Executive Board for Ecuador will be appointed annually, with representation from each participating institution. The Executive Board, like its counterparts for established OSSHE programs, will advise the OSSHE Foreign Study Programs Office on academic and other program policy issues.

Each university in the State System of Higher Education will have two voting members appointed to the board, each college will have one voting member. Members of the Campus Contacts network and directors of the International Education offices at Oregon State University, Portland State University, and the University of Oregon will be appointed to the board as *ex officio* members.

Administrative coordination and fiscal management of the program will be the responsibility of the OSSHE Foreign Study Programs Office.

Central coordination activities will be the responsibility of a program coordinator (Foreign Study Adviser) who will work with each of the OSSHE Campus Contacts in matters of student recruitment, course approval, Resident Director recruitment, selection, and orientation. The OSSHE Campus Contact network, already established, provides for system-wide coordination through liaison persons on each campus.

Campus Contacts will have the responsibility of guiding the process of recruitment, selection, and course approval on each individual campus.

Department of English

Oregon
State
University

Corvallis, Oregon 97331-5302

(503) 754-3244

24 April 1989

TO: Faculty Senate Executive Committee

FROM: Robert Schwartz, Chair
Advancement of Teaching Committee

SUBJECT: Committee Report

The main interest of the Advancement of Teaching Committee this year was an evaluation of the new Student Assessment of Teaching survey instrument. Our attempts to do such an evaluation, however, have been frustrated by the administration's slow response to our request that a statistical analysis of the survey data and demographic information be made. There appears to be some difficulty in determining how and by whom this analysis should be done. Several attempts to get things going have to date proven fruitless.

The Committee, in response to an inquiry from the Senate President concerning recommended Selected Revised Goals for OSU, noted the omission in that planning document of any items specifically aimed at the quality of teaching. The Committee was concerned about this failure to address the importance of teaching, and recommended goals that would do so.

The Committee also met to review 37 applications for the L. L. Stewart Faculty Development Awards. Applications totaled \$ 59,136.90 for the available \$ 13,000. The Committee recommended to Assistant Vice President Orzech that nine awards be made totaling \$ 13,000. The Committee also recommended that the upper limit of \$ 1800 on awards be raised to \$ 2300 in recognition of rising costs.

Academic Affairs—
Curriculum



Corvallis, Oregon 97331

(503) 754-2111

April 12, 1989

MEMORANDUM

TO: Gary Tiedeman, President
Oregon State University Faculty Senate

FROM: Bruce Shepard, Chair
Curriculum Council

SUBJECT: Annual Report

The Curriculum Council has given most of its attention to curriculum revision: during the summer and fall, working with colleges, departments, and the graduate council to develop semester curricula that could be recommended to the Senate for their approval; during the winter, working with colleagues to develop and implement procedures for salvaging the revised semester curriculum, including development of a quarter-equivalent for the Baccalaureate Core; and, during the spring, reviewing revised quarter curricula.

Oregon State University will have a thoroughly reviewed and revised curriculum for 1990-91. This feat results from the conscientious and professional approach taken by the faculty in the face of major, externally imposed frustrations. Faculty invested a great deal of their time and professional expertise in developing semester curricula even though they had doubts about both the wisdom and the certainty of calendar conversion. When, at a very late date, the State Board reversed itself, faculty responded by again investing considerable effort to produce a reconverted curriculum in a short period of time. Even though departments had the option of not revising their curricula, **no academic unit selected this "easy way out."** While the faculty are to be commended for this achievement, we must also report our firm and informed view that the quality of our curriculum has suffered as a result of academic mismanagement by the State Board of Higher Education.

The Curriculum Council has addressed a variety of other matters: policies on pass/no pass courses, policies on temporary ("X") courses, policies on "remedial" courses, policies for cross-listing courses, policies for implementing the re-numbering of graduate courses, category I proposals for departmental name changes, and development of a category I proposal for implementing the "5th Year Program" in Education. This spring we will begin discussion of possible changes in curriculum procedures and degree requirements needed to accommodate rapidly changing technologies such as Ed-Net that are available for providing degree programs to nontraditional students working and residing throughout the State.

c: Curriculum Council
D.S. Fullerton

OSU Faculty Senate
Faculty Grievance Committee

Annual Report, 1988-89

The Faculty Grievance Committee is charged with the responsibility to hear faculty grievances that cannot be resolved by mediation. The committee conducts a formal hearing on each grievance and conveys its findings in the form of recommendations to the President.

During 1988-89 the Committee conducted three hearings--the first brought by an extension agent protesting a perceived unfair personnel evaluation and timely notice of non-reappointment; the second by a coach who claimed that the termination of his position due to budget cuts in the Department of Intercollegiate Athletics was a violation of tenure that he held in an academic department; and the third, an assistant professor who protested the issuance of timely notice of non-reappointment on the grounds that not all information relevant to his case had been made available to the college promotion and tenure committee that reviewed him. In each of these cases, the President concurred with the committee's principal recommendations, although his decisions differed in minor but significant ways from the committee's recommendations.

Respectfully submitted,

Christopher K. Mathews

Christopher K. Mathews
Committee Chairman, 1988-89
Professor and Chairman,
Department of Biochemistry and Biophysics

CKM:sc

College of Business



Bexell Hall 200B
Corvallis, OR 97331-2603

April 11, 1989

Memo to: Gary Tiedeman, Faculty Senate President
Faculty Senate Executive Committee

From: Pat Wells, Chairman, Faculty Mediation Committee

A handwritten signature in dark ink, appearing to be "Pat Wells", written over the name in the "From:" line.

Subject: Annual Report

The Faculty Mediation Committee consisting of Ed Klemke, Sociology, and Gene Craven, Science Education, have mediated two cases as of the above date. No additional pending cases are awaiting consideration.

Of the two cases, the first was terminated because the administration refused to change its position. The second case was concluded successfully with an agreement between the parties. The compliance with that agreement is still pending.

SUBJECT: Annual Report to the Faculty Senate

COMMITTEE: Faculty Recognition and Awards

COMMITTEE MEMBERS: Arnold P. Appleby, ^{APA}Chairman
Michael Schuyler, Chemistry
Graham Brown, Business
Tom McClintock, Liberal Arts
Clara Pratt, Human Develop. & Fam. Studies

Activities:

With the permission of Thurston Doler, the chairman expanded the committee from three to five members. Nominations for Distinguished Service Awards were received and evaluated and recommendations were presented to the Faculty Senate on April 6, 1989. Requests for nominations for the OSU Alumni Association Distinguished Professor Award, Burlington Northern Awards, and the Outstanding Research Assistant Award have been extended. These will be evaluated by the Committee in late spring and early summer. The chairman automatically serves as a member of the selection committee for the Elizabeth P. Ritchie Award.

Recommendations:

1. The selection for the Elizabeth P. Ritchie Award is working fine. However, the call for nominations presently is sent out from the Faculty Recognition and Awards Committee without their knowledge or review. Only the chairman serves on the Ritchie committee. That is unnecessarily confusing. Send the memo out from the Elizabeth P. Ritchie Committee.
2. Guidelines are needed to more clearly separate the Distinguished Service Awards from the Honorary Doctorates.

Academic Regulations: Proposed Substitute for 25:c

c. Baccalaureate Degrees

(1) Bachelor of Arts: The BA degree is conferred for broad and liberal education in humanities, arts, social sciences, and sciences. College and departmental BA requirements 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. 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.

(2) Bachelor of Science: 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 and departmental requirements 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.

(3) Colleges offering both the BA and the BS will have specific requirements distinguishing the two degrees. The college requirements for the two degrees will place comparable demands upon the time and effort of students and that assessment of comparability will include the foreign language requirement for the BA. Departments offering both the BA and the BS may have specific requirements distinguishing the two degrees.

(4) Requirements for bachelor degrees other than the BS and the BA are formulated by the colleges and departments authorized to offer the degrees.

Academic Regulations: Proposed Substitute for 25:c

c. Baccalaureate Degrees

(1) Bachelor of Arts: The BA degree is conferred for broad and liberal education in humanities, arts, social sciences, and sciences. College and departmental BA requirements 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. 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.

(2) Bachelor of Science: 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 and departmental requirements 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.

(3) Colleges offering both the BA and the BS will have specific requirements distinguishing the two degrees. The college requirements for the two degrees will place comparable demands upon the time and effort of students and that assessment of comparability will include the foreign language requirement for the BA. Departments offering both the BA and the BS may have specific requirements distinguishing the two degrees.

(4) Requirements for bachelor degrees other than the BS and the BA are formulated by the colleges and departments authorized to offer the degrees.

distributed at may meeting but
not considered. Revised proposal
will be at June meeting

REPORTS TO THE FACULTY SENATE

Thursday, June 1, 1989; 3:00 p.m. - 5:00 p.m.
LaSells Stewart Center

AGENDA

The agenda for the June Senate meeting will include the reports and other items of business listed below. To be approved are the minutes of the May Senate meeting, as published and distributed to the faculty.

A. ACTION ITEMS**1. D. Curtis Mumford Faculty Service Award - Andy Hashimoto**

The Executive Committee will present to the Senate its recommendation for a recipient of the award for 1989. A "Confidential" document containing the recommendation is included as a separate enclosure to all Senators. The Senate will meet in Executive Session to consider the report. In accordance with Senate Bylaws (Article IX, Section 3), the Senate President may call an Executive Session, which excludes all but elected and ex-officio members or their designated representatives (proxies) and Senate Office staff. Before going into Executive Session, the President must also announce authority for such action (Attorney General's Opinion #6996, I., D.).

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

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.

**3. Category I Curricular Program Proposals - Bruce Shepard
(pp. 2 - 26)**

Attached are five Category I curricular proposals being recommended for approval, all involving structural reorganization and renaming:

- a) Rename Master of Materials Science to Master of Science in Materials Science
- b) Rename Department of Forest Management to Department of Forest Resources

- c) Rename the MS, MD and the PhD in Forest Management to the MS, MF, and the PhD in Forest Resources
- d) Structural Reorganization of the College of Home Economics
- e) Rename the Department of Health to the Department of Public Health

4. Exchange of Tenure Relinquishment Agreement - Les Strickler
(pp. 27 - 30)

Attached is a recommendation from the Retirement Committee concerning exchange of tenure relinquishment agreement.

5. Annual Reports With Recommendations

- a. Committee on Committees - Mariol Wogaman, Chair
(pp. 31 - 32) Attached is a report from the Committee on Committees recommending revisions in Standing Rules for the Budgets and Fiscal Planning Committee and the Undergraduate Admissions Committee.
- b. International Programs Committee - Fred Rickson, Chair
(pp. 33 - 35) Attached is the report from the International Programs Committee recommending elimination of this committee.

6. Administrative Appointments Committee

The Standing Rules state that "The Committee on Administrative Appointments consists of nine Faculty members appointed by the Faculty Senate's Executive Committee and approved by the Faculty Senate." Although three of the appointments expire in June, we are not prepared to recommend new members at this time. The Executive Committee, therefore, requests that the Senate suspend the Standing Rules for the Administrative Appointments Committee and delay its approval until the October meeting. There are no administrative searches anticipated for the coming summer. Should any occur, the Executive Committee would function as a pro-tem Administrative Appointments Committee for the purpose of recommending search committee members.

B. DISCUSSION ITEM

Discussion on the issue of Senate committee reorganization, as directed by Senate action during the May meeting. (Please bring your agenda from last month, as only a limited number of extra copies will be available at this meeting.) Suggested time limit: 20 minutes.

C. INFORMATION ITEMS

1. Annual Reports

All Senate committees and councils are expected to report annually to the Senate and to describe their work for the year. Below is a list of all committees. In most instances, the reports are for the information of the Senate, and committee chairs may not be present at the Senate meeting. Most of these reports contain no specific recommendations, although several express views which may call for further consideration. 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.

- a. **Academic Deficiencies** - Larry Griggs, Chair (p. 36)
- b. **Academic Regulations** - Jonathan King, Chair (p. 37)
- c. **Academic Requirements** - David Langley, Chair (p. 38)
- d. **Administrative Appointments** - Mary Kelsey, Chair (p. 39)
- e. **Advancement of Teaching** (published in the May Agenda)
- f. **Baccalaureate Core** - Jean Peters, Chair (pp. 40 - 41)
- g. **Budgets & Fiscal Planning** - Margy Woodburn, Chair (p. 42)
- h. **Bylaws Committee** - No report received, Chair is out of country
- i. **Curriculum Council** (published in the May Agenda)
- j. **Faculty Economic Welfare** - No report received
- k. **Faculty Grievance Committee** (published in the May Agenda)
- l. **Faculty Mediation Committee** (published in the May Agenda)
- m. **Faculty Recognition and Awards Committee** (published in the May Agenda)
- n. **Faculty Status** - No report received
- o. **Graduate Admissions** - Jeff Gonor, Chair (p. 43)
- p. **Graduate Council** - John Fryer, Chair (pp. 44 - 45)
- q. **Instructional Media** - (p. 46)
- r. **Library Committee** - Don Zobel, Chair (pp. 47 - 48)
- s. **Nominations Committee** - Sally Malueg, Chair (pp. 49 - 51)
- t. **Promotion and Tenure** - No report received
- u. **Research Council** - Joe Zaerr, Chair (pp. 52 - 53)
- v. **Retirement Committee** - Les Strickler, Chair (pp. 54 - 55)
- w. **Special Services Committee** - Joe Wooten, Chair (pp. 56 - 57)
- x. **Student Recognition & Awards Committee** - Kathleen Moore, Chair (p. 58)
- y. **Undergraduate Admissions** - Dick Thies, Chair (pp. 59 - 60)
- z. **University Honors Program** - Jim Morris, Chair (pp. 61 - 62)

2. Adjustment to Revisions in Academic Regulations and Procedures Approved at May Senate Meeting

Text citing regulations and guidelines effective 1990 is inappropriate for inclusion in the 1989-90 Schedule of Classes. With the Senate's concurrence, all approved sections making specific reference to 1990 standards will be withheld at this time. Where appropriate, parenthetical mention that new requirements will take effect academic year 1990-91 will be inserted.

3. Enrollment Management Proposals for Fall 1990

A descriptive summary from VP Trow will be available at the meeting as a handout.

4. Exam Scheduling for Student Athletes (pp. 63 - 65)

Attached are letters from Jack Davis and VP Spanier. The Academic Regulations Committee has reviewed this issue but requests, because of the complexities involved, that it be brought before the full Senate for its reaction. This is an information item only at this time.

5. SB618 (pp. 66 - 72)

Attached are excerpts from the OSSHE report to the Joint Committee on Education, in compliance with SB618. These pertain to academic employee salary structures.

6. Chancellor's Testimony on SB879 (p. 73)

Attached is Chancellor Bartlett's testimony before the Senate Education Committee concerning faculty representation on the State Board of Higher Education and other matters of faculty consultation.

7. Response to Library Resolution - (p. 74)

Attached is a letter from Chancellor Bartlett concerning the Senate's Library Resolution of April 6, 1989.

D. REPORTS FROM THE EXECUTIVE OFFICE

Graham Spanier, Vice President of Academic Affairs and Provost.

F. REPORTS FROM THE FACULTY SENATE PRESIDENT

G. NEW BUSINESS

Office of the Registrar

Administrative Services B102
Corvallis, OR 97331-2130

(503) 754-4331

May 12, 1989

TO: Dr. Gary Tiedeman, President
Faculty Senate

FROM: Wallace E. Gibbs *WES*
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 1, 1989 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: Provost and Vice President Graham B. Spanier
Dean Thomas J. Maresh
Ralph H. Reiley, Jr.

RECEIVED MAY 1 3 1989

Curriculum Council

Administrative Services A624
Corvallis, OR 97331-2128

(503) 754-2111

May 12, 1989

MEMORANDUM

TO: Gary Tiedeman, President
Oregon State University Faculty Senate

FROM: Bruce Shepard, Chair 
Curriculum Council

SUBJECT: Category I Proposals Recommended for Senate Approval

The Curriculum Council and the Graduate Council have completed review of the enclosed proposals and we recommend that they be approved by the Faculty Senate. The proposals involve structural reorganization and renaming. No new instructional programs are involved; consequently, the recommendations are in the form of abbreviated category I proposals. The specific proposals are:

Rename Masters of Materials Science to Masters of Science in Materials Science

This proposal for a change in name accompanies an effort to strengthen the administration of this interdepartmental program. The old name for the degree - an M.Mat.S. - inappropriately suggests a professional masters program.

Rename Department of Forest Management to Department of Forest Resources

The new Department of Forest Resources is being formed by merging the departments of Forest Management and Forest Recreation. Forest Resources would be responsible for administering the undergraduate programs previously offered by Forest Management and Forest Recreation. The content and titles for these undergraduate programs would not be changed. Graduate programs are addressed in the next proposal.

Rename the MS, MF, and the PhD in Forest Management to the MS, MF, and the PhD in Forest Resources

With this change, graduate degree titles would correspond to the name of the department providing the degrees and the new name would more accurately describe the full range of existing graduate concentrations that would be available in the renamed department.

Structural Reorganization of the College of Home Economics

The Senate is being asked to approve a reorganization that replaces the current departments in the College of Home Economics with the three new departments: a department of Apparel, Interiors, Housing and Management; a department of Family Sciences and Lifespan Development; and a department of Nutrition and Food Management. The College of Home Economics seeks this change in order to provide greater opportunities for interdisciplinary work, flexibility, and program synergy.

No changes in undergraduate or graduate degree programs are involved in the proposal. (Several changes are implied in Chart 1 in the proposal but those are not part of what the Senate is being asked to approve; the proposal is for structural reorganization alone.)

Rename the Department of Health to the Department of Public Health

This change would more clearly convey the focus and instructional orientation of the department. There would be no changes in the content of degree programs or in degree titles.

c: Fullerton
Maresh

CATEGORY I TRANSMITTAL SHEET



Proposal to Rename
the Master of Materials Science Graduate Program

Submitted by: Oregon State University

College of Engineering: Department of Mechanical Engineering
Department of Electrical and Computer Engineering

College of Science: Department of Chemical Engineering
Department of Chemistry

College of Forestry: Department of Physics
Department of Forest Products

Library evaluation attatched?

N/A

Liason Documentation from other units attatched?

N/A

Summary of Estimated Costs and Sources of Funds attatched? N/A

I certify that the above proposal has been reviewed and approved
by the appropriate Department and College/School committees.

F.J. Burgess
F.J. Burgess, Dean, College of Engineering

3/1/89

Date

G. Reistad
G. Reistad, Head, Dept. of Mech. Engineering

2/28/89

Date

J. Owen
J. Owen, Head, Dept. of Elec. and Comp. Engrg

3 March 1989

Date

R.V. Mrazek
R.V. Mrazek, Head, Dept. of Chem. Engineering

3/1/89

Date

F.H. Horne
F.H. Horne, Dean, College of Science

2/28/89

Date

C. DeKock
C. DeKock, Chairman, Dept. of Chemistry

2/28/89

Date

K. Krane
K. Krane, Chairman, Dept. of Physics

2/28/89

Date

C.H. Stoltenberg
C.H. Stoltenberg, Dean, College of Forestry

2-28-89

Date

R. Ethington
R. Ethington, Head, Dept. of Forest Products

2/28/89

Date

W. Warnes
W. Warnes, Chairman, Mat. Sci. Committee

2/28/89

Date

PROPOSAL TO RENAME THE MASTER OF MATERIALS SCIENCE DEGREE PROGRAM

1. Proposed name.

Master of Science in Materials Science.

2. Focus within the institutions organizational structure.

The proposal will not change the relationship of the existing program to the structure of the University. The program will continue to function as an interdepartmental program drawing on the resources of the member departments for faculty and instruction. Faculty and students who are associated with the program will continue to be members of their own departments. The proposed name change will more clearly indicate the technical content of the program as well as more closely match the names of the Master of Science degrees offered by each of the member departments.

3. Objectives, functions, and activities of the proposed unit.

The objectives, functions and activities of the program will remain unchanged from those of the present degree program. It will continue to provide an avenue for graduate study and research in the interdisciplinary field of materials science by providing a pathway for an interdepartmental course of study and cross-disciplinary research for graduate theses. The change in title will broaden the interdepartmental base for education and research in materials science, and as such will improve the level of graduate instruction, and increase the ability to attract quality graduate students to the University.

4. Resources needed.

As this is the continuation of an already existing academic program, no need for additional resources is anticipated. The present resources available through member departments (course offerings, class and laboratory rooms, office space, equipment, library acquisitions) are adequate to fully support the M.S.M.S. program.

5. Funding requirements and sources thereof.

No additional funding requirements are needed as a result of this name change.

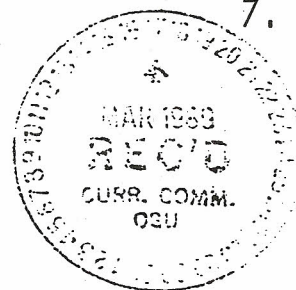
6. Relationship to institutional mission.

The Master of Science in Materials Science degree program ties in closely with the University's educational and research mission. It is especially important in view of the University's "FourSight!" program, one segment of which has been the development of research in the Materials Sciences. The Center for Advanced Materials Research and the ASTI program provide avenues of communication between faculty and research programs within the University and materials related industries and research programs in Oregon and the rest of the country. The development of the M.S.M.S. program will encourage communication on an interdepartmental level and provide a graduate student base for continued development of materials research.

7. Long range goals and plans.

The general plans and goals for the materials science program are to increase the effectiveness of the program in educating quality graduate students and improve interdepartmental faculty interaction in both teaching and research. Identification of new sources of students interested in materials research will be accomplished through the promotion of the program both within the O.S.U. community and at the national level. The recruitment of students of high caliber is crucial to the success of the program, and this will require active promotion of the program nationwide.

CATEGORY I TRANSMITTAL SHEET



To rename the Department of Forest Management
(Title of Proposal)

Submitted by: Department of Forest Management
(Department)

College of Forestry
(College/School)

Library evaluation attached? N/A

Liaison documentation from other units attached? Yes

Summary of Estimated Costs and Sources of Funds attached? N/A

Teacher Standards and Practices Commission information attached?
(applies to new teacher certification programs only) N/A

I certify that the above proposal has been reviewed and approved by the appropriate Department and College/School committees.

John D. White 3/10/89
Department Head Date
✓ Carl H. Stoltzberg 3-14-89
College Dean Date

Oregon State University
College of Forestry
Department of Forest Management

PROPOSAL TO RENAME THE DEPARTMENT OF FOREST MANAGEMENT

1. Proposed Name

Department of Forest Resources

2. College Responsible

The Department will continue to be a department within the College of Forestry at Oregon State University.

3. Definition of Academic Area

The Department mission has been broadened to encompass more than just management-related activities pertinent to forestry. The Department of Forest Recreation Resources has recently merged with the Department of Forest Management in an effort to better reflect the multiple-use dimensions of forest resources. As a consequence, the new Departmental mission is to integrate both commodity and amenity perspectives with respect to forest resources. The new department will conduct research and educational activities involving silvicultural practices, biometrical analyses, social and economic evaluations, and resource policy assessments. The common denominator in all these activities is forest resources, hence the proposed departmental name.

4. Objectives of the Program

The subject matter focus of the Department fits the Land Grant mission of OSU, and information is disseminated via instruction, research, and continuing education. The instructional, research, and continuing education efforts by the Department contribute to the University's mission of providing high quality information to the public and professionals. The Department serves as a reservoir of expertise for two of Oregon's largest industries—forestry and tourism.

5. Rationale

The name change is made solely to better integrate certain disciplines within the College and to better communicate the Departmental mission to external audiences. Long-range goals of the Department focus on increasing the professional breadth of students, and increasing the volume of integrated research and continuing education activities concerning forest resources. It will not set in motion any planned or anticipated changes. No new funds or request for new funds is associated with this proposed name change. An increase in number of students can be accommodated within existing funding, and research and continuing education activities will be increased with funds from external sources.

6. Facilities, Equipment, and Faculty

No additional resources (personnel or physical) are needed to implement this name change.

7. Budget

There are no additional funding requirements as a result of this name change.

College of Forestry



Corvallis, Oregon 97331-5704

February 13, 1989

MEMO TO: Ralph E. Berry, Entomology
 Stella M. Coakley, Botany and Plant Pathology
 William C. Krueger, Rangeland Resources
 Thomas J. Maresh, Geography
 Richard A. Tubb, Fisheries and Wildlife
 Benno P. Warkentin, Soil Science

FROM: Jack Walstad, Head *JW*
 Department of Forest Resources

SUBJECT: Departmental Name Change

As many of you may be aware, the departments of Forest Management and Forest Recreation Resources have recently merged within the College of Forestry, and I am the new head of the combined department.

An interim name for the department was Forest Resources Management, but that has become unwieldy to use and somewhat misleading with respect to the broad array of activities (beyond just management) we are engaged in. Therefore, with the concurrence of Dean Stoltenberg and other department heads in the College, we have proposed shortening the name to Forest Resources.

This action will necessitate a Category I change, and I'd like to make sure there are no major objections or conflicts with related departments. Please contact me by Tuesday, February 28, if you have any concerns about this new departmental name.

xc: P. Brown
 C. Stoltenberg

Department of
Fisheries and Wildlife
College of
Agricultural Sciences



Corvallis, Oregon 97331-3803

(503) 754-4531

FEB 28 1989

February 27, 1989

TO: Jack Walstad, Head
Department of Forest Resources

FROM: Robert L. Jarvis, Acting Head 
Professor of Wildlife Ecology

SUBJECT: Proposed Departmental Name Change

I have circulated your memorandum to some of our faculty and discussed the proposed name change of your department with them.

Our department is, of course, directly concerned with a significant segment of "Forest Resources" and some faculty have suggested that the name change leads to some ambiguity. We recognize the need to signify the diversity that exists in the newly combined department, but also feel a department name should be informative of the expertise within it. Striking a balance between a general but uninformative title and a specific but cumbersome title is never easy. Forest Resources perhaps errs on the side of generality, at the expense of information content.

Additionally, loss of the identity of Recreation is of concern to us. Recreation is viewed as a use, not a resource and few people would recognize Recreation as a major component of a Department of Forest Resources. We think it prudent to retain the identity of Recreation in the department name. Although the department is involved in a diversity of activities, most of those seem to be oriented, directly or indirectly, toward management of forests. Pursuit of better ways to manage resources is an honorable and worthwhile intellectual undertaking. A name incorporating forest management and recreation would, in our view, reflect the major thrusts of the combined department.

We appreciate the opportunity to comment on your proposed name change and hope you find our comments constructive. We would welcome further discussion with you on this matter, if you so desire.

Department of
Forest Resources



Peavy Hall A108
Corvallis, Oregon 97331-5703

(503) 754-2043

March 2, 1989

MEMO TO: Robert L. Jarvis, Acting Head
Department of Fisheries and Wildlife

FROM: Jack Walstad, Department Head *JAW*

SUBJECT: Departmental Name Change

Thanks for your thoughtful response to our query concerning shortening the name of my department to Forest Resources. We, too, have struggled with the issues of the need for an adequate description versus the need for brevity. Although you raise some valid points in your response, our preference is to stick with Forest Resources for the following reasons:

1. It best encompasses the broad array of disciplines within our department (silviculture, mensuration, economics, policy, and recreation/social science).
2. It avoids the narrow connotation commonly associated with the term "management," which implies a hands-on array of activities concerning forest resources. Many in our department are involved in collecting, distilling, and analyzing information that is useful beyond just managers—information used by the public and policy makers in resource allocation issues, for example.
3. By the same token, it avoids conveying a narrow "recreation" perspective. Many of our social science faculty are engaged in research and education beyond forest recreational uses (e.g., economics of the forest-based tourism industry, valuation of forest amenities such as scenery, clean air, and clean water).
4. Although fish, wildlife, soils, etc. are important "forest resources," we do not anticipate any confusion between our department and others in this respect because of the specificity of other departmental names.
5. Comparable departments or colleges of "Forest Resources" exist elsewhere (e.g., University of Idaho, University of Washington).
6. The name parallels the Department of Rangeland Resources here at OSU.
7. Other titles that might be appropriate are too cumbersome to use or conflict with other departmental names within the College.

Given the above considerations, I have decided to proceed with plans to adopt the proposed name change. The departments of Rangeland Resources and Entomology have endorsed this proposal.

xc: P. Brown
C. Stoltenberg

W. Krueger

FEB 20 1989

College of Forestry



Corvallis, Oregon 97331-5704

February 13, 1989

MEMO TO: Ralph E. Berry, Entomology
 Stella M. Coakley, Botany and Plant Pathology
 William C. Krueger, Rangeland Resources
 Thomas J. Maresh, Geography
 Richard A. Tubb, Fisheries and Wildlife
 Benno P. Warkentin, Soil Science

FROM: Jack Walstad, Head *JW*
 Department of Forest Resources

SUBJECT: Departmental Name Change

As many of you may be aware, the departments of Forest Management and Forest Recreation Resources have recently merged within the College of Forestry, and I am the new head of the combined department.

An interim name for the department was Forest Resources Management, but that has become unwieldy to use and somewhat misleading with respect to the broad array of activities (beyond just management) we are engaged in. Therefore, with the concurrence of Dean Stoltenberg and other department heads in the College, we have proposed shortening the name to Forest Resources.

This action will necessitate a Category I change, and I'd like to make sure there are no major objections or conflicts with related departments. Please contact me by Tuesday, February 28, if you have any concerns about this new departmental name.

xc: P. Brown
 C. Stoltenberg

2/17/89

v. Jack Walstad

mm: W. C. Krueger

We agree with the decision. In fact we made the same analysis with our name several years ago.

FEB 20 1989

Department of
Entomology



Cordley Hall 2046
Corvallis, OR 97331-2907

(503) 754-4733

February 17, 1989

TO: Jack Walstad, Head
Department of Forest Resources

FROM: Ralph E. Berry, Chair *Ralph*

RE: Department Name Change

I have visited with some of our faculty about the proposed change in the name of your Department from Forest Resources Management to Forest Resources. Everyone I visited with favored the name change.

College of Forestry

Peavy Hall 140
Corvallis, OR 97331-5710

(503) 754-2004

MEMORANDUM

To: Bruce Shepard, John Ringle
From: Perry Brown, Associate Dean 
Date: May 4, 1989
Subject: Graduate Degree in Forest Resources

Consistent with the Category I request to change the name of the Department of Forest Management to Forest Resources, the Department requests that the graduate degree also carry the title, Forest Resources. Such a title will better reflect the breadth of program emphases in the Department.

Attachments

PJB:dk

cc: Carl Stoltenberg
Jack Walstad

Department of
Forest Resources



Peavy Hall A108
Corvallis, Oregon 97331-5703

(503) 754-2043

May 1, 1989

MEMORANDUM

TO: Bruce Shepard
Curriculum Council

FROM: Jack Walstad, Head *JW*

SUBJECT: Proposal to Change the Name of
Graduate Programs and Degrees

Per Jeff Gonor's request, enclosed is the documentation requested to effect a change in the name of the graduate degree programs and degrees offered in the Department of Forest Resources. This change is necessitated by the recent change in the name of this department.

Thanks for any assistance you can provide in expediting this proposal. Assuming it's approved, we will revise the catalog copy to reflect this change when we review the proofs.

JDW:js

Enclosure

c: J. Gonor, Oceanography

CATEGORY I TRANSMITTAL SHEET

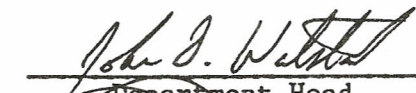
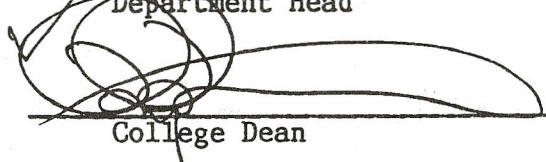
To Rename the Graduate Degree Programs and Degrees in Forest Management
(Title of Proposal)

Submitted by: Department of Forest Resources
(Department)

College of Forestry
(College/School)

Library evaluation <u>attached</u> ?	N/A
Liaison documentation from other units <u>attached</u> ?	N/A
Summary of Estimated Costs and Sources of Funds <u>attached</u> ?	N/A
Teacher Standards and Practices Commission information <u>attached</u> ? (applies to <u>new</u> teacher certification programs <u>only</u>)	N/A

I certify that the above proposal has been reviewed and approved by the appropriate Department and College/School committees.

 _____ Department Head	<u>5/1/89</u> _____ Date
 _____ College Dean	<u>5/4/89</u> _____ Date

Oregon State University
College of Forestry
Department of Forest Resources

PROPOSAL TO RENAME THE GRADUATE DEGREE PROGRAMS AND
GRADUATE DEGREES IN FOREST MANAGEMENT

1. Proposed Names

Names of specific degree programs and degrees would be:

MF in Forest Resources
MS in Forest Resources (thesis and non-thesis)
PhD in Forest Resources

2. College Responsible

College of Forestry, Oregon State University

3. Definition of Academic Area

Graduate degree programs (MF, MS, and PhD) in the Department of Forest Resources. Areas of concentration for department graduate programs currently include forest management, forest economics, operations research/management science, forest policy, land use planning, forest planning administration, business management, silviculture, forest soils, social sciences, forest recreation, community and resource development, forest biometrics, forest modeling, and remote sensing/geographic information systems (GIS).

4. Objectives of the Program

To continue to provide the graduate degree programs and to award the graduate degrees previously offered within the Department of Forest Management (now Forest Resources).

5. Rationale

The name of the Department of Forest Management has recently been changed to the Department of Forest Resources. The departmental name change reflects the broader range of activities resulting from the inclusion of the undergraduate, research, and continuing education programs of the Department of ^{Forest} Recreation Resources.

Accordingly, the names of the graduate degree programs and degrees offered within this department need to be changed. Graduate programs and degrees in Forest Resources more accurately name the programs and degrees which may integrate or specialize in both commodity and amenity perspectives with respect to forest resources.

6. Facilities, Equipment, and Faculty

No additional resources (personnel or physical) are needed to implement this name change.

7. Budget

There are no additional funding requirements as a result of this name change.

College of
Home Economics



Corvallis, Oregon 97331-5109
United States of America

(503) 754-3551

M E M O R A N D U M

TO: Bruce Shepard, Chairman
University Curriculum Council

FROM: Kinsey B. Green, Dean *Kinsey B. Green*

SUBJECT: Request for Approval of Structural Reorganization of
the College of Home Economics

DATE: 3 May, 1989

The College of Home Economics requests approval of the structural and administrative reorganization of the College of Home Economics. The proposed structure, three academic departments, is outlined on Attachment 1 of this memorandum. Included are department names, course prefixes, programs under the jurisdiction of each department, and indication of department leadership. Attachment 2 displays the organizational chart for the College.

Goals of the reorganization are:

- a. To continue to support a comprehensive College of Home Economics.
- b. To create greater program synergy and a critical mass of faculty and students in each department.
- c. To increase the productivity of low-enrollment programs, by decreasing resource investment and/or increasing outputs; and
- d. To create an environment for success of the new units.

Planning assumptions for the structural reorganization were:

1. A comprehensive College of Home Economics, as a minimum, has all the content areas of the profession available to undergraduate students at the service course level; and has the research base for a broad-based Extension program and generalist majors.
2. Oregon State University will continue to have the only Home Economics program in a public institution in the state of Oregon; it has the primary graduate program; and the only research and Extension programs in Oregon.
3. Oregon State University is the primary Home Economics doctoral degree granting institution in the West.

-2- Curriculum Council

4. Professional schools, by definition, require integration among content areas.
5. Home Economics is an essential and central component of the Land-Grant University.
6. The College of Home Economics has accountability for a range of functions: service courses; undergraduate majors; graduate programs; Extension programs; research; and public service.
7. Larger units within the College have more program synergy, more internal flexibility, and less vulnerability than small units.

Mission and Purposes. The proposed administrative structure is consistent with the mission of the College of Home Economics (Attachment 3). Mission statements for the three new departments are evolving through developmental work of the faculties involved.

Impact on Programs. The College has engaged in extensive curriculum revision as a part of the semester conversion/unconversion process. No program changes will be made 1989-91 as a result of the reorganization. The same twelve undergraduate options and graduate degrees as proposed in the quarter reconversion documents will be granted.

Over time, more interdisciplinary work in instruction and in research will occur.

Impact on Resource Allocations. No positions, academic or classified, will be lost as a result of the reorganization. Some personnel costs previously allocated to department administration will be reallocated to teaching and research (approximately \$16,500). Resources for the merged units will equal at least that which would have been allocated to the component parts.

Summary of Request for Approval. Earlier we submitted a Category I summary of the merger of the Foods and Nutrition and Food Systems Management Departments. This communication is to indicate that the reorganization is more comprehensive, and to request approval for the total structure, with accompanying name changes.

If more information is needed, please advise.

Thank you for your consideration of our request.

KBG:bh
Attachments

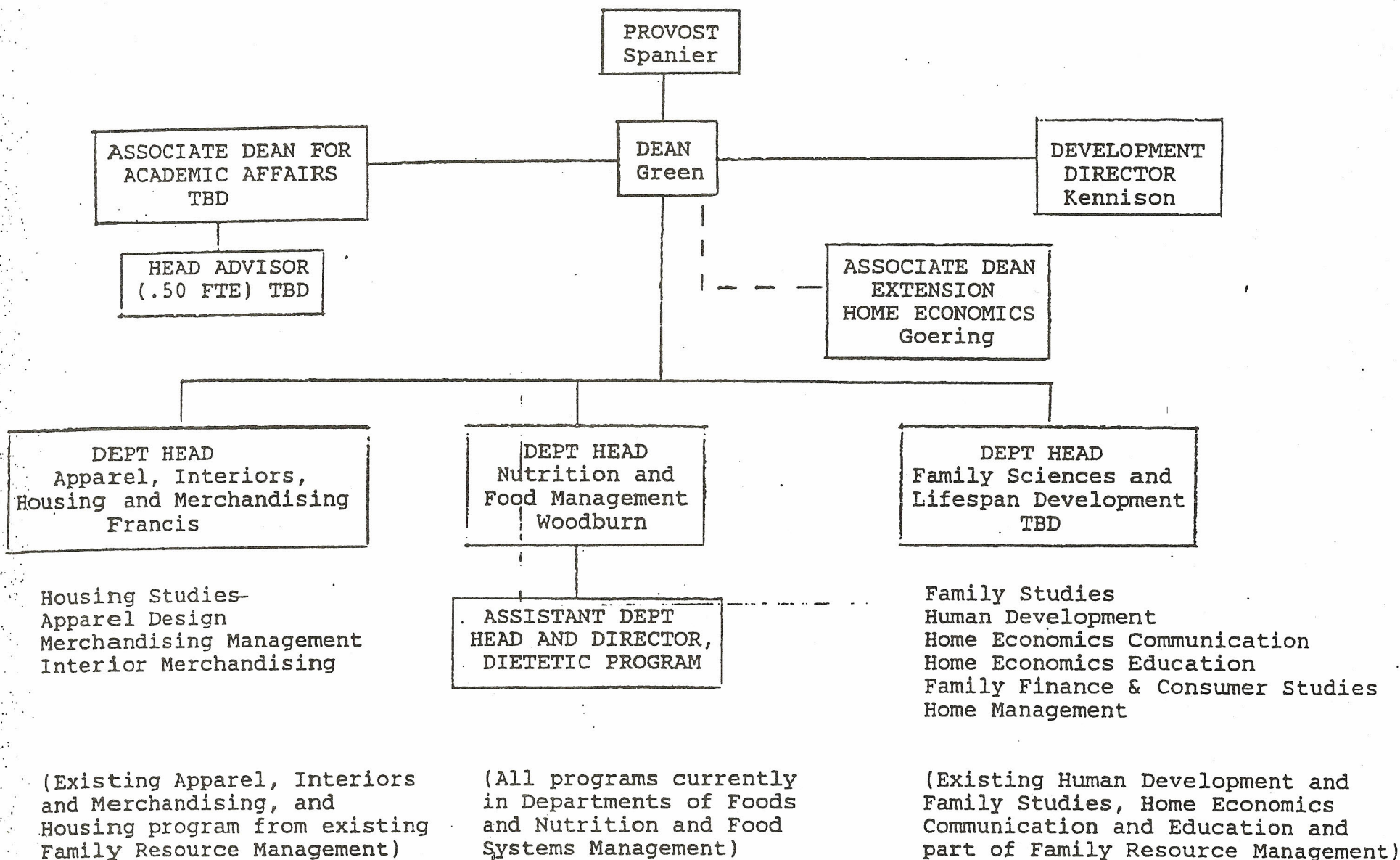
Chart 1

Programs

Dept. Name	Undergraduate	Graduate	Course Prefix(es)	Dept. Head
Apparel, Interiors, Housing and Management	Apparel Design Interior Merchandising Merchandising Management Housing Studies	• Apparel, Interiors & Merchandising M.S., M.A. Family Resource Mgmt, Housing emphasis M.A., M.S., Ph.D.	AIHM	Sally Francis
		<u>Exact names of programs</u> <u>TBA</u>		
Family Sciences and Lifespan Development	Family Studies Human Development Home Economics Communication Family Finance & Consumer Studies	M.S. in Home Economics Human Development and Family Studies M.A., M.S., Ph.D. Family Resource Mgmt, Management emphasis M.S., Ph.D.	HECE HDFS FRM	Interim TBD eff. July 1 National search documents being developed Professor-in-charge for each of 3 major program areas
Nutrition and Food Management	Nutrition Science Dietetics Foods in Business Food Systems Management	Foods and Nutrition M.A., M.S., Ph.D. F & N, Food Systems Management emphasis M.S., Ph.D.	FN 89-90 FSM	Marge Woodburn
		Considering some changes here	NFS 90 →	

ADMINISTRATIVE STRUCTURE
OF THE
COLLEGE OF HOME ECONOMICS

Attachment 2



MISSION STATEMENT
OF THE
COLLEGE OF HOME ECONOMICS
OREGON STATE UNIVERSITY

The mission of the College of Home Economics is to develop and provide instructional, research and service programs promoting the well-being of individuals and families and enhancing interactions of families with other social institutions and the physical environment. The College of Home Economics includes professional specializations directly related to families or derived from the functions of families. The College prepares professionals who serve in careers that are related to families' functions and needs.

As an integral part of the Land Grant university system, the College of Home Economics addresses issues of families and individuals in society from an integrative approach through comprehensive programs in undergraduate and graduate instruction, research, Extension education programs, and public service. The College concerns itself with the changing psychological, social and physical needs of individuals and families across the life span.

The ultimate goal is to develop resources that enable individuals and families to function in their own strength. The College fulfills its mission on a state, national, and international scope.



OREGON STATE UNIVERSITY
COLLEGE OF HEALTH AND PHYSICAL EDUCATION
PROPOSAL TO RENAME
THE DEPARTMENT OF HEALTH

Oregon State University
College of Health and Physical Education
Proposal to Rename
The Department of Health

1. Title of the proposed unit.

Proposed name: Department of Public Health.

2. Focus within the institution's organizational structure.

The Department will continue to be a department within the College of Health and Physical Education.

3. Objectives, functions, and activities of the proposed unit.

The Department mission will not change with the proposed name change. The Department will maintain its commitment to instruction, research, and service in the areas of Health Education, Health Promotion, Environmental Health, Safety, and Health Care Administration. The new Department name will more clearly convey the focus and instructional philosophy of the Department; that is, the Department provides leadership and education in public health (strategies for improving the health of populations) and not in "health" (a term which includes clinical and preventive medicine as well as the activities of the allied health professions).

4. Resources needed.

No additional personnel or physical resources are required to implement the name change for the Department.

5. Funding requirements and sources thereof.

No additional funding requirements are needed as a result of this name change.

6. Relationship of the proposed unit to the institutional mission.

Renaming the Health Department is consistent with the missions of the University and the College of Health and Physical Education to effect outstanding opportunities in

instruction, research, and service for the residents of Oregon, the nation, and the world. More specifically, the name change is consistent with the mission of the College of Health and Physical Education to (a) enhance the knowledge base peculiar to the disciplines of health (meaning public health and not clinical care), health care administration, and physical education and (b) prepare individuals who understand the historical and contemporary foundations of their disciplines and apply such knowledge effectively in their professional roles.

Consistent with the proposed name change is the fact that half of the Department of Health faculty, including the department chair and the director of the Health Care Administration program, have professional degrees in public health or received their terminal degrees from a School of Public Health.

Students graduating from the Department serve as professionals in a variety of health settings including schools, public and private sector health service agencies, and local, state, and federal regulatory agencies. Faculty associated with the Department engage in research efforts which complement the instructional programs, focusing on basic and applied research directed toward understanding and minimizing adverse effects of environmental, personal, and societal factors on human health. Departmental faculty service functions include a wide range of university, community, state, federal, and international activities including workshops, seminars, consultations, and out-reach programs.

7. **Long-range goals and plans for the unit.**

No new funds or request for funds are associated with this proposed name change. The sole purpose for the requested change is to replace the generic Health title with a name which more clearly conveys the mission and activities of the Department. No new programs or instructional areas, and no new institutional affiliations, are being created with the proposed name change.

The long-range goals and plans for the Department include increasing the numbers of students enrolled as majors in the Department and the numbers of students served in instructional service activities; increasing the volume of externally funded research activities by Department faculty; cooperating with other University Departments and faculty in forming instructional, research, and service liaisons in the public health disciplines; and integrating the undergraduate programs with the existing graduate programs in Health Education offered through the School of Education, the graduate program in Environmental Health Management offered by the Department of Health through the College of Health

and Physical Education, and the proposed graduate program in Health and Safety Administration (the proposed masters degree program in Health and Safety Administration is awaiting approval by the State Board of Higher Education). These long-range goals and plans can be accomplished with the current funding levels.

RECEIVED APR 21 1989

College of Business

Oregon
State
UniversityBexell Hall 200B
Corvallis, OR 97331-2603

April 20, 1989

Memo To: Gary Tiedeman, President
OSU Faculty Senate

From: Les Strickler, Chairman
OSU Retirement Committee

Subject: Early Retirement Incentive Plan

By unanimous vote, the Retirement Committee offers its support for the early retirement incentive plan feature advocated by Professor [redacted] This feature is described in an earlier memo. In acting upon this issue, the Committee recognizes that the plan has not yet been acted upon for implementation. However, we did want to go on record this way, in order to have the idea gain maximum consideration if such implementation action did occur.

cc: OSU Retirement Committee Members

kgb

The proposal is:

that all tenured faculty employed at OSU for 10 years or more and who signed tenure relinquishment agreements after the beginning of the 1988-89 academic year ***shall have the option of exchanging his/her agreement for a new tenure relinquishment agreement option under the new plan with a retirement date on or before that specified in the old agreement.***

Provost and
Vice President for
Academic Affairs



Administrative Services A624
Corvallis, OR 97331-2128

(503) 754-2111

May 5, 1989

To: Faculty Members Eligible for Early Retirement

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

Subject: Early Retirement Opportunity

The State System of Higher Education and Oregon State University are pleased to announce formally the availability of a one-time only early retirement opportunity. The details of the approved early retirement incentive plan, which was sent to you in draft form last month, are included in this mailing. Please note that the deadline is June 15, 1989. Faculty members with tenure, age 55 or older by December 31, 1990, and with at least ten years of employment at OSU before tenure relinquishment are eligible. They must agree to relinquish tenure and terminate their employment by June 30, 1990.

There is one significant change since we first proposed the plan. We have increased the level of the cash payment from 40% of the current salary to 50%. This increase is being provided to make the plan more attractive to individuals who were undecided at the time of the survey. The cash payment can be paid as a lump sum or as deferred income in up to four equal annual payments after retirement.

If you wish further information about the plan, please contact Associate Vice President Pete Fullerton at x2111. If you would like to make specific arrangements to accept this early retirement plan, you may contact your department chair/head or dean or you may contact Dr. Fullerton directly. An appropriate administrator will be following up with all eligible faculty during the next two weeks.

As noted in the enclosed overview, there will be special meetings on Thursday, May 11, and Monday, May 15, for individuals who have questions about the early retirement incentive plan. These general information sessions will include information from the Office of Academic Affairs and the Staff Benefits Office. Following these sessions, OSU will make available at no charge to faculty members the services of a professional retirement consulting firm, Oregon Retirement Services. This special program is scheduled for May 23. Reservations are required by May 15 (RSVP with Academic Affairs).

We realize that this plan will meet the needs of some, but not all, faculty members who are eligible. We sincerely appreciate the many years of service that you have provided to OSU. If I can personally be of service to you as you consider this opportunity, please let me know.

c: Vice Presidents, Deans, Department Chairs and Heads

OSU EARLY RETIREMENT PLAN

1. The early retirement plan will be a one-time only opportunity. Faculty members must decide whether or not to take this plan by June 15, 1989. The current 6% tenure relinquishment salary adjustment program will continue as an option, but faculty members may not select both the 6% option and the early retirement plan.
2. The Plan is available to all faculty members with tenure who are 55 or older by December 31, 1990, and have been employed by Oregon State University for at least 10 years at the time tenure is relinquished.
3. Faculty members selecting the Plan must agree to relinquish tenure and terminate employment from the State System of Higher Education not later than June 30, 1990.
4. Faculty members selecting the Plan will not be entitled to 600-hour or other appointments after June 30, 1990, and such appointments may not be mentioned as options in the letters of agreement.
5. Across-the-board increases for the 1989-90 academic year will also be paid to all faculty members selecting the Plan. Merit increases may also be granted if not in excess of institutional norms.
6. In addition, an early retirement incentive equal to 50% of the June 30, 1989, state-funded base salary will be paid. These funds would not be eligible for PERS or Federal retirement benefits, or used in calculation of base retirement salaries.
7. The 50% incentive could be paid, at the option of the faculty member, in one, two, three, or four annual installments. The funds will not accrue interest, and will be taxed during the years the individual payments are received. Because the incentives are not considered salary, they are not eligible for OSSHE tax-deferred investment plans.
8. The Plan's 50% incentive will be prorated for anyone who has already signed a tenure relinquishment agreement that carries tenure (or involves a state-funded 600-hour appointment) beyond June 30, 1990. If the faculty member's current tenure relinquishment agreement includes an opportunity for state-funded 600-hour appointments, that opportunity must be relinquished when converting to the new plan.

For faculty members with a currently executed tenure relinquishment agreement, the following schedule would apply:

<u>Current tenure relinquishment date</u>	<u>Early retirement incentive</u>
12/31/89 or earlier	- 0 -
June, 1990 (with no 600-hr. appts.)	- 0 -
June, 1990 (with 600-hr. appts.)	20%
December, 1990	25%
June, 1991	30%
December, 1991	40%

OSU Early Retirement Plan
Page -2-

9. A decision to exercise the Plan is required by faculty members no later than June 15, 1989. Copies of the agreement form are available from the Office of Academic Affairs, and will be distributed at the special planning programs noted below.
10. Retirement, tax, and related advice and seminars will be scheduled during May as follows:
 - Thursday, May 11, 1:30 to 2:30 p.m., MU 212: General questions and answers with Staff Benefits Officer Susan Hron and Associate Vice President for Academic Affairs Pete Fullerton.
 - Monday, May 15, 12:00 p.m. to 1:00 p.m., MU Council Room: General questions and answers with Staff Benefits Officer Susan Hron and Associate Vice President for Academic Affairs Pete Fullerton (a repeat of the May 11 program).
 - Tuesday, May 23, 4:30 to 9:00 p.m., MU 208: "The OSU Early Retirement Plan: PERS, Taxes, Annuities and Investments, Medical Benefits, and Other Considerations." This is a special program for faculty members seriously considering the early retirement incentive plan. It will be presented by Oregon Retirement Planning Services. **RESERVATIONS ARE REQUIRED BY MONDAY, MAY 15, WITH THE OFFICE OF ACADEMIC AFFAIRS.** Spouses are welcome. Box lunches will be provided at no cost.
11. The current 6% PERS-eligible tenure relinquishment program would continue to be available as a separate option.

Office of Academic Affairs
May 5, 1989

Date: May 9, 1989

Memorandum to: Gary Tiedeman, Faculty Senate President
Faculty Senate Executive Committee

From: Mariol Wogaman, Chair, Committee on Committees

COMMITTEE ON COMMITTEES ANNUAL REPORT

At the request of the Faculty Senate Office the committee made minor revisions to the standing rules for the Undergraduate Admissions Committee and the Budgets and Fiscal Planning Committee. The committee briefly reviewed the committee reorganization proposed by the Task Force on Committee Reorganization. The committee is currently working on revised standing rules for the Baccalaureate Core Committee.

DRAFT

DRAFT

DRAFT

(proposed changes underlined)

STANDING RULES FOR:

BUDGETS & FISCAL PLANNING COMMITTEE

The Budgets & Fiscal Planning Committee assists the Faculty Senate in development of recommendations to the President regarding the University's budget and fiscal priorities. The Committee reviews the adequacy of resources allocated to existing programs and the fiscal implications of proposed changes in programs, enrollment, and budgetary priorities and procedures. The Committee participates in the facility planning process and reviews campus building priorities. The Committee consults with administrative officers of the University and is empowered to make recommendations to them during the preparation of the Institution's budget. The Committee consists of six Faculty and three Student members, one of whom shall be a graduate student, and the Associate Director for Planning and Institutional Research, Ex-Officio.

A member of the Budgets & Fiscal Planning Committee, appointed by its Chair, shall be a liaison member, non-voting, on the Curriculum Council.

REVISED STANDING RULES FOR:
UNDERGRADUATE ADMISSIONS COMMITTEE

The Undergraduate Admissions Committee passes on any Oregon resident freshman or transfer applicant, or any non-resident freshman applicant not meeting the stated admission requirements as established by the Oregon State Board of Higher Education and who requests consideration by the Committee. Previous academic experience, test scores, recommendations, and other criteria are reviewed in the process of determining which requests for exceptions should be approved. The Committee consists of nine members; five members from the ranks of the teaching faculty, one college head advisor, one representative from International Education (at least two of these seven members should hold twelve month appointments); one student, and one person selected at-large. The Committee consists of seven faculty members, one student, and one person selected at-large. Of the seven faculty members, there shall be five from the teaching faculty, one college head advisor, and one representative from International Education. At least two of these persons should hold twelve-month appointments. In addition, a representative from the Admissions Office should be granted discussion and voting rights for deliberation on student appeals.

Department of
Botany and
Plant Pathology



Cordley Hall 2082
Corvallis, OR 97331-2902

(503) 754-3451

May 12, 1989

MEMORANDUM

To: Gary H. Tiedeman
OSU Faculty Senate

From: Fred Rickson, Chair
International Programs Committee

Re: Annual Committee Report

The IPC did not meet this year. For the reasons expressed in the enclosed letter, I recommend abolition of the Committee.

ds
enc.

Department of
Botany and
Plant Pathology

Oregon
State
University

Cordley Hall 2082
Corvallis, OR 97331-2902

(503) 754-3451

March 15, 1989

MEMORANDUM

TO: Ron Miner, Int'l Research and Development
Bonnie Avery, Library
David LaFrance, History
Richard Waring, Forestry
Bernd Simoneit, Oceanography
Mark Anderson, Business student
Edy Poernomo, Ag student
Katherine Gillespie, CLA student
Ellen Savage, Engineering student

FROM: Fred Rickson, Chair, Faculty Senate International
Programs Committee

SUBJECT: Possible committee function & question of committee
elimination

Greetings! Whether you remember or not, you are a member of the Faculty Senate International Programs Committee. I have not been in touch with you before today because there has been no business for the Committee to consider. Now we might have a task.

Ms. Jean VanderWoude (Int'l. Ed.) has suggested to me that it might fall within the preview of this committee to act in screening the 3-6 student Fulbright applicants which are submitted each Spring. The national Fulbright process asks for a faculty review before application. If I hear no complaints from you, I'll volunteer our services.

Now, for another matter. As an individual who has been a member of the Committee for two years and Chairperson for one, I think that I will recommend this Committee for elimination. The reason is simple, there is nothing for this group to do! The fault (and it really is not a fault) lies in the fact that OSU has a large bureaucracy in place which oversees all aspects of the university's involvement with foreign countries. At the top is a Vice President for International Programs while further down is an office of International Education and then the office of International Research and Development. These bodies do all of the arrangements made for

-2-

OSU - our Faculty Committee is simply "there" to rubber stamp some, not all, proposals. This is not a negative comment, in that, given the resources available to them, these groups do a far better job than we could ever hope to accomplish. In fact, at the only meeting called in two years, the Committee was asked to approve a new educational exchange pact with a university in Siena, Italy. It was interesting that both the Director of the Office of International Education and the Chair of the Faculty Committee were somewhat taken aback when a couple of us asked if we could read the proposal before voting. The proposal was perfect, we were not needed.

Incidentally, I suspect the once-a-year Fulbright review could easily be handled by an ad hoc group. And, as one who has done all of my 20 years of research outside of the U.S.A., I certainly have no axe to grind vis a vis foreign education. I just feel this committee is not needed.

Your response would certainly be appreciated. Thanks.

cc: Ed Price, Int'l Research and Development
Jean VanderWoude, Foreign Student Advisory
Henry Sayre, Art

Office of the Registrar

Administrative Services B102
Corvallis, OR 97331-2130

(503) 754-4331

May 19, 1989

TO: Gary Tiedeman, President
Faculty Senate

FROM: Lawrence F. Griggs, Chair *L. F. Griggs*
Academic Deficiencies Committee

As is customary, 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 (4-6 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. Three half-day meetings were held the second through fourth days of each term to take care of such business.

The Committee finds that the current procedures, policies and regulations concerning Academic Deficiencies are serving the University well and has no changes to recommend.

The Registrar's Office prepares quarterly statistical reports of the Committee actions. When available these reports will be forwarded for appending to this report.

College of Business

Bexell Hall 200B
Corvallis, OR 97331-2603

May 2, 1989

To: Gary Tiedeman, Faculty Senate President

Fm: Jonathan King, Chair, Academic Regulations Committee

Re: 1988-89 Annual Report

A handwritten signature in dark ink, appearing to read "Jonathan King", with a long horizontal line extending to the right.

The AR Committee meet roughly every other month during the academic year to "deconvert" the Committee's 1897-88 semester conversion work and to consider several items brought to our attention by the Executive Committee and other parties. AR Committee action on these items is listed below:

1. Proposed modifications to AR2 and AR25, with input from the Baccalaureate Core Committee, consistent with the new Baccalaureate Core.
2. Proposed modifications in AR15 **Honesty in Academic Work** to reflect due process procedures.
3. Continued inquires with respect to proposed change in OSU's grading system, including reactions from OSU's head advisors, ASOSU, OSU's Computing Services, as well as a random survey of other universities' grading systems. The AR Committee anticipates presenting a formal proposal fall term, 1989.
4. Has concluded that a PEAV waiver **not** be granted for varsity athletes. As there remain points of difference between the Athletic Department and College of Health and PE, further discussions with these parties will be held in late May. It is anticipated either that the AR Committee's recommendation will be honored, a compromise will be reached, or the AR Committee will make a formal recommendation to the Faculty Senate at its June meeting.
5. A request for special dispensation on (initial week) No Shows in Performance Classes was rejected on the grounds that this is not unique to such classes and that, in any event, such a regulation would raise more problems than it would solve.
6. Two proposals concerning handicapped students were reviewed. The first concerns modifying I/E grading regulations for disabled learners. A second concerns eligibility for OSU's honor role for handicapped students carrying only 9 credits. Although further discussions with those proposing the changes will probably be appropriate, it is the AR Committee's position that modifying the University's Academic Regulations to cover such special cases is unwise and that the first problem can be handled through existing procedures.

Office of the Registrar

Administrative Services B102
Corvallis, OR 97331-2130

(503) 754-4331

May 17, 1989

TO: Gary Tiedeman, President
Faculty Senate

FROM: David Langley, Chair
Academic Requirements Committee

SUBJECT: 1988-89 Annual Report to the Faculty Senate.

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

Six faculty and one student have served as members of the Academic Requirements Committee. The committee meets weekly during the academic year and monthly during the summer. The meetings are from two to four hours in duration and the annual dockets list over three thousand cases. A detailed numerical categorization for the 88/89 period will be forwarded after 30 June 1989 to the Faculty Senate Executive Committee for inclusion with this report.

Items of concern with recommendations are listed below.

A. S-U Grading (AR 18). As in the past several years S-U grading and the changes to and from have caused difficulty. Since the advent of optical scan registration this committee has been confronted with an increasing number of student petitions requesting late changes in the grading basis (A-F to S-U; S-U to A-F). In order to ameliorate this situation, the committee recommends that an explanatory paragraph concerning S-U grading be added to the "How to Register" section of the Schedule of Classes, that all reference to S-U grading be removed from the Registration Change Form, and that a new "Grading Basis Change Form" be designed to accomodate changes. It is submitted that these steps will dramatically reduce claims of "inadvertant error", "confusion over the form" and certainly the the number of petitions. No changes to the existing regulation are necessary.

B. Adding and Dropping Courses (AR 11) and Withdrawal from Individual Courses. (AR 12). The limitations on adding and dropping courses (first through the tenth day of classes) and withdrawing from individual courses (after tenth day of classes through the end of the fifth week of classes) are quite clear. However, too many graduate students and their major professors/advisors believe that adding 501/503/506 credits after withdrawing from courses in order to maintain a level of credit is not only acceptable but customary. This committee notes that graduate students are not excepted from the provisions of AR 11 and 12. It is recommended that the Graduate Dean and the Graduate Council bring this matter to the attention of appropriate students and faculty. Should an exception for 501/503/506 be considered suitable, then the regulation should be modified accordingly. Until such time, the committee will continue to generally disapprove petiti to add 501/503/506 to cover course withdrawals.

The committee would like to express appreciation for the fine administrative support of the Registrar's Office.

Department of Foods
and Nutrition



Milam Hall 108
Corvallis, OR 97331-5103

(503) 754-3561

May 11, 1989

MEMORANDUM

TO: Gary Tiedeman, President
OSU Faculty Senate

FROM: Mary Kelsey, Chairman *mk*
Administrative Appointments Committee

SUBJECT: Annual Report

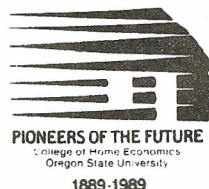
Beginning in July, 1988, this committee has been represented on five administrative search committees this school year. In chronological order, the searches are:

Dean of the Graduate School
Dean of Research
Dean of the College of Engineering
Dean of the College of Forestry
Vice-President for University Relations

Each search committee needed 3 representatives from the Administrative Appointments Committee, so several members served on two searches this year.

At the time the last search committee was formed, there were two other searches in progress. One member was unavailable, so it became necessary to add a tenth member to the Administrative Appointments Committee in order to have enough people to serve.

The tenth member was added in this manner: The committee chairman was asked to submit the names of two or three possible new members to Provost Spanier, who then asked one of them to be on the search committee for the new Vice-President.



Baccalaureate Core Committee
1988-89 Annual Report
to
OSU Faculty Senate

The first Baccalaureate Core Committee was appointed as a standing committee by the Executive Committee of the Faculty Senate in June, 1988. Faculty representation on the Baccalaureate Core Committee, according to the "Process" recommended by the Curriculum Review Commission, includes two from College of Liberal Arts, two from College of Science and three from the faculty at large of three other colleges. The two student members were with us for fall term only.

The charge to the committee was implementation of the Baccalaureate Core developed by the Curriculum Review Commission during 1987-88. This was to be achieved through: 1) solicitation of courses to meet the Perspectives, Skills and Synthesis themes of the Baccalaureate Core, 2) a review process for courses submitted to the BCC to evaluate their meeting of the Core's General Criteria as well as the Rationale and Specific Criteria for each subject area. Moreover, after the Core is in place, procedures must be developed to maintain it, by means of periodic review to ensure courses continue to meet criteria and to accept new courses as they develop.

An initial planning meeting was held last summer to develop course proposal forms and procedures that would coordinate with the Semester Conversion efforts targeted at Fall of 1990. In September a memo was sent together with course proposal forms to Deans, Directors and Department Heads outlining the procedures and requesting course proposals for the Baccalaureate Core with appropriate justifications and supporting syllabi/outlines etc. Perspectives were requested by November 15, Skills by November 30 and Synthesis by April 1 but all courses have been accepted regardless of deadlines. The committee has met at least weekly since September to review courses, following individual evaluation by each member.

As of May 20, 1989, the committee has completed the review of more than 300 course proposals submitted. Most of them were reviewed more than once. 175 courses are now approved: 110 Perspectives (20 Science, 22 Literature and Arts, 23 Non Western, 8 Social Processes and Institutions, 37 Western); 15 Skills (13 Writing or Speech, 1 Mathematics, 1 Fitness) and 50 Synthesis (25 Science, Technology, Society and 25 Contemporary Global Issues). There will be a few more before the 1990 Catalog goes to press.

It must be acknowledged that most of these courses are more disciplinary than interdisciplinary, the latter being one of the goals of the Curriculum Review Commission. However, it is a start and it is hoped that by addressing the Baccalaureate Core Criteria there may be some greater breadth and a more integrative approach within the discipline courses. Universities are currently organized along disciplinary lines and those of us on the BCC appreciate the reference in the spring issue of the Phi Kappa Phi Journal to "barrier bashing" with respect to the topic of interdisciplinary studies!

The Writing Across the Curriculum (WIC) section of the core was deferred until adequate planning could occur. The BCC and the Administration have worked cooperatively with the Writing Advisory Group to lay the groundwork for this important part of the Baccalaureate Core program. This spring, a WIC Advisor,

BCC Report to OSU Faculty Senate
Page Two

Doug Hunt from the University of Missouri, was brought in to consult and present workshops for faculty on the philosophy and practice of writing across the curriculum. His presentations engendered much enthusiasm among faculty participants. Now a time schedule and budget have been developed for hiring a WIC Coordinator to gradually bring the WIC program on line by 1991-92. Credit is due Chris Anderson, Lisa Ede and all members of the Writing Advisory Committee for their outstanding efforts on this project.

Looking to the future, the BCC feels that our next phase is to foster development of some truly interdisciplinary courses as well as to achieve both greater cultural diversity and internationalization within the core curriculum. To this end another consultant was brought in this spring, Jim Harf from Ohio State University. His workshops addressed internationalizing the curriculum and he also served as a resource for the BCC on the non western and global issues areas of the core. The BCC is now exploring ways to obtain some measure of interdisciplinary infusion for a few selected outstanding synthesis courses that might then serve as a model for more ambitious interdisciplinary efforts.

May I take this opportunity to say the BCC regrets any additional pressures for faculty in this already difficult year that may have resulted from our efforts to deal with the Curriculum Review Commission's worthy criteria but that was our charge. Moreover, I should like to salute the members of the BCC for untiring faithfulness in the face of all slings and arrows from cancelled semester conversions on down the line.

Jim Boyle, Forest Management
Bill Jenne, Sociology
Steve Kaattari, Microbiology
Jerry Kling, Soils
Ken Krane, Physics
Henry Sayre, Art
Jean Peters, Chair, Foods and Nutrition



Department of Foods
and Nutrition



Milam Hall 108
Corvallis, OR 97331-5103

(503) 754-3561

May 12, 1989

Memorandum

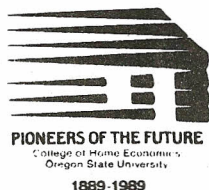
To: Faculty Senate
Subject: Annual Report for 1989-9
Committee: Budgets and Fiscal Planning
Members: Gary Beach (Inst. Research and Planning)
John Dunn (Health and Physical Education)
Court Smith (Anthropology)
Gloriana St Clair (Library)
Nancy Vanderpool (Office of the Dean of Students)
Margy Woodburn, Chair (Foods and Nutrition)
Duncan Fong (Post-Bacc)
Laura Keefer (ASOSU)
Michelle Trupt (ASOSU)
Carol Kominski, ex officio (Inst. Research and Planning)
Andrew Hashimoto, Faculty Senate Executive Committee Liaison

The emphasis of the Committee this year was consideration of impacts of the proposed 1989-91 budget. Vice President Coate briefed the Committee at several meetings. Budgetary impacts of the draft of University Goals, the nursing program from OHSU, a Center for Academic Services, and curriculum issues were summarized for appropriate personnel. Caroline Kerl, Legal Advisor, addressed the important legal issues in a declaration of financial exigency which make it an extreme action.

One member, Gary Beach, has served as liaison to the Curriculum Council. The Estimated Cost sheet to accompany a Category I proposal was reviewed but no change recommended.

In response to a request from the Senate Task Force on Committee Reorganization, functions of the Committee both historically and currently were reviewed. A recommendation to terminate the Committee was made based on the lack of distinctiveness from the budget and fiscal planning roles of the Executive Committee.

A continuing concern of the Committee has been the balance between confidentiality and an open process involving faculty in major University decisions. We favor the latter.



College of
Oceanography



Oceanography Admin Bldg 104
Corvallis, OR 97331-5503

(503) 754-3504

May 2, 1989

MEMORANDUM

TO: Gary Tiedeman, President
OSU Faculty Senate

FROM: J.J. Gonor, Chair
Graduate Admissions Committee

SUBJ: Annual Report, 1988-89

The Graduate Admissions Committee maintains uniform graduate admissions standards throughout the University by carrying out policies of the Graduate School as it reviews cases not meeting minimum admission requirements. It reviews cases appealed by Departments and also cases referred to it directly under its policy guidelines, by the Admission Office. The Committee meets weekly throughout the academic year and summer.

In 1988-89, the GAC completed action on its pending case load weekly, with holdovers only when new information was required. The total number of cases reviewed by the GAC has declined slowly over the last 5 years. Using the 447 cases in AY 1984-85 as a reference (100%), in 85/86 there was 93% (415), in 86/87, 90% (403), in 87/88, 81% (363) and projected to June 30, in 88/89, there will have been 70% (314) of the 84/85 annual caseload. The caseload peaks in August-September and again in March-April, with typical weekly loads varying from about 5 to 20 cases. For the last three years, the approval rate has been 67% to 68% of total cases reviewed.

dro

xc: Bud Gibbs, Registrar
G.A. Committee
Graduate School

Department of
Microbiology



Nash Hall 220
Corvallis, OR 97331-3804 USA

(503) 754-4441
OSU Telex: 5105960682
OSU COVS
OSU FAX: 503-754-2400

May 12, 1989

TO: Gary H. Tiedeman, President
OSU Faculty Senate

FROM: J. L. Fryer, Chair
Graduate Council

A handwritten signature in cursive script, appearing to read "J. L. Fryer".

SUBJECT: Annual Report to Faculty Senate

Listed below are activities of the Graduate Council for the past year. The first section includes annual or continuing activities and the second section lists nonrecurring items which were considered.

Annual Activities

1. Accepted final program review reports for graduate programs in Post-Secondary Education, Department of Geology, Department of Agricultural Engineering, and Department of Vocational and Technical Education.
2. Graduate Council program reviews complete but final reports pending for Departments of Microbiology, Biochemistry/Biophysics and Chemistry, Civil Engineering and Forest Engineering.
3. Reviewed and approved semester conversion course requests and catalog copy for 1990-91.
4. Reviewed and approved reconversion to quarter course requests and catalog copy for 1990-91.
5. Reviewed and approved Category I Proposals for department name changes from Forest Management to Forest Resources and from Health to Public Health.
6. Reviewed and awarded various graduate scholarships.
7. Selected recipients of the Outstanding Publication Award.

Nonrecurring Activities

1. Appointed a Committee for a general review of the MAIS Degree.(*)
2. Appointed a Committee to review general criteria for determining graduate faculty status.(*)
3. Appointed a Committee to develop a draft revision of the guidelines for the review of graduate programs.(*)

4. Adopted the following policy: "Excluding blanket-numbered courses, any graduate class which has not been offered at least once in a five-year period will be considered disapproved and will be dropped from the catalog."
 5. Adopted a policy agreeing to exempt internship courses from the blanket-hour rule.
 6. Approved the recommendation of the Graduate School that the \$300 formerly given to winners of the Outstanding Publication Award be provided as a monetary award to the recipient of the Frolander Award.
 7. Approved a revised set of requirements for the dual major master's degree.
 8. Approved new form for changing from thesis to non-thesis credit and vice versa at the Master's level.
- (*) Final action pending.

**Annual Report
of the
Instructional Media Committee
July 1, 1988 - June 30, 1989**

The Instructional Media Committee of the OSU Faculty Senate met during this reporting period to review Communication Media Center (CMC) planning activities and to provide counsel on budget and equipment acquisition proposals. Some of the specific activities included:

- Reviewed budget concerns that would limit effectiveness of the CMC in carrying out its assigned roles.
- Reviewed and counseled on plans to include CMC activities (including studios) in the new addition to the library.
- Discussed a proposal to OSU administration to seek outside funding for a satellite uplink facility at the University. This would give direct access to the University in its outreach (Extension, Continuing Education, etc.) rather than depending on availability of uplink time at Portland's KATU television station. Ten OSU county Extension offices now have downlink capability, and others are planned during the next year.
- Discussed and advised on OSU's participation in the Ed-Net system proposed for funding by the 1989 legislative body.
- Visited new classroom television facilities in the Electrical and Computer Engineering Building.
- Participated in the hypermedia seminars presented as part of the May 4 satellite teleconference produced on campus.
- Participated in an Ed-Net forum for all faculty and staff to learn more about the system and its capabilities.
- Reviewed the final budget for CMC and advised on acquisitions and programs for faculty, staff, and students.

The Instructional Media Committee will meet with groups of students and faculty during the next year to determine how well their needs are being met by the CMC.

Submitted by
Ken Kingsley, Chair (Pro-Tem)

William Jasper Kerr
Library

Oregon
State
University

Kerr Library 121
Corvallis, OR 97331-4501

Phone: (503) 754-3412
Telefax: (503) 754-3453

May 10, 1989

MEMORANDUM

TO: Faculty Senate Executive Committee

FROM: Don Zobel, Chairman
Faculty Senate Library Committee *DZobel*

SUBJECT: 1988-89 Annual Report

We carried out two major activities. The first was an effort to increase library funding by the legislature by informing legislators of the needs and problems of the OSU library and OSSHE libraries in general. We requested help from the Faculty Senate, which approved a resolution and forwarded our documentation to OSU and OSSHE administrators. We also sent information to AOF (via Robert Baker) for use by their lobbyist, to the Interinstitutional Faculty Senate (via John Dunn), and to AAUP (via Bill Brandt), and to local legislators Trow and Van Vliet. The Senate resolution produced a Barometer story and a local news program interview with the Director of Libraries. Letters from individuals have gone to several legislators.

In our second initiative, we identified four concerns of most importance to the committee:

- Item 1. Allocation decisions for the materials budget: What is the mechanism to make such decisions and should the committee have a role in them?
- Item 2. Faculty and student input to new library building.
- Item 3. Strategies for keeping the library a top campus issue.
- Item 4. Ways to increase accessibility of the collections.

Subcommittees are investigating these:

- Item 1. We suggested thresholds at which notice of possible impending serials cuts should be made public, a mechanism to allow departments to propose subscribing to new serials by cancellation of old ones, and a means for committee review of allocation decisions.

Item 3. Several suggestions for increasing public/campus involvement were developed; a specific recommendation for immediate implementation will be made.

Items 2 and 4 will be considered in June.

Other committee activities included:

1. Providing advice about the controversy over reference consolidation and display journals relocation that developed in summer 1988: the display area will be moved to 4th floor near the copy machines.
2. Advising about check out policy; carrel use; labelling of serial locations; allocation decisions; inter-related problems of limited staff; impending wage increases and slow reshelving; and development of a new quiet study area per student request.
3. Reminding library staff (and ourselves) that persons from different disciplines use the library materials very differently; for example, an optimal length-of-checkout policy for the sciences would be very disruptive to some liberal arts users.

One potentially serious problem not mentioned in our report to the Senate is the problems developing with the vendor of the automated catalog/circulation/checkout system. The company that bought the original bidder cannot deliver some components on time and the installation of a complete system may be substantially delayed. Those components are used primarily by library staff; the online catalog, used by the public, is working well.

Department of
Foreign Languages
and Literatures



Kidder Hall 210
Corvallis, OR 97331-4603

(503) 754-2146

May 22, 1989

TO: Faculty Senate
Gary Tiedeman, President

FROM: Nominations Committee
Sally Malueg, Foreign Languages & Literatures, Chair
Kathleen Heath, Health & Physical Education
Richard Scanlan, Food Science & Technology
Solon Stone, Engineering

RE: Annual Report

The Faculty Senate Nominations Committee recommended nominees for the Fall 1988 elections for Faculty Senate President-Elect, Faculty Senate Executive Committee, and Interinstitutional Faculty Senate as per Faculty Senate Standing Rules.

In addition, we discussed problems we encountered during the nominations process and decided on recommendations to be made to the Faculty Senate Executive Committee. Attached is a copy of the memorandum submitted on behalf of the Nominations Committee.

Department of
Foreign Languages
and Literatures



Kidder Hall 210
Corvallis, OR 97331-4603

(503) 754-2146

November 15, 1988

TO: Executive Committee of the Faculty Senate
Thurston Doler, Senate President

FROM: Sally Malueg, Chair *Sally Malueg*
1988 Faculty Senate Nominations Committee

RE: Concerns and Recommendations about FS Nominations

I would like to point out the difficulty that the FS Nominations Committee had this year when it came to finding nominees for Faculty Senate elections. Coupled with the problem the Faculty Senate often has in filling FS Committee positions, the situation is, in my estimation, becoming critical.

As we all recognize, faculty service is crucial to the running of the University, not just for FS committees and other University committees, but also for consultative purposes and for watching out for faculty interests. However there seem to be two forces currently working against faculty service. In the first place, newer faculty members tell me that the University is ambiguous in its service expectations. On the one hand, they are told by central administrators to concentrate on their teaching and scholarship and not spend time on service activities. On the other hand faculty representatives tell them how important service is to the University. Because of the importance of scholarship and teaching in the tenure process, few newer faculty members are willing to devote time to service activities when they perceive that they will not be rewarded for doing so.

In the second place few faculty members at the higher ranks are willing to use their valuable time for service activities. Many have heavy involvement in research with grant monies drying up and with increasing competition for remaining grant possibilities. Others are asked to do yeoman service in connection with University activities such as long-range planning, accreditation, semester conversion, etc. The competing demands for their time do not permit them to consider service on committees or as FS officers and Executive Board members. Nor do there seem to be any tangible rewards for such service from most departments, colleges, or the University.

As it stands, the pool of those willing to render service for the good of faculty seems to be shrinking. Those who serve are often very qualified and truly dedicated to faculty causes. But they must have help before they burn themselves out.

I would like to make two recommendations: one general and one specific. The general one relates to administrators perceptions of and positions on faculty service. I suggest that some faculty group, perhaps the Faculty Senate officers and members of the Executive Board, meet with central administrators and deans to have a dialogue about the role of faculty involvement in the running of the University and about the merit of faculty service. I would hate to see further diminution of the role of the faculty in the University. And until we have a clear statement of the importance of service and its relationship to promotion, tenure, and salary, we are likely to see increasing reluctance on the part of faculty to agree to serve in other than teaching and scholarship areas.

Specifically, I would like to see expansion of the pool of faculty willing to stand for nomination to positions as officers and members of the Executive Committee. Perhaps this could be done by having all Faculty Senate members fill out a nominations form during the October meeting of the Senate. The FS Nominations Committee would then have a large number of names, some of which might otherwise not have occurred to them. It might be easier to get agreement of potential nominees if they were to know that their name came through a broader type of nominations process. The work of the FS Nominations Committee should begin as early as possible in Fall Term, at least as soon as the October meeting provides a pool of names, and the Committee should continue to receive the support it needs from the FS Office.

I know that many of the ideas expressed above are not original. However, I judge that the situation is getting worse and must be given high priority by the Faculty Senate if we are not to find ourselves losing ground in the area of faculty governance.

Vice President for
Research, Graduate Studies,
and International Programs



Administrative Services A312
Corvallis, OR 97331-2140

Telex: 5105960682 OSU.COV
FAX: (503) 754-2400
(503) 754-3437

May 3, 1989

MEMORANDUM

TO: Executive Committee of the Faculty Senate

FROM: Joe Zaerr, Chairman
Research Council *JZ*

SUBJECT: Research Council Activities --
July 1, 1988 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, 1988, to date, the Research Council reviewed 53 requests for support. Of these requests, 43 were approved for funding at a total of \$227,904. The source of funds and amounts provided are indicated below.

<u>Funding Source</u>	<u>Number of Grants</u>	<u>Total Amount</u>
Public Health Service Institutional Grant	24	\$167,725
General Research Fund	19	\$ 60,179

The Public Health Service Institutional Grant has been renewed for April 1, 1989 to March 31, 1990, in the amount of \$118,997. 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.

Executive Committee of Faculty Senate
May 3, 1989
Page 2

In addition to the two funding sources shown above, Gene Knudsen has donated \$35,987 to an OSU Foundation account to support grant proposals from faculty. These funds are being handled under the guidelines in existence for the General Research Fund. To date, three awards have been made for a total of \$12,000.

The Research Council members and year of termination are listed below:

Joe Zaerr, Forest Science - Chair	1989
Chris Bayne, Zoology	Indefinite
John Farrell, Economics	1989
Martin Fisk, Oceanography	1989
Roberta Hall, Anthropology	1990
Max Deinzer, Agricultural Chemistry	1990
Don Reed, Biochem & Biophysics	1991
Jim Leklem, Foods & Nutrition	1991
Rubin Landau, Physics	1991
Ed Piepmeier, Chemistry	1991

JZ:mg

cc: R. Scanlan

College of Business



Bexell Hall 200B
Corvallis, OR 97331-2603

May 12, 1989

Memo To: OSU Faculty Senate
Gary Tiedeman, President

From: OSU Faculty Retirement Committee
Les Strickler, Chairman

Subject: Committee's 1988-89 Annual Report

GENERAL

- Committee Membership: Susan Hron (Personnel), Ardis Koester (Home Ec Ext.), Robert Michael (PE), Austin Pritchard (Zoology), John Yoke (Chemistry) and Les Strickler (Emeritus Finance).
- Central Responsibilities: faculty retirement matters.

MAJOR ACTIVITIES

- Arranged for a two-session estate management workshop.
- Offered response to an administration-proposed Early Retirement Plan.
- Committee representatives participated in administration-convened meeting on retiree privileges (based upon June 1988 Faculty Senate action).
- Committee representatives served on a special OSSHE committee examining pre-retirement planning.
- Monitored 60+ legislative bills on retirement (recommendations to be forwarded to Faculty Senate).
- Reviewed developments from a U.S. Supreme Court decision requiring equal treatment of Federal and State/Local retirement benefits.

Memo to OSU Faculty Senate
May 12, 1989
Page 2

- Responded to President Tiedeman's request for an assessment of Committee's organizational role.
- Recommended Faculty Senate Executive Committee support of a faculty member's plea for more equitable treatment of a conversion from a one-year tenure relinquishment contract to the proposed Early Retirement Plan.

RECOMMENDATIONS TO NEXT YEAR'S COMMITTEE

- Resume pre-retirement planning series of meetings.
- Seek revised description of committee's responsibilities.
- Establish better communications with OSU's representatives on OSSHE Tax Deferred Annuity Committee.

RECOMMENDATIONS TO THE FACULTY SENATE

- Improve RC liaison with the Faculty Senate's Executive Committee in view of (a) late selection of the Committee's Chair, (b) failure to honor the request for replacement of a committee member unable to serve, (c) sparse attendance at committee meetings of the Executive Committee's designated liaison person and (d) inadequate sharing with the Senate of the committee's reactions to the proposed Early Retirement Plan.
- Urge top level OSU administrators to communicate more effectively with the Retirement Committee when major policy changes are being made. This need is shown by the total absence of direct communications during the stages of an evolving Early Retirement Plan following its initial disclosure.

kgb

Office of the
Dean of Students



Administrative Services A200
Corvallis, OR 97331-2133

(503) 754-3661

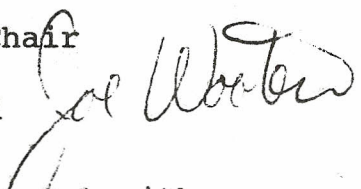
May 17, 1989

MEMORANDUM

TO: Faculty Senate

FROM: Joe Wooten, Special Services Committee Chair

SUBJECT: Annual Report July 1, 1988-June 30, 1989



Members of the Special Services Committee met with representatives of the Educational Opportunities Program and other special services programs at Oregon State University over the course of the year. The directors, staff, and members of these programs continue to do an excellent job providing services to students eligible for their assistance. As one can easily tell by attending EOP Honor Roll Recognition events, the programs are very important to a large number of students on this campus and continue to assist many students in their efforts to succeed at the university.

The staff at the Educational Opportunities Program start immediately to help non-traditional students succeed at OSU by inviting them to a retreat at the beginning of each year. At this retreat, new students get an opportunity to meet and get to know the staff of EOP. These bonds, which are begun during the admissions process and at the retreat, provide the students a rare opportunity to meet staff before classes begin and become comfortable with other students at OSU. This introduction to university life is so important for many of these students who are "non-traditional" students.

As the previous chair of the Special Services Committee remarked, "over the last few years, the chief problem for 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 committee feels that the university needs to continue its strong support for EOP programs by continuing to provide adequate funding and increase that funding if at all possible.

- over -

- 2 -

With the state system requiring higher admission standards for OSU, the need for all the programs under the umbrella of the Educational Opportunities Program such as the Special Services Project and the Upward Bound Program to receive adequate funding for these programs cannot be overstated. New students, especially non-traditional students, often feel that EOP is a safe house for them on the OSU campus. EOP continues to assist these students to move into the mainstream on the OSU campus.

The Faculty Senate must continue to look to its commitment to these programs by having individual members of the Senate attend events at EOP such as the honor roll ceremony. By attending these ceremonies as many faculty members do and by speaking with students who have received support from EOP, Upward Bound, and other special services programs, the need for continued support is self-evident. In conclusion, as chair of the Special Services Committee, I urge the Faculty Senate on behalf of the committee to support these programs with continued funding and by attending events at EOP when your schedule allows.

RECEIVED MAY 11 1989

Department of
PhilosophyOregon
State
UniversitySocial Science Hall 213
Corvallis, OR 97331-6205

(503) 754-2955

May 9, 1989

MEMORANDUM

To: Gary H. Tiedeman
President, OSU Faculty Senate

From: Kathleen Dean Moore *KDM*
Chair, Student Recognition and Awards Committee

Re: Annual Report of the Student Recognition and Awards
Committee

The Student Recognition and Awards Committee has three central jobs. One is to organize and present an annual all-university undergraduate awards banquet during which outstanding students are honored by the presentation of awards for diverse activities. A second is to serve as a registry of university-wide awards. The third is to choose the recipients of the Waldo-Cummings Outstanding Student Awards.

1. The Awards Banquet. The Committee organized the awards banquet, which is to be held on May 24, 1989. One hundred and twelve awards will be presented in fifteen different categories.

2. Awards Registry. Two all-university awards were added to the list this year: The Provost's Literary Prize, awarded to the author of the literary work selected as most worthy by a committee appointed by the Provost; and a Multi-Cultural Awareness Award, presented to the student who has done the most to make the campus environment more inclusive for minorities. The recipient of this award will be chosen by the Minority Affairs Commission, beginning in 1990-91.

3. Selection of Waldo-Cummings Outstanding Student Awards. Approximately 200 students applied for these awards this year. The Committee selected 6 freshmen, 6 sophomore, 10 junior, and 10 senior recipients, on the basis of superior scholarship and outstanding contributions to significant extra-curricular activities.

College of Science
Office of the Dean

Oregon
State
University

Kiddler Hall 128
Corvallis, Oregon 97331-4608 (503) 754-4811

To: Gary Tiedeman, Chair of Faculty Senate
From: R. W. Thies, Chair of the Undergraduate Admissions Committee
Re: Annual Report

Feb. 7, 1989

R. W. Thies

The committee met 20 times from June 8, 1988 to May 5, 1989. For the 1988-89 school year, 455 cases were reviewed. These involved freshmen, transfer, and postbaccalaureate students. The committee denied admission-by-exception to 124. Of the freshmen approved for admission, 109 were in the 5% special category; 126 were in the "other" special category. Fifteen student athletes were admitted independent of this committee through the special quota of 20; three of these were transfer students. To date for the 1989-90 school year, the committee has reviewed 55 cases. We were also asked for input on admission standard changes and made the recommendations below to be effective fall term 1990:

1. **The TSWE score should be dropped as an admission requirement for freshman.** *Justification-* This is a part of the SAT score that is intended for placement but not for use as an admission requirement. We are one of the few schools that use it in this non-recommended way. It is now used for placement which should be continued.
2. **The deadline for admission for fall term should be August 25.** *Justification-* We currently have no deadline even though it takes about 30 days to process papers for a typical applicant. Exceptions can be sent to the admissions committee, but this sends the strong message to get materials in at least 30 days in advance. It will enhance the possibilities of having materials ready for advisers prior to registration too.
3. **For transfer students, the requirements below should change**

GPA: Requirement should be 2.25 for all students. *Justification-* The current 2.0 requirement is too low to insure success. Having a higher GPA requirement for out-of-state students is hard to justify when many of such students transfer from schools equivalent to OSU.

Credits: Requirement should be a minimum of 36 quarter credits of coursework graded (A-D) and passed. *Justification-* The current 30 credit (24 graded) requirement does not provide quite as much basis for admission as the committee would prefer. The credits are intended to represent one year, but allow a student to take a somewhat lighter than average load.

Course Work: If the student's high school record does not meet first-time freshman admission standards, she/he must successfully complete the equivalent of Mth105 or higher and the equivalent of Wr 121 with a grade of C- or better. *Justification-* These are key requirements that we normally expect our students to complete in their first year. An inability to do so indicates a poor chance of success and/or an avoidance of substantive challenging coursework. Having the math requirement is considered a top priority.

Note: The above changes for transfer students will increase the workload of the admissions staff; some increased FTE should be built in.

We were also asked for input on the TOEFL requirement for undergraduates. The committee made two recommendations.

1. All non-English speaking foreign students should be required to pass a TOEFL test at whatever the accepted level is (currently a transfer student does not have that requirement).
2. We would prefer to see the current 460 provisional admit/520 admit guideline stay at those numbers for undergraduates for the near future to see how that is working out. No one felt the current numbers were causing a problem. It seems quite appropriate to have a higher requirement for graduate students.

cc: K. Conrad

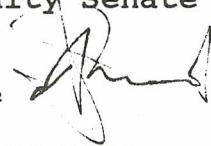
Department of
General Science



Weniger Hall 355
Corvallis, OR 97331-6505

(503) 754-4151

11 May 1989

To: The Executive Committee of the Faculty Senate
From: Robert J. Morris, Chair
University Honors Program Committee 
Subject: Summary of the Annual Report for 1988-1989

A number of changes in the Honors Program have been made to enhance the program's visibility, to improve its academic quality, to raise the caliber of its students and make it more attractive to undergraduates with superior abilities.

OSU is now affiliated with the regional and national honors organizations. An honors student organization has been created and it initiated a well-attended campus lecture series, "My Last Lecture," to advertise the program. Beginning in Fall, 1989, fifty spaces will be reserved for honors students in Sackett Hall to enable students to live in close proximity to each other in a popular housing unit.

Admission standards are raised to a minimum SAT of 1200 for students new to OSU or a GPA of 3.50 for those enrolled. A 3.50 GPA is required to remain in and to complete the program for students who entered Fall 1988 and thereafter. Initial admission to honors colloquia and seminars is now restricted to students in the program, and a new Contract Option allows students to receive honors credit for taking regular courses by doing additional work.

This committee will present to the Senate this Fall several motions to improve the identification and recognition we give to graduating honors students and to all students graduating with superior academic records.

The term "honors" is currently used to describe students both in the Honors Program and those not. To avoid confusion and to recognize the special achievement of honors graduates, use of the term "honors" should be restricted to honors graduates. Grade inflation has resulted in more than 25% of OSU graduates being recognized for superior academic achievement. As a result, this recognition has lost the special significance its awarding is intended to indicate.

In summary, we will move that the phrase "With Honors" designate graduates of the Honors Program; the grades required and the names given on transcripts and diplomas for academic achievement be changed to the following: "cum laude" for those having overall GPA of 3.50 and above, "magna cum laude" for 3.70 and above and "summa cum laude" for 3.85 and above; and that these criteria be reviewed regularly to limit this special recognition to approximately 10% of graduating baccalaureates.

Details and rationale for these motions are in our full report available in the Faculty Senate Office. We invite comments on these proposals prior to their presentation in the Fall.

RECEIVED APR 14 1989

63.

Provost and
Vice President for
Academic Affairs



Administrative Services A624
Corvallis, OR 97331-2128

(503) 754-2111

April 12, 1989

MEMORANDUM

TO: Gary Tiedeman, President, Faculty Senate

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

RE: Exam Scheduling for Student Athletes

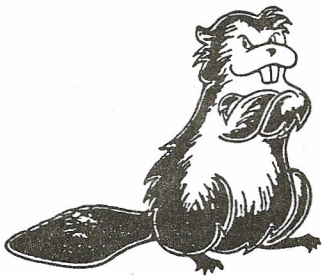
I am referring to the Faculty Senate an issue raised by the Department of Intercollegiate Athletics (see attached copy of an April 12, 1989 letter to me from Jack Davis, Associate Athletic Director). I hope that you will address the policy aspects of the issue of rescheduling of examinations to accommodate documented student needs in such areas as university-approved athletic events, field trips, musical performances, theatre productions, and other activities. You may wish to discuss this matter with Jack Davis as well as NCAA Faculty Representative Robert Frank.

Most universities have a formal policy that accommodates such activities, and I would be most interested in receiving a recommendation on this.

GBS/nrh

Attachment

.c: Lynn Snyder
Jack Davis
Mike Beachley
Robert Frank
D.S. Fullerton



Oregon State University

Department of Intercollegiate Athletics

April 12, 1989

APR 1989

Dr. Graham B. Spanier
Provost and Vice President for Academic Affairs
Office of Academic Affairs
Oregon State University
Corvallis, Oregon 97331

Dear Graham:

It has been brought to our attention that this year, several of our student-athletes have not been allowed by a course instructor to reschedule an examination in those instances when the student's team traveled to an away contest. Unless there are conditions beyond our control, we avoid scheduling either home or away events during finals week; but for other kinds of exams--mid-terms, routine hour exams, or others -- we have no way of avoiding some conflicts between those exams and a scheduled away contest.

It seems to me that scheduled athletic contests, field trips, concerts, theater, and other University functions involving students might be considered by our faculty as legitimate reasons for an excused absence. Otherwise, our students are placed in an untenable position - the desire to travel with the team, especially if the student is a starter and an important part of the team, and the desire to take the examination on schedule and to keep up with class work.

Apparently some faculty prefer not to reschedule an exam for such a student, or to give the student a make-up exam; our Academic Regulations and Procedures are silent on this subject. I'm not sure of the best protocol in this situation, but would it be possible to establish a general policy with the Council of Deans so that the Deans might promulgate such a policy within their College? Or -- should this be an issue for ASOSU to consider, to develop a recommendation for your office or for the Faculty Senate.

One would like to think that arranging for a make-up exam would be a decent and reasonable thing to do, but apparently for some faculty a make-up exam creates some problems. Those faculty may make a big issue of any attempt to develop such a policy, which I'd prefer to avoid if possible. Please let me know if you have some suggestions for our action -- otherwise I'll assume that you'll proceed with this with proper timing if you concur that some relief for these students is appropriate. Thanks.

Sincerely,

Jack

John R. Davis
Associate Athletic Director

cc: Lynn Snyder
Michael Beachley

VOLUME I

STUDY OF ACADEMIC EMPLOYEE SALARY STRUCTURESIntroduction

The 64th Oregon Legislative Assembly passed Senate Bill 618 which required the Oregon State Board of Higher Education (OSBHE) to study academic employee salary structures of the eight institutions of the Oregon State System of Higher Education (OSSHE) for 1987-88. We have prepared this report in response. The report is presented in two volumes. Volume I contains the introduction, summary of data, responses to specific questions in Senate Bill 618, and the OSBHE recommendations. Volume II contains statistical salary and demographic data on OSSHE faculty. The Joint Interim Committee on Education assisted in the overall presentation and table formats. The report provides demographic and descriptive data for the total State System, the three universities, the three regional colleges, Oregon Institute of Technology (OIT) and Oregon Health Sciences University (OHSU), followed by data on the individual eight institutions and individual institution academic department data.

Board of Higher Education staff prepared the report in consultation with two groups, one consisting of Academic Affairs employees representing each institution, and the other an advisory committee comprised of academic employees including female and minority academic employees and faculty union representatives. Both groups met numerous times to review draft data included in Volume II. The advisory committee made recommendations to OSSHE, which are included in Appendix A of Volume I. The recommendations of the Academic Affairs members from each institution are included throughout this report.

Summary of Data

A detailed analysis of the data on faculty salaries, including numerous tables and graphs, is presented in Volume II of this report. The narrative data summary from Volume II is repeated below. Occasional references are made to tables that are included in Volume II.

1. The proportion of women is higher at the lower faculty ranks. Among the seven OSSHE institutions (excluding OHSU, for which 1977-78 comparison data were not available), women comprise 48% of instructors, 39% of assistant professors, 21% of associate professors, and 9% of professors. This pattern makes sense considering the relatively recent entry of women into faculty positions. Ten years ago, women full-time faculty in the seven State System institutions comprised 44% of instructors (nearly the percentage in 1987-88), but just 26% of assistant professors,

13% of associate professors, and 7% of professors (see Table 1 in Volume II).

2. Overall, average salaries shown for women in the eight institutions as a whole are generally lower at each rank than average salaries for men. However, two key variables may explain most of the variation: academic discipline and the number of years employed at that rank at the institution. (Note that years of service alone is not useful to explain variation in salary; years in rank is the more useful measure.)
3. Salary data by major discipline group, gender, and years in rank, are displayed for each institution in Tables 2 through 9 of Volume II. For most of the categories shown, the data follow the expected pattern: within each discipline and rank, average salaries are usually lower when the average number of years in the rank is also lower. In each table, the cases that deviate from the expected pattern are highlighted. White boxes highlight cases in which average salaries for women are higher even though average years in rank are lower. Shaded boxes indicate cases in which average salaries for women are lower even though years in rank are higher.
4. Within academic disciplines and by faculty rank, women, on the average, are paid at equitable salary levels, considering years in rank. In a number of cases, average salaries for women are higher than those for men. The lower overall institutional averages for women may be a function of the larger numbers of women faculty employed in lower-paying disciplines, and at lower ranks that reflect their more recent entry into faculty positions. The larger numbers of male faculty in higher-paying disciplines and at more senior ranks would contribute to higher overall salary averages for men.
5. Much of the variation in average salaries within each faculty rank may be explained by the number of years employed in that rank at the institution. A faculty member normally will hold the rank of assistant professor for 6 years, associate professor for 6-10 years (or more), and professor until retirement. The long period of time normally spent in each rank would be expected to produce higher average salaries for faculty nearing retirement or promotion to the next rank, and lower average salaries for those new to the rank.
6. Percentage salary increases between 1986-87 and 1987-88, by rank, are slightly higher for women than for men (see Appendices A through F). In some cases, the absolute dollar increase for women, on the average, is lower than the dollar increase for men, even though the percentage increases are higher. In those cases, the average dollar amounts for women produce a higher average percentage increase because they are applied to a lower average base salary.

7. The numbers of ethnic minority faculty are too small to allow a meaningful analysis of average salaries. The only observation that can be made about the data is that, in general, average salaries of ethnic minority faculty are within the average salary ranges of white faculty.

OSSHE Recommendations to the Legislature

After careful assessment and analysis of the data of the institutions' salary structures, the Oregon State System of Higher Education makes the recommendations listed below. The implementation of these recommendations should improve recruitment and retention of faculty members; clarify policies, procedures and practices that relate to faculty members; and remove inequities that may exist among faculty members.

1. OSSHE shall continue to apply consistently the salary policies and procedures of the State Board of Higher Education leaving flexibility for individual institution missions.
2. OSSHE shall enhance the faculty fringe benefits package to make it comparable to that of most other State of Oregon employees.
3. OSSHE shall increase its efforts to hire and retain women and under-represented minorities/groups and shall seek legislative funding for intensive recruitment and support activities.
4. Because outstanding faculty contributions to teaching, research and scholarship, and service are essential for overall educational quality, merit pay increases will continue to be a major component of the OSSHE salary adjustment guidelines.
5. The OSSHE understands the importance of market factors in attracting and retaining quality faculty members. Academic disciplines will be reviewed periodically to assess current market factors.
6. In the case of across-the-board salary increases, increases will be provided only to those faculty members whose performance is deemed satisfactory.
7. OSSHE shall establish a policy requiring that promotion in rank always be accompanied by a salary increase.
8. OSSHE shall continue to require each institution to identify and investigate apparent inequities and, where appropriate, make adjustments.

9. Because faculty members desire to improve their teaching, research and scholarship, communication and technical skills, OSSHE shall seek additional funds which can be used for faculty development.
10. Faculty members funded on other than state funds shall be given equal opportunities to compete for vacant positions for which they are qualified.

APPENDIX A
ADVISORY COMMITTEE RECOMMENDATIONS TO OSSHE

The advisory committee consisted of faculty members from the following faculty groups; Association of Faculty, Interinstitutional Faculty Senate, PSU faculty from the American Association of University Professors, WOSC faculty from the American Federation of Teachers, SOSC faculty from Associated Professors Southern Oregon State College, Oregon Health Science University, and the Faculty Women for Equity. The advisory committee met twelve times to provide input, design and recommendations to the study and OSSHE. This appendix includes the advisory committee recommendations to OSSHE. These recommendations are divided into two sections; (1) recommendations as outcomes of the study, and (2) recommendations as outcomes of discussions while meeting as an advisory committee--also included are salary data of academic administrators.

A. Recommendations As Outcomes of Study.

1. The current academic salary structure study should be extended to a more comprehensive study that includes extensive analysis of the data provided in this report.

Note: An observer of the graphic data might conclude that the System discriminates against women; the study did not analyze this factor and therefore any conclusions would be inappropriate.

2. The OSSHE should conduct a study to consider the feasibility and desirability of establishing a salary structure such as a step system for each of its eight institutions. This study should include the costs of such conversions, timelines, options for conversions, other state systems' experience with such conversions, salary structures in place in other states, and individual institutions, and other related information. The mission of each institution and faculty collective bargaining should be major factors in the consideration of such a conversion.

B. Recommendations As Outcomes of Discussions.

1. The highest priority must be across-the-board increases in faculty salaries. Merit increases should be given only after salary funding is adequate to maintain faculty member's salaries at a competitive level. If merit increases are made, all faculty members should be made aware of merit policies and decisions.
2. Enhance the faculty fringe benefit package so that it is comparable to that of most other State of Oregon employees.
3. During the first year of employment, provide additional benefits to new faculty members. Initial salaries have been and still are negotiated on an individual basis. Recruitment of quality faculty

is of critical importance. This means that all searches should be thorough and recruitment policies applied equitably. Applicants should be provided the same information concerning the term of the appointment, including salary range and the availability of one-time non-salary inducements for accepting the position. Incentives such as moving costs, support equipment, and released time during the first year of the appointment to develop courses and grant proposals should be provided to new faculty members.

4. The committee understands the importance of market adjustment pay, but does not believe it is a high priority at this time. The committee has observed the problems caused by past market adjustment pay and proposes the following items for future consideration: (1) no market adjustment pay to remain in the faculty members base pay; (2) the market adjustment pay be applicable to any discipline at any institution as need may arise; (3) all faculty members must be reviewed annually for market adjustment pay if funding is available; and (4) as market conditions change, existing market adjustments should be reviewed.
5. Promotion in rank should be accompanied by at least a five percent (5%) increase in the faculty member's base salary. This increase should be in addition to any other annual salary increases. Each institution should have a policy on the awarding of tenure and of any pay adjustment.
6. Faculty members funded on other than state funds shall be given equal opportunities to compete and be considered for all positions for which they are qualified. Further, if these funds are withdrawn, the institution, when possible, will attempt to transfer those faculty members affected into a vacancy for which they are qualified. Affirmative Action officers shall ensure that faculty members on grants and contracts have equal opportunities for any open position for which they are qualified.
7. More effort should be expended on faculty development. Institutions should make available to all faculty, seminars or workshops on means of improving teaching, research, communication and technical skills. Institutions should increase funds available for these services.
8. The State Board of Higher Education should conduct a study of the salary equity analysis performed annually at each institution. Assurances should be sought that at each institution the analysis requires faculty input and that decision processes for determining equity should allow the faculty members to respond to equity decisions.

9. As a major goal, institutions should attempt to hire and promote more women and minorities to the higher ranks of associate and full professor.

ADVISORY COMMITTEE MEMBERS:

Association of Oregon Faculty

Don Stevens, EOSC

Earl Kurtz, OIT

Interinstitutional Faculty Senate

John Dunn, OSU

Diane Dunlap, UO

American Association of University Professors

Eugene Enneking, PSU

American Federation of Teachers/WOSC

Ross Cotroneo, WOSC

Association of Professors/SOSC

Mike Haynes, SOSC

Chuck Ryberg, SOSC

Reider Peterson, SOSC

Faculty Women for Equity

Anna Penk, WOSC

Anne Deeney, OSU

Oregon Health Sciences University

Martha Thompson, OHSU

RECEIVED MAY 13 1989

73.

Testimony of
Chancellor Thomas A. Bartlett
Before the Senate Education Committee
May 16, 1989
on Senate Bill 879

The amendments to Senate Bill 879 have raised several issues regarding governance processes within the Oregon State System of Higher Education. I believe those issues can be resolved without the legislative action proposed by Senate Bill 879 as amended.

To that end, I have discussed them with representatives of various faculty interest groups. As a result of those discussions, I would like to outline the following steps to resolve their concerns:

1. Advice and input from faculty is a valuable and necessary ingredient in decision making by the State Board. To that end, I will recommend to the Board that it invite the Interinstitutional Faculty Senate to designate faculty members to participate in the deliberations of each of the Board's two principal committees, the Committee on Finance, Administration, and Physical Plant, and the Committee on Instruction, Research, and Public Service Programs.
2. As I previously stated, the presidents of our institutions should insure that the process on their campuses by which academic matters are developed and discussed should insure consultation with faculty. To that end, a major element among the criteria in the triennial evaluation of institutional presidents will be the level of their effectiveness in consulting with faculty on academic issues.
3. I am committed to the development of consultation--with timely notice--on issues that are system-wide involving curriculum and faculty conditions of employment, including retirement.

*with appropriate
faculty
groups*

Oregon

RECEIVED MAY 12 1989

STATE SYSTEM OF HIGHER EDUCATION

OFFICE OF THE CHANCELLOR

P.O. Box 3175

Eugene, Oregon 97403

(503) 686-5700

(503) 686-5764 (FAX)

May 8, 1989

Mr. Gary H. Tiedeman, President
Faculty Senate
Oregon State University
Corvallis, Oregon 97331

Dear Gary:

Thank you for sharing the Senate's action in connection with the William Jasper Kerr Library. I also appreciate your sharing with me the detailed supporting materials about the Kerr Library's difficulties. That is the sort of precise information we must have if we are to make our case, and I shall use it in the future in speaking with legislators and public groups.

Sincerely,



Thomas A. Bartlett
Chancellor

Department of
Agricultural Engineering

Oregon
State
University

Gilmore Hall 116
Corvallis, OR 97331-3906

CONFIDENTIAL

(503) 754-2041 Departmental
(503) 754-4021 Extension

May 23, 1989

MEMO TO: Faculty Senators

FROM: Subcommittee of the Executive Committee of the Faculty
Senate - Sally Francis, Andy Hashimoto, Terry Miller

SUBJECT: Nomination for 1989 D. Curtis Mumford Faculty Service
Award

The Executive Committee and its subcommittee recommend that the Senate confirm MARGY J. WOODBURN, Department of Foods and Nutrition, as its 1989 recipient of the D. Curtis Mumford Faculty Service Award.

Margy Woodburn has served the faculty of Oregon State University in many capacities on campus, state-wide and nationally. Her major Faculty Senate-related activities include serving as Chair of the Budgets and Fiscal Planning, Faculty Recognition and Awards, and Curriculum Committees, and as a member of the Administrative Appointments Committee and Faculty Consultative Group. She has served on search committees for the Dean of Business, Director of the Agricultural Experiment Station and Dean of Research, and chaired the search committee for the Vice President for Academic Affairs and Provost. She has also served in several elected offices, including President, of OSU chapters of Phi Kappa Phi and Sigma Xi.

Examples of Dr. Woodburn's community and state-wide service include being a member of the Board of Directors of the Good Samaritan Hospital, and a member of the Oregon State Health Division Food Service Advisory Committee. Dr. Woodburn has also served on many national policy-making and advisory bodies. Examples include: Home Economics Representative on the Committee of Nine (USDA-CSRS); Executive Board of the Association of Administrators of Home Economics; Chairman of the Research Implementation Committee of the Western Agricultural Experiment Station Directors Association; and USDA-CSRS review teams for Ohio State University and University of Idaho.

The quality of her service on the committees and boards listed above and others not listed is characterized as "able, professional, effective, caring, unselfish, prepared, insightful, fair and equitable." In addition to providing significant

CONFIDENTIAL

F. Senators

5/22/89

Page 2

service to the faculty and OSU, Dr. Woodburn has also been an outstanding teacher, researcher and administrator. Recent honors she has received include the Gary E. Costley Award for Achievement in Nutrition from the Nutrition Research Institute, the American Home Economics Association Leader recognition, and the Earl Price Award for Excellence in Research from the College of Agricultural Sciences.

The letter of nomination from Dean Kinsey Green and letter of support from Dean Emeritus David Nicodemus are attached as further documentation of this recommendation.

The Executive Committee is very pleased to present to the Senate this recommendation that Dr. Margy J. Woodburn be selected as the 1989 D. Curtis Mumford Faculty Service Award recipient.

agh/er
attachments

College of
Home Economics

Oregon
State
University

Corvallis, Oregon 97331-5109
United States of America

(503) 754-3551

January 25, 1988

Faculty Senate Office
Social Science 107

TO: Faculty Senate Executive Committee

FROM: Kinsey B. Green, Dean
College of Home Economics

RE: Nomination of Margy J. Woodburn for the
D. CURTIS MUMFORD FACULTY SERVICE AWARD



On behalf of the faculty of the College of Home Economics, and with my full support, I nominate Dr. Margy Woodburn as a worthy recipient of the D. Curtis Mumford Faculty Service Award. This nomination is based on the outstanding record of Dr. Woodburn in service to faculty and supported by letters from faculty who have worked with her during the past 18 years. Her contributions have indeed been steady, unselfish, consistently and fairly focused on faculty and their ultimate well-being in our University setting, and with high regard for both academics and ethics. Dr. Margy Woodburn's dedicated service results in an enhanced academic environment for all faculty.

Evidence that Dr. Woodburn enjoys the respect of her colleagues comes from her record of service on, and leadership to, a large number of Faculty Senate Committees. Her various roles on these committees have served to enhance the curriculum, administrative appointments, and a general education program which has served students and faculty for over ten years. A number of additional committees on which she has served have related to awards, research, the educative process, and fiscal responsibility. While the list does not speak to the quality of her service, her colleagues do, as indicated in the attached letters. Through her work on committees she is characterized as able, professional, effective, caring, unselfish, prepared, insightful, fair and equitable and "...uniformly dedicated to the well being of the University and its faculty." In her role as administrator, Margy Woodburn has been recognized as "...one who understood and would speak for faculty interests from a faculty perspective." Or, as another colleague puts it, "Dr. Woodburn is a strong and effective leader because of her intelligence, organizational skills, and commitment to quality."

January 25, 1988

In addition to campus committee work, Margy's considerable energies have been applied to the benefit of campus faculty and student organizations, community and state institutions, and to committees of a professional and a research nature in the region as well as nationally and internationally. Currently, she is president of Sigma Xi at OSU; serving on the Oregon State System of Higher Education Executive Board on Korea; and serving on the "Committee of Nine", the U.S. Department of Agriculture group which decides final approval of regional research on the national level.

Informal service to faculty is also an area where Dr. Woodburn excels. She is readily identified as a mentor and one who has significantly and positively affected the careers and professional lives of others. Without question she serves as a role model to faculty, thereby inspiring others to serve and to strive for worthy goals. Her students also identify her as a role model and an inspiration. Her office door is always open, and "...she is rarely too busy to talk to students and help them out." To say that Margy Woodburn is "accessible" may understate the reality. Her opinions, knowledge and expert judgement are sought by students, campus and field-based faculty, and by professionals across the nation. She is sought out both because she is an expert in her field of microbiological safety of food and because she willingly and readily responds. Thus the impact and importance of her roles as teacher and mentor are enhanced through informal contacts which are difficult to measure, but are well documented in the attached letters of support.

The same excellence which Dr. Woodburn's colleagues testify to in service to faculty can be documented in her roles as outstanding teacher, researcher and administrator. No assignment seems to be taken on at the expense of another. Her research activity in food safety has resulted in over 50 publications in major professional journals and in national recognition of her fundamental contribution to knowledge. She generates intellectual excitement in her students and her administrative skills are well recognized.

In summary, in her service to OSU, Dr. Margy Woodburn has helped to build a strong base for future generations of faculty and students through the development of solidly conceived and defensible policies and programs, and as she has influenced the selection of faculty and administrators who serve this University in key roles. She truly cares more for our faculty and the institution which they serve than she does for herself. She is deserving of the D. Curtis Mumford Faculty Service Award.

January 19, 1988

Dr. Kinsey B. Green, Dean
College of Home Economics
Oregon State University

Dear Kinsey:

Professor Margy Woodburn deserves my very strongest support as a candidate for the D. Curtis Mumford Faculty Service Award. Over almost 18 years, I have had the opportunity of observing her performance (and often of working directly with her) in several areas of university service. I shall comment on three of these areas in which I am most familiar with her performance:

(a) committees of the Faculty Senate; (b) administration at her department and college levels; and (c) professional and honorary campus organizations. In each area, I need to cite only a few examples to illustrate and confirm the high regard that I and many of her colleagues have for Dr. Woodburn's service to OSU and its faculty.

Dr. Woodburn's principal assignments on Faculty Senate committees included three-year terms on the Curriculum Committee (chairman 71-72), Faculty Recognition and Awards Committee (chairman 82-83), and the Committee on Administrative Appointments. I served as a member of the Faculty Senate's Executive Committee when we made these appointments so that I was fully aware of the faculty's recognition of her competence. Also as Dean of Faculty, I worked closely with these committees, particularly their chairmen, and can assure you that Dr. Woodburn devoted a significant amount of time and effort to her assignments. As a member of the Committee on Administrative Appointments, she served on search committees for the Dean of Business, the Director of the Agricultural Experiment Station, and as chairman for the Vice President for Academic Affairs and Provost. She had earlier been selected to serve on a search committee for the Dean of Research. In each of these areas, Curriculum, Faculty Recognition and Awards, and Administrative Appointments, strong faculty input is essential and Dr. Woodburn provided it in a most able and effective manner.

Dr. Woodburn came to OSU as the head of her department. More recently, she has been given additional part-time administrative responsibilities as Associate Dean for Research in her college, and as an Associate Director in the Agricultural Experiment Station. As Dean of Faculty, I interacted with department heads on many administrative matters relating to faculty status and academic affairs. Although much of this interaction was indirectly through the deans, I was able to review and evaluate reports and other materials prepared by the department heads. Based on my interactions and observations for many years, I can

January 19, 1988

Page 2

assure you that I regard Dr. Woodburn as a very competent and dedicated administrator who has provided outstanding service to the faculty in her department and college.

Finally, Dr. Woodburn has been a steady and dependable participant and supporter of many campus organizations and honoraries whose primary purpose is to encourage, enhance, and recognize outstanding scholarship and service among both students and faculty. She has held elected offices in several, such as President of Phi Kappa Phi (1974-75), and Vice President of Sigma Xi (1985-87). I have also been active in Phi Kappa Phi and know first hand that Dr. Woodburn's service is not limited to the period in which she held an office. She has served on several committees in these organizations. In each organization she has demonstrated a sincere concern for the quality of teaching, learning and scholarship for both undergraduate and graduate students and for the faculty.

I firmly believe that Dr. Woodburn enjoys the strong support, confidence and respect of her peers for her service to the OSU faculty over many years, and that she meets fully the criteria for the D. Curtis Mumford Faculty Service Award. I urge your strong endorsement of her nomination.

Sincerely,



David P. Nicodemus
Dean Emeritus

DN:bh

FACULTY SENATE RECEPTION

Thursday, October 5, 1989; 2:00 p.m. - 3:00 p.m.

LaSells Stewart Center Lobby

Reception hosted by the Academic Affairs Office, Graham Spanier, Provost and Vice President for Academic Affairs. Please plan to attend the Reception.

FACULTY SENATE AGENDA

Thursday, October 5, 1989; 3:00 p.m. - 5:00 p.m.

LaSells Stewart Center

The agenda for the October Senate meeting will include the reports and other items of business listed below. To be approved are the minutes of the June Senate meeting, as published and distributed to the faculty.

A. SPECIAL REPORTS

1. Address by Provost & Vice President Graham Spanier

Provost Spanier will address the Senate on the state of the University and goals and plans for the coming year.

2. Campus Public Safety Officers

Assistant Vice President for Finance and Administration Kathleen Mulligan will review recent and ongoing changes in the structure and authority of OSU's Campus Security Force.

B. ACTION ITEMS

1. Administrative Appointments Committee

The Standing Rules state that "The Committee on Administrative Appointments consists of nine Faculty members appointed by the Faculty Senate's Executive Committee and approved by the Faculty Senate." The Executive Committee is recommending Senate approval of the following three faculty members: Wil

Gamble, Biochemistry/Biophysics; Charlotte Headrick, Speech Communication; and Jon Root, Communication Media Center. All three appointments will expire in 1992.

2. Bylaws I: Apportionment Groups (Andy Hashimoto)

Attached are proposed changes to the Bylaws concerning the current Unassociated unit. The proposed alternatives were developed by a subcommittee of the Executive Committee in response to a Senate directive (January 1989) to reduce or eliminate the existing variability of annual no-rank faculty approvals at the discretion of the Executive Committee. (pp. 1 - 4)

3. Bylaws II: Faculty Senate Size

The Senate, in its post-1978 format, has operated with a total membership of approximately 100 until very recently, when added constituencies yield a current count of 121. A change in apportionment ratio from the existing 14:1 to 17:1 would return us to the 100 range, thereby enhancing volunteerism and commitment to Senate service as well as increasing the financial and logistical efficiency of the Senate Office and of the units themselves. (pp. 5 - 11)

4. Attached is a proposed policy for "Expiration of Authorization for Courses that are not Taught" from the Curriculum Council. (pp. 12 - 13)

C. INFORMATION ITEMS

1. Faculty Rights Teleconference

"Faculty Rights - Tenure and Governance: Negotiation vs Litigation" will be broadcast live to the LaSells Stewart Center Engineering Auditorium on October 11 from 10 am to noon. All interested faculty are invited to attend. The receipt of this teleconference is being jointly sponsored by the Office of Academic Affairs and the Faculty Senate Office. If you have questions, please call the Faculty Senate Office. (pp. 14 - 16)

2. OSU will host a special gathering of the Faculty Senates of all eight OSSHE campuses on Friday, November 3, at 3 p.m., at which Governor Neil Goldschmidt will describe his Higher Education agenda and plans for the 1991 legislative assembly. The site will be Austin Auditorium of the LaSells Stewart Center. Please mark this date on your calendar now, and be sure to attend!

3. The Baccalaureate Core Committee is in need of a faculty member of the College of Science to fill a 3-year term. Any interested members of that College are encouraged to volunteer their service, or to nominate colleagues. Statements should be sent, in writing, to Gary Tiedeman, Faculty Senate Office, as soon as possible.

4. Attached is a memorandum from VP Spanier to W. E. Gibbs, Registrar, concerning Changes in Academic Regulations which were approved at the May Senate meeting. (p. 17)

5. Nominations Committee

Thurston Doler, Nominations Committee Chair, is accepting recommendations for: (1) President-Elect, (2) Executive Committee members, and (3) Interinstitutional Faculty Senate representatives. Please forward your nominations to him in care of the Faculty Senate Office.

6. Attached is a letter from Associate Vice President Fullerton to Vice Chancellor Hill concerning proposed improvements in faculty benefits eligibility. (p. 18)
7. Attached is the OSSHE calendar for Fall 1989 through Spring 1994. (pp. 19 - 20)
8. Attached are recently compiled charts summarizing patterns of Faculty Senate attendance, by unit, for the period January - June 1989. (pp. 21 - 23)

D. REPORTS FROM THE FACULTY SENATE PRESIDENT

E. NEW BUSINESS

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; October 1, 1987; May 12 and December 1, 1988; and May 4, 1989.

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 Faculty of Oregon State 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: (1) 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 **(2) are advisors or counsellors without rank.** ~~such other unclassified staff without rank as are approved by the Executive Committee, whether engaged in research, teaching, extension or counseling.~~ **Faculty in administrative or support units with joint appointments in academic units shall be included in their academic unit for the purposes of apportionment.**

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. Faculty as defined in Article III, Sec. 1 shall be eligible for election to the Faculty Senate providing they are stationed within the state of Oregon at the time Senate apportionment is determined annually.

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~~ **Student Affairs, and Associated Faculty** are apportionment groups. The Executive Committee of the Faculty Senate shall determine each Fall the full-time-equivalent (FTE) of Faculty as described in Article III, Section 1., 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 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), except each apportionment group shall have at least one Faculty Senate member.

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.

Apportionment Groups are defined as: Each College, School, the Library, the combined ROTC staff, off-campus Extension faculty, **Student Affairs, and Associated Faculty. Associated Faculty are defined as those faculty whose affiliation is not with one of the other apportionment groups.** ~~the Unassociated 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 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 Faculty members 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 the apportionment determined accordingly. Agricultural Research and on-campus Extension staff **Faculty** 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 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 Faculty, as defined in Article III, Sec. I., shall be eligible to vote in the nomination and election of 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~~ **Associated** 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 the 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 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~~ **Associated** 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 of one or two calendar years in order to retain the approximation of one-third of the Faculty Senate retiring each year. A 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 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.

(fsh/bylaws.una)

RECEIVED AUG 10 1989

Provost and
Vice President for
Academic Affairs



Administrative Services A624
Corvallis, OR 97331-2128

(503) 754-2111

August 9, 1989

To: Gary Tiedeman
Faculty Senate President

From: D. S. Fullerton *DS Fullerton*
Associate Vice President for Academic Affairs

Subject: Impact of Proposed New Apportionment Bylaws

At the end of spring term, I met with a subgroup from the Executive Committee to assess current Senate Bylaws as they pertain to apportionment. The present Bylaws leave the decision on whether or not to include the "no rank" individuals up to the Executive Committee. As a result, there is a possibility of an inconsistency in apportionment decisions from year to year as Executive Committee membership changes. A second concern was the eventual disenfranchisement of Student Affairs faculty members as vacancies are filled with "no rank" faculty members.

The subgroup came with some concepts for new Bylaws (copy attached from my notes of the meeting). To assist the Executive Committee in assessing the proposals, the group asked me to prepare a table showing what would happen if the proposed new Bylaws were used in last year's apportionment. The table has been completed and is attached.

If I can provide any further information on this (or any other subject), please give me a call.

DSF/daj

Attachments

c: Kathy Meddaugh

NOTE: SUBSTITUTE THE TERMINOLOGY "ASSOCIATED FACULTY" FOR "UNIVERSITY FACULTY" WHEREVER THE LATTER APPEARS ON THIS AND THE FOLLOWING THREE PAGES.

DRAFT

IMPACT OF PROPOSED NEW SENATE APPORTIONMENT BYLAWS

1989 Bylaws and Executive Committee Decisions on No Rank: All faculty with rank are "in" except Research Assistants in the fall, 1988, apportionment. Of all the faculty without rank, only academic advisers were included. Faculty on sabbatical were counted in their college apportionment group. A few faculty hired by OIRD from outside the university apparently were not counted last year.

Concepts of Proposed New Bylaws: All faculty with rank are "in" except Research Assistants. All faculty without rank are "in" except coaches/athletic department unclassified. Student Affairs becomes a separate voting unit. Other "Unassociated" are combined to form a new voting unit called University Faculty. Faculty members in Student Affairs or University Faculty who have joint or courtesy appointments in a college are moved to the college apportionment group.

Note 1: New faculty members in Student Services are now being hired with "no rank." Since nearly all the incumbents have rank, as long as the proposed new Bylaws are adopted, there won't be much change in Student Affairs' apportionment (using 1989 headcounts). However, if the proposed new Bylaws are not adopted, and only academic counselors are included (as in 1989), Student Affairs in time will be largely disenfranchised.

Note 2: There now are about ten coaches and athletic department mid-level administrators--e.g. Beaver Club and Sports Information--who now have rank. In the future, as vacancies open, many will be appointed "No Rank" (or classified) unless they teach and therefore have rank in a college. Similarly, some "no rank" in Budgets, Computing Services, and a few other offices will be converted to classified as vacancies occur in the future. Thus, the total shown for University Faculty would be decreased by at least 15 in the future, using the 1989 headcounts.

	<u>1989 Bylaws</u>	<u>Proposed New Bylaws with 1989 (Fall 1988) Headcounts</u>	
		<u>Correction</u>	<u>Total</u>
Agricultural Sciences	364.9	+1	365.9
Business	58.49	+1	59.49
Education	42.66	+ 2	44.66
Engineering	96.44	+ 1	97.44
Extension (off-campus)	151.70	+1	152.70
Forestry	88.05	No change	88.05
Health & Human Perf./ESS	47.83	No change	47.83
Home Economics	47.77	+ 3	50.77
Liberal Arts	198.44	+ 5	203.44
Oceanography	65.97	+ 2	67.97
Pharmacy	27.32	+ 1	28.32
Science	242.33	+ 1	243.33
Veterinary Medicine	37.25	No change	37.25
Library	32.00	No change	32.00
ROTC	29.00	No change	29.00

OLD "UNASSOCIATED" GROUP

<u>Student Affairs</u>	53.42	- 3	54.36
------------------------	-------	-----	-------

+ 3.92 new "no ranks"

Net change: 53.42 to 54.36 (see Note 1)

University Faculty

Academic Affairs/EOP/ CMC/Horner/etc.	42.51	- 2	40.51
Research/OIE/OIRD Research Institutes	42.52	- 1 + 2	43.52
University Relations	5.9	- 2 + 1	4.9
Coaches/Athletic Dept	18.0	- 3	15.0
Development Office	0	+ 3 to 4	3.0 to 4.0
Affirmative Action	2.0	- 1	1.0
President/Legal Adv.	3.0	- 1	2.0
Finance/Budgets	13.46	- 2	17.46

+ about 6 no ranks

Net change: Approx. 127 to 128 (see Note 2)

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~~ ***Student Affairs, and Associated Faculty*** are apportionment groups. The Executive Committee of the Faculty Senate shall determine each Fall the full-time-equivalent (FTE) of Faculty as described in Article III, Section 1., 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)~~ ***seventeen (17)*** full-time equivalent 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), except each apportionment group shall have at least one Faculty Senate member. ***The Executive Committee shall periodically review the existing ratio of faculty-to-representatives and shall propose adjustment in ratio as needed to most nearly retain total Senate size of one hundred (100).***

A HISTORICAL LOOK AT THE FACULTY SENATE

	COLLEGE COUNCIL		FACULTY COUNCIL		FACULTY SENATE						
<u>Presiding Officer</u>	<u>OAC President</u>		<u>OSC President</u>		<u>OSC President</u>		<u>Dean of Faculty</u>	<u>Senate President</u>			
<u>Elected Members</u>	<u>1909</u>	<u>1929</u>	<u>1945</u>	<u>1956</u>	<u>1957</u>	<u>1964</u>	<u>1965</u>	<u>1973</u>	<u>1978</u>	<u>1985</u>	<u>1989</u>
Agriculture			5	5	17	17	17	21	21	19	26
Business			2	2	2	3	3	4	5	5	4
Education			1	2	2	2	3	6	5	3	3
Engineering			3	6	6	6	6	7	7	7	7
Extension											11
Forestry			1	1	2	4	4	6	6	5	6
Health & Phys. Ed.			2	3	3	3	3	4	4	3	3
Home Economics			3	3	3	3	3	4	5	3	3
Liberal Arts			5	8	9	10	13	16	16	15	14
Oceanography								4	4	4	5
Pharmacy			1	1	1	1	1	2	2	2	2
Science			5	7	7	14	14	17	17	17	17
Veterinary Medicine									1	2	3
Library			1	1	2	2	2	2	2	2	2
ROTC							2	2	2	2	2
Unassociated			—	—	—	—	—	—	—	4	13
			29	39	54	65	71	95	97	93	121
<u>Elected Officers</u>			Vice Chairman Secretary		Vice Chairman Secretary		Vice Chairman		Senate President President-Elect		
<u>Ex-officio Members</u>	All Professors (26) All Asst. Profs. (3)		The Administrative Council 21 24			26 27		OSU President Deans of Adm./ Fac./Stu./Res.	OSU President Dean of Fac.		
<u>Executive Committee</u>											
Elected members			2		3		4		6		
Elected officers			Vice Chairman Secretary		Vice Chrm, Sec. Past Vice Chrm.		Vice Chairman Past Vice Chrm.	Senate President President-Elect			
Ex-Offi			OSC President		OSC Presi		OSU President Dean of Fac.	Dean of Fac.			

September 14, 1989

**PROPOSED SENATE APPORTIONMENT
RATIO: 17 FACULTY PER 1 SENATOR**

<u>College/School</u>	<u>1989 Total FTE</u>	<u>Proposed Number of Senators</u>	<u>1989 Number of Senators</u>	<u>Gain or Loss</u>
Agricultural Science	364.90	21	26	-5
Business	58.49	3	4	-1
Education	42.66	3	3	
Engineering	96.44	6	7	-1
Extension (off-campus)	151.70	9	11	-2
Forestry	88.05	5	6	-1
Health & Human Perf.	47.83	3	3	
Home Economics	47.77	3	3	
Liberal Arts	198.44	12	14	-2
Oceanography	65.97	4	5	-1
Pharmacy	27.32	2	2	
Science	242.33	14	17	-3
Veterinary Medicine	37.25	2	3	-1
Library	32.00	2	2	
ROTC	29.00	2	2	
Unassociated Faculty	<u>179.11</u>	<u>11</u>	<u>13</u>	<u>-2</u>
	1709.26	102	121	-19

NOTE: 1989 Senator ratio was 14 faculty per 1 Senator

(elect/appor.pro)

RECEIVED JUN 8 8 1989

Curriculum Council

Administrative Services A624
Corvallis, OR 97331-2128

(503) 754-2111

June 7, 1989

MEMORANDUM

TO: Gary Tiedeman, President
Faculty SenateFROM: Bruce Shepard, Chair 
Curriculum Council

SUBJECT: Policy on Expiration of Authority for Courses

The enclosed policy has been reviewed by academic deans, the Graduate Council and the Curriculum Council. The Graduate Council and the Curriculum Council recommend that the Senate adopt the policy.

The policy, if approved by the Senate, would not go into effect until academic year 1990-91. Consequently, Senate consideration can wait until the fall.

c: D.S. Fullerton
T. Maresh
K. Heath

EXPIRATION OF AUTHORIZATION FOR COURSES THAT ARE NOT TAUGHT: Proposed Policy

POLICY

Authorization for permanent courses that are not taught at least once in three consecutive academic years will expire. This policy does not apply to blanket-numbered courses and special topics courses.

IMPLEMENTATION

The policy will begin with the implementation of the new quarter curriculum in 1990-91.

The Curriculum Secretary will inform departments of any courses for which authorization has expired.

After being notified, departments will have a period of time in which to explain why expiration would be inappropriate. Authorization will be automatically extended for one more year - and only one more year - for courses usually offered every-other-year if the department informs the Curriculum Council that the professor responsible for teaching the course was unavailable during the most recent year in which the course would normally have been offered. This is a criterion for automatic extension of authorization; departments may have many other reasons that would justify an extension.

Expiration of authorization means that the course is removed from the catalog and may not be taught. Departments may find it appropriate to continue to cover the subject matter of the course on an irregular basis through such mechanisms as the temporary ("X") course, blanket numbered courses (e.g. 407, 507, 607 Seminars), or departmental special topics numbers.

RATIONALE

The policy is based upon one fundamental premise: it is misleading to list courses in the catalog if those courses are not regularly available to students. There are a variety of other mechanisms available to handle topics that departments wish to address on an infrequent basis.

There is evidence of a need for such a policy:

During the recent efforts at curriculum conversion, many departments identified courses that could be dropped because they were no longer needed. The proposed policy would promote this sort of "housekeeping" without the trauma provoked by the recent curriculum revision exercises we have had to endure.

Overall, in the new curricula, departments have tended to increase the number of courses that they have "on the books"; in some cases, the increases are large. Often, departments are merely taking courses they have offered for years under "special topics" designators and are turning the courses into permanent courses. This sort of change is desirable. However, both the Curriculum Council and the Graduate Council are concerned that some departments have over-estimated the size of the curriculum that they will be able to regularly provide. The proposed policy addresses this concern.

The issues of faculty rights, academic freedom, governance and tenure are at the nucleus of all discussion and debate regarding the management and future of our institutions of higher learning.

In a precedent-setting national teleconference, recognized experts will analyze and discuss the legal and institutional implications of the issues while interacting with a national and studio audience. Faculty members, academic administrators, governing board members, attorneys and legislators alike will certainly benefit from this insightful, frank and revealing forum.

DATE

OCTOBER 11, 1989

TIME

1:00 P.M. – 3:00 P.M. **EASTERN**
10:00 A.M. – 12:00 P.M. **PACIFIC**

CO-SPONSORS

American Council on Education
American Association of
University Professors
National Association of
College and University Attorneys



**LIVE!
VIA
SATELLITE**

FACULTY RIGHTS

TENURE AND GOVERNANCE: Negotiation vs Litigation

ACADEMIC FREEDOM AND TENURE

*How it all got started, where it is today,
and where it is headed...*

PARTICIPANTS

Ernst Benjamin
General Secretary, AAUP
Gerald Bodner
Counsel for Yeshiva U.
Ernest Boyer
Pres., Carnegie Foundation for
the Advancement of
Teaching
Judith Eaton
Pres., Community College of
Philadelphia and newly
appointed ACE Vice Pres.
Claire Guthrie
Deputy Attorney General of
Virginia

Frederick S. Humphries
Pres., Florida A&M University
George Johnson
Pres., George Mason U.
D. Bruce Johnstone
Chancellor, SUNY System
William Van Alstyne
Professor of Law, Duke U.
Ronald Walters
Professor of Political Science
Howard U.
Suzanne Woods
Asst. Dean of Faculty, Brown U.
Mark Yudof
Dean of Law School, U. of Texas

And other noted experts



*Ernst
Benjamin*



*Frederick S.
Humphries*



*Gerald
Bodner*



*Judith
Eaton*



*D. Bruce
Johnstone*



*William
Van Alstyne*

For more information please contact:

**DEFINITION
OF
ISSUES
IN HIGHER
EDUCATION**

Cox, Matthews & Associates, Inc.
10520 Warwick Avenue, Suite B-8
Fairfax, VA 22030
TEL: (703) 385-2981

BLACK ISSUES IN HIGHER EDUCATION™

Published by Cox, Matthews & Associates, Inc.
10520 Warwick Avenue, Suite B-8, Fairfax, Virginia 22030
(703) 385-2981; Fax: (703) 385-1839

FOR IMMEDIATE RELEASE

AUGUST 1989

CONTACTS: Sonya Ray
Juliette Johnson
(703) 385-2981

NATIONAL TELECONFERENCE TO ADDRESS FACULTY RIGHTS AND TENURE

WASHINGTON, D.C.—A growing segment of the campus community has become disillusioned, saying universities are losing their collegial atmosphere as the debate over faculty rights and administrative privilege intensifies. Faculty rights and tenure are among the most controversial issues facing higher education today. Taking its cue from the immediacy of the issue, Cox, Matthews & Associates, Inc. (CMA), a Fairfax, VA-based publishing and telecommunications firm, will present a live, interactive teleconference to address this controversial topic.

Faculty often argue that postsecondary institutions are becoming complex bureaucracies governed by administrative elites, while administrators often contend that faculty members are detached from university activities that relate to the overall missions and goals of the university.

"FACULTY RIGHTS, TENURE AND GOVERNANCE: NEGOTIATION VS LITIGATION" will broadcast Wednesday, October 11, 1989. The national forum will open discussion and debate to the management and future of America's academic institutions.

"Faculty are still the most important element of delivery in higher education, but in recent times the question has been raised of whether providing tenure to faculty is a practice that should be continued," said Dr. Frederick S. Humphries, president of Florida A&M University, who is one of the panelists slated for the event. "For me, the overriding feature for continuation of tenure is academic freedom."

"The issues that will be discussed during this teleconference go to the very core of the future of American higher education," said Frank L. Matthews, publisher of *Black Issues In Higher Education* and *Community College Week* and senior scholar at the Center for Policy and Futures Study in Education at George Mason University. "The fact that faculty rights, tenure and governance will be discussed in an open forum is a tribute to how far academic institutions have come in frankly assessing, analyzing and managing their affairs."

With a backdrop of experienced analysis and in-depth reporting, this telecommunications event will give candid insight into the ambiguous relationship between faculty and administrators on college and university campuses, Matthews said.

more

Broadcasting live from Washington, D.C., the two-hour program will feature Humphries; Dr. Ernst Benjamin, general secretary, the American Association of University Professors; Dr. George Johnson, president, George Mason University; Dr. Bruce Johnstone, chancellor, State University of New York System; Claire Guthrie, deputy attorney general for the state of Virginia; Dr. Bill Van Alstyne of Duke University Law School; Dr. Gerald Bodner, labor counsel for Yeshiva University and co-counsel in the precedent-setting Yeshiva case; Joel Douglas of the National Center for Collective Bargaining in Higher Education; Dr. Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching; and other notables from the academic and legal arenas.

"We feel that the immediacy and interactivity provided by teleconferencing is consistent with our goals and objectives to deliver indispensable news and information in a timely manner to the diverse world of higher education," said William E. Cox, president of the firm.

CMA has scheduled five teleconferences for the upcoming academic year. Following "Faculty Rights, Tenure and Governance" will be: "Black Health Care," December 6, 1989; "Beyond the Dream II," February 1, 1990; "Men of Color," March 14, 1990, and "The Black Athlete," April 18, 1990.

For more information regarding the telecommunications series, contact Sonya Ray or Juliette Johnson, at Cox, Matthews & Associates, 10520 Warwick Ave., Suite B-8, Fairfax, VA 22030, (703) 385-2981.

RECEIVED JUN 18 1989

17.

Provost and
Vice President for
Academic Affairs



Administrative Services A624
Corvallis, OR 97331-2128

(503) 754-2111

June 15, 1989

MEMORANDUM

TO: W. E. Gibbs, Registrar

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

RE: Changes in Academic Regulations

You wrote to ask if the proposed changes in the academic regulations considered by the Faculty Senate at its May meeting have been approved.

I approve of all the changes except one: AR 15, Honesty in Academic Work. I believe that a faculty member should retain the right to assign an "F" grade in the course after consulting with his or her department chair. Any change in this regulation would amount to a significant watering down of the policy. I will ask the Faculty Senate, therefore, to discuss this regulation again.

You can proceed to implement the changes for all of the other regulations that have been approved by the Senate.

GBS/nrh

c: ☒ Gary Tiedeman
D.S. Fullerton

RECEIVED SEP 19 1989

Provost
and Vice President
Academic Affairs



Administrative Services A624
Corvallis, OR 97331-2128

(503) 737-2111

September 15, 1989

Dr. Richard Hill
Interim Vice Chancellor for Academic Affairs
Office of Academic Affairs - OSSHE
PO Box 3175
Eugene, OR 97403

Dear Dick:

As a follow up to the attached letter, I talked to Ron Anderson and Steve Katz about the delays in getting health insurance coverage for new faculty members. Specifically the problems are these:

- 1) **Under the current benefits plan, and the new flexible benefits plan, new 9 month faculty members are not eligible for health insurance between September 16 and October 1.**

Clearly, hiring patterns in higher education are out of sync with those of other state agencies; we hire the majority of our employees in the middle of September. Could the State Board of Higher Education ask SEBB that a special provision be made for these individuals?

- 2) **Under the new flexible benefits plan, faculty members who are appointed on the last day of the month (and who sign up for benefits on or before that day) can start receiving their benefits on the next day. However, if they are appointed (and sign up) on the first of the month, they are not eligible until the first of the following month.**

Under the current benefits plan, individuals appointed on the first day of the month (and who sign up on or before that date) have coverage immediately. This is certainly preferable to the new system. Could SEBB be asked to change the flex eligibility rule back to the first day of the month appointed?

I appreciate your help on these two problems.

Sincerely yours, .

A handwritten signature in black ink, appearing to read "D.S. Fullerton".

D.S. Fullerton
Associate Vice President for Academic Affairs

DSF/nm

c: Graham B. Spanier
Academic Deans
Steve Katz
Bill Lemman
Lois deGeus
Gary Tiedeman
Harold Kerr

BASIC CALENDAR FOR 1989-1990

Fall Term, 1989-90

(for those institutions scheduling a full week for new student orientation and registration)

September 17-23	(Sunday-Saturday)	New Student and Registration Week
September 25	(Monday)	Classes Begin
November 23-26	(Thursday-Sunday)	Thanksgiving Holiday
December 15	(Friday)	Fall Term Ends
Dec. 18 - Jan. 2	(Monday/Tuesday)	Christmas Vacation

Fall Term, 1989-90

(for those institutions beginning classes Thursday of new student week)

September 17-20	(Sunday-Wednesday)	New Student and Registration Week
September 21	(Thursday)	Classes Begin
November 23-26	(Thursday-Sunday)	Thanksgiving Holiday
December 8	(Friday)	Fall Term Ends
Dec. 11 - Jan. 2	(Monday/Tuesday)	Christmas Vacation

Winter Term, 1989-90

January 3	(Wednesday)	Registration
January 4	(Thursday)	Classes Begin
March 16	(Friday)	Winter Term Ends
March 19-23	(Monday-Friday)	Spring Break

Spring Term, 1989-90

March 26	(Monday)	Registration
March 27	(Tuesday)	Classes Begin
May 28	(Monday)	Memorial Day Holiday
June 8	(Friday)	Spring Term Ends

Summer Session, 1990

June 18	(Monday)	Registration
June 19	(Tuesday)	Classes Begin
July 4	(Wednesday)	Independence Day Holiday
August 10	(Friday)	Eight-Week Session Ends
August 31	(Friday)	Eleven-Week Session Ends

Fall Term, 1990-91

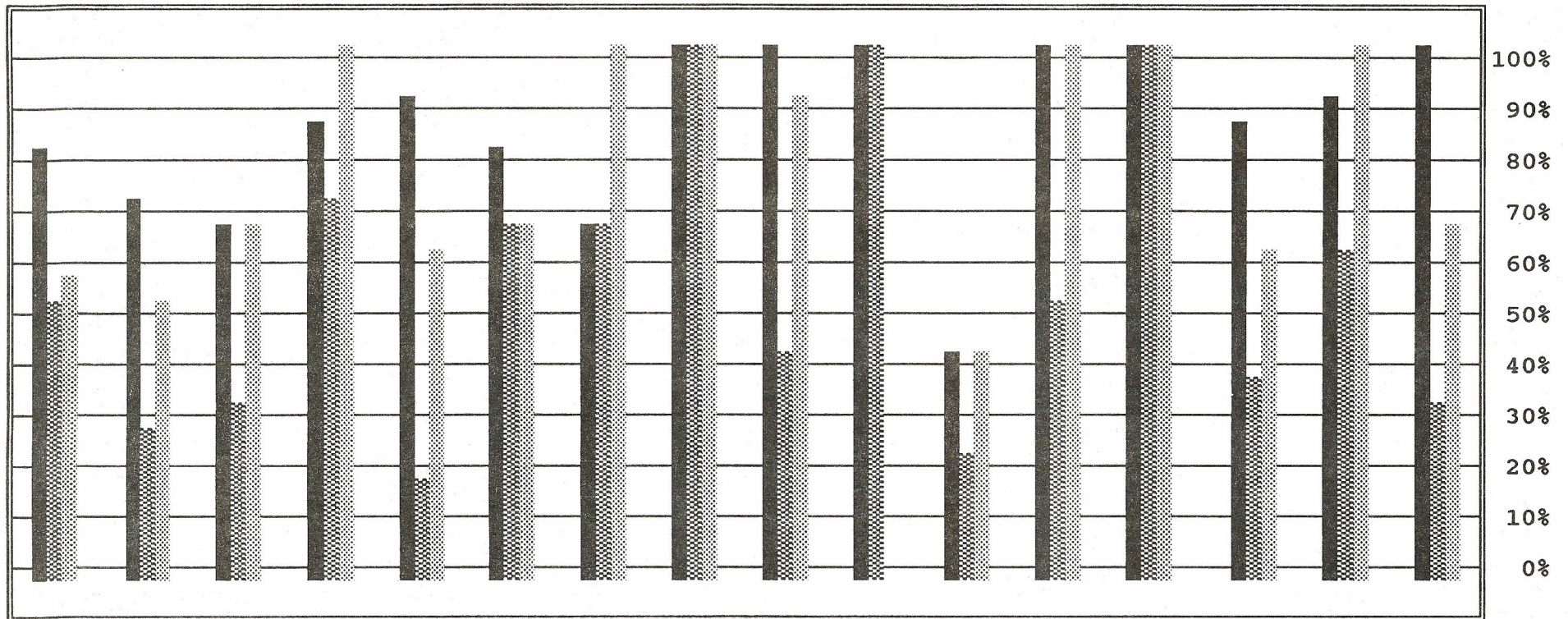
September 16-22	(Sunday-Saturday)	New Student and Registration Week
September 24	(Monday)	Classes Begin (or Sept. 20, Thursday)
November 22-25	(Thursday-Sunday)	Thanksgiving Holiday
December 7 or 14	(Friday)	Fall Term Ends
Dec. 10 or 17 - Jan. 2	(Monday)	Christmas Vacation

BASIC CALENDAR

Oregon State System of Higher Education Years 1989-90 — 1993-94

		<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>
<u>Fall Term</u>						
New Student and Registration Week	September	17-23	16-22	15-21	20-26	19-25
Classes Begin	September	21 (or 25)	20 (or 24)	19 (or 23)	24 (or 28)	23 (or 27)
Thanksgiving Holiday	November	23-26	22-25	21-24	19-22	18-21
Fall Term Ends (Friday)	December	8 (or 15)	7 (or 14)	6 (or 13)	4 (or 11)	3 (or 10)
Christmas Vacation Begins	December	11 (or 18)	10 (or 17)	9 (or 16)	7 (or 14)	6 (or 13)
and Ends	January	2	2	2	1	Dec. 31
<u>Winter Term</u>						
Registration	January	3	3	3	4	3
Classes Begin	January	4	4	6	5	4
Winter Term Ends (Friday)	March	16	15	20	19	18
Spring Break	March	19-23	18-22	23-27	22-26	21-25
<u>Spring Term</u>						
Registration	March	26	25	30	29	28
Classes Begin	March	27	26	31	30	29
Memorial Day Holiday	May	28	27	25	24	23
Spring Term Ends (Friday)	June	8	7	12	11	10
<u>Summer Session</u>						
Registration	June	18	18	22	21	20
Classes Begin	June	19	19	23	22	21
Independence Day Holiday	July	4	4	3	5	4
8-Week Session Ends (Friday)	August	10	9	14	13	12
11-Week Session Ends (Friday)		Aug. 31	Aug. 30	Sept. 4	Sept. 3	Sept. 2

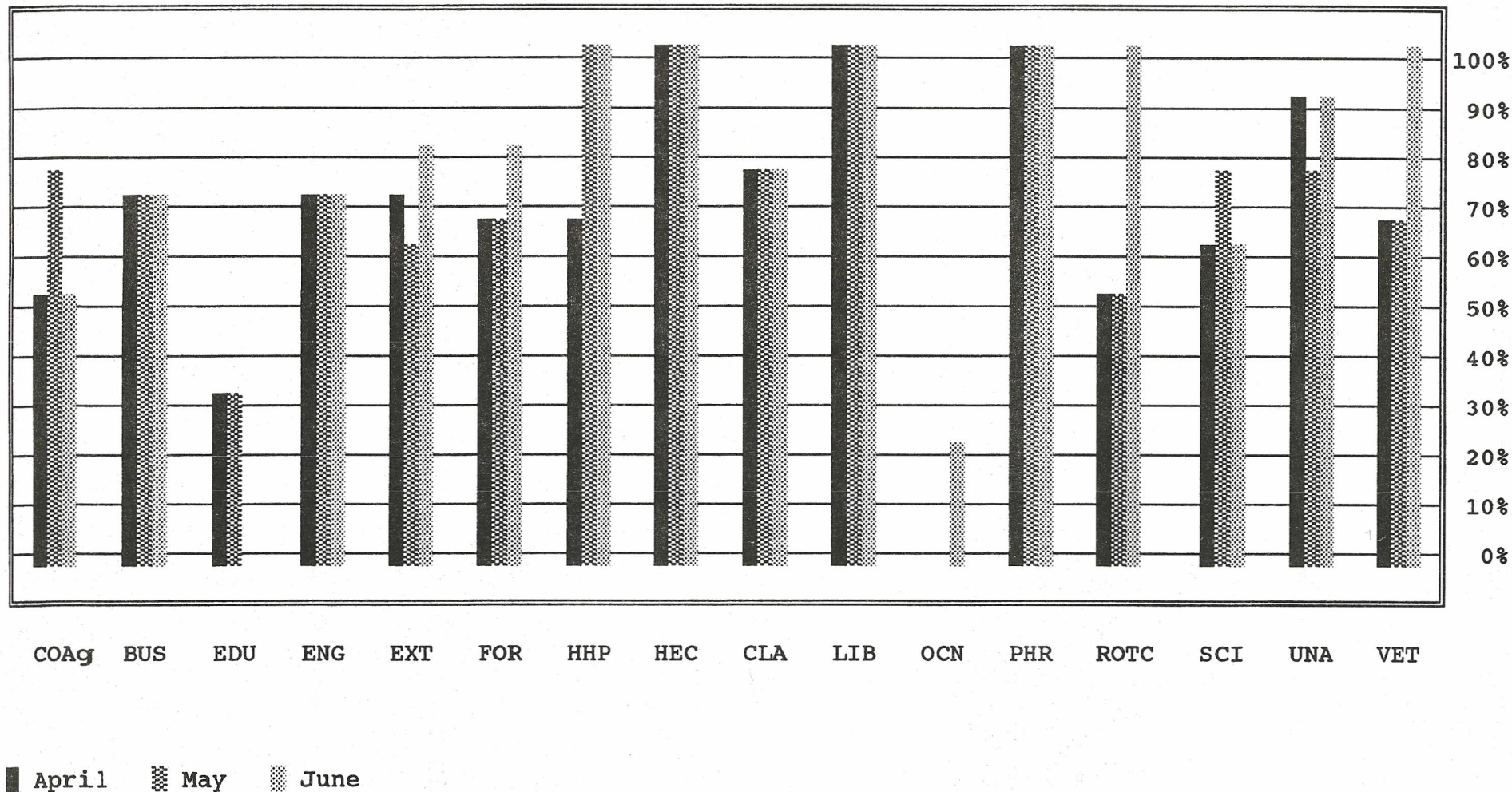
SENATOR ATTENDANCE BY UNIT
JANUARY - MARCH 1989



■ January ▨ February ▩ March

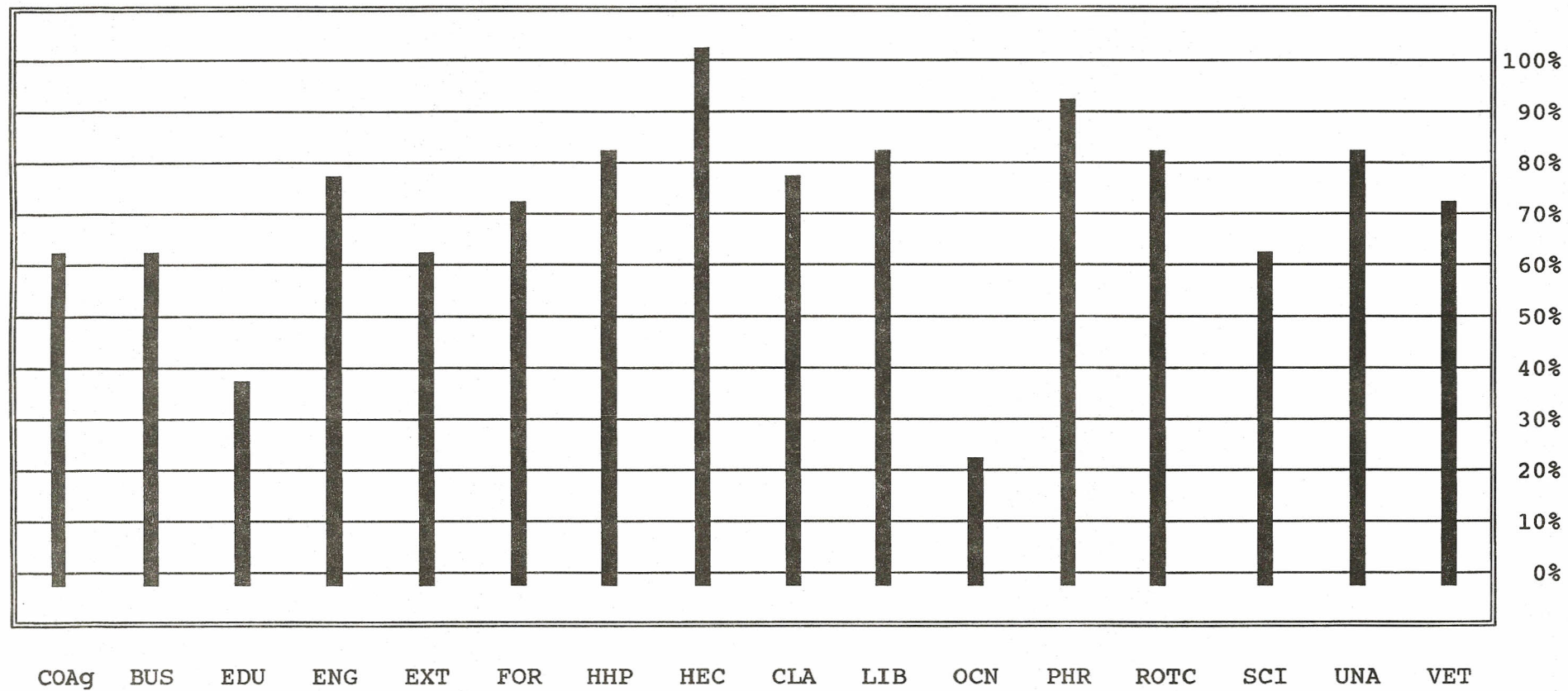
NOTE: Low attendance in February can be attributed to a snow storm
Missing columns representing percentages indicate no representation for the month

SENATOR ATTENDANCE BY UNIT APRIL - JUNE 1989



NOTE: Missing columns representing percentages indicate no representation for the month

OVERALL SENATOR ATTENDANCE BY UNIT
JANUARY - JUNE 1989



FORMER "UNASSOCIATED" GROUP

	<u>Current Bylaws</u>	<u>Proposed New Bylaws with Fall 1988 Headcounts</u>	
		<u>Correction</u>	<u>Total</u>
<u>Student Affairs</u>	53.42	-1	52.42
(Net change negligible)			
<u>Associated Faculty</u>			
Academic Affairs/EOP/ CMC/Horner/Cont. Ed.	42.51	-3	39.51
Research/OIE/OIRD Research Institutes Graduate School	42.52	-3	39.52
University Relations	5.9	-2	3.9
Coaches/Athletic Dept.	18.0	-5	13.0
Development Office	0	0	0
Affirmative Action	2.0	-1	1.0
President/Legal Advisor	3.0	-1	2.0
Finance/Budgets	13.46	-2	11.46

(Net change for Associated Faculty units = approx. -17)

Revised and Updated Projection of
1988-89 Senate Apportionment Under Current and Proposed Bylaws
(as of September 29, 1989)

	<u>Current Bylaws</u>	<u>Proposed New Bylaws with Fall 1988 Headcounts</u>	
		<u>Correction</u>	<u>Total</u>
Agricultural Sciences	364.90	+2	366.90
Business	58.49	0	58.49
Education	42.66	+1	43.66
Engineering	96.44	+1	97.44
Extension (off-campus)	151.70	+1	152.70
Forestry	88.05	0	88.05
Health & Human Perf.	47.83	0	47.83
Home Economics	47.77	+1	48.77
Liberal Arts	198.44	+3	201.44
Oceanography	65.97	+2	67.97
Pharmacy	27.32	+1	28.32
Science	242.33	0	242.33
Veterinary Medicine	37.25	0	37.25
Library	32.00	0	32.00
ROTC	29.00	0	29.00

(Net change for above units = approx. +12)

To: Faculty Senators

From: Mike Shaughnessy, as requested by members of the departments of Mathematics and Statistics

Subject: Video Poker, Thanks but no thanks!

Motion

Whereas,

The Legislature of the State of Oregon has authorized a video poker lottery game with the intention of funding statewide faculty salary improvements in higher education

Whereas,

The funding of higher education needs to be founded on the strength of taxpayer support from the general fund rather than on the human weakness for gambling

We move that,

The OSU Faculty Senate hereby calls for the repeal of the legislation authorizing video poker to fund faculty salary increases in the State of Oregon.

I. Legislative and Administrative Rules

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

A. Board Rules

The Board of Higher Education Administrative Rules (OAR 580-20-005) separate academic ranks into two categories: graduate rank (Graduate Research Assistant, Graduate Teaching Assistant) and faculty rank (Instructor, Senior Instructor, Research Assistant, Research Associate, Lecturer, Assistant Professor, Associate Professor and Professor). The Board Rules further note that "academic rank is assigned to staff members in the unclassified academic service whether the type of service is teaching, research, extension, administration, or other service," without a requirement for assigning rank to all staff members.

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

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

C. Oregon Revised Statutes

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

D. Personnel Division Rules

Under authority granted to the Personnel Division by ORS 240.207, the following positions have also been designated as unclassified:

Librarian; Director of Alumni; Director of University Development; General Managers, Directors, Producers, and Announcers of the State Radio and Television Service; Interpreters for Hearing-Impaired Students; Director of Information Services; and Director of Publications.

II. Use of Professorial Ranks (Faculty Handbook, pp. 10-11)

- A. As mandated by OAR 580-20-005(4), Deans, Vice Presidents, and the President shall have the academic rank of Professor.
- B. For faculty hired after July 1, 1987, the professorial ranks (Assistant Professor, Associate Professor, and Professor) will be limited at Oregon State University to:
 - 1. teaching-related positions with an expectation for scholarly accomplishment;
 - 2. professorial-level appointments (including Senior Research positions) whose principal responsibilities are related to scholarly research;
 - 3. extension specialists, extension agents, and other extension faculty members whose assignments carry an expectation for scholarly accomplishment;
 - 4. librarians whose positions carry an expectation for scholarly accomplishment;
 - 5. professional staff whose assignments carry an expectation for scholarly accomplishment (Section V).

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

- C. Faculty members in positions that do not have an associated expectation for scholarly accomplishment will be appointed with one of the four following designations:
 - 1. with professional title but without rank as described in Section V;
 - 2. at the rank of Instructor or Senior Instructor (Sections III and IV);
 - 3. at professorial rank as mandated by state statute for those in administrative positions (Section IIA);
 - 4. at the rank of Research Assistant, Senior Research Assistant, and Research Associate for faculty members in research support or research training positions (Section III).

D. Definitions

1. The designation "teaching-related" includes instruction at the undergraduate and graduate levels; supervision and training of graduate or postdoctoral students and visiting scholars; instruction in campus or off campus; instruction with credit or non-credit courses and programs; instruction associated with domestic or international service; instruction programs for adult or youth learners; continuing education programs for students and professionals working toward degrees, advanced certification, or relicensing.
 2. The term "scholarly accomplishment" is used because the term "research" does not always best describe the full range of scholarship typically expected for faculty members in the professorial ranks. Faculty members in the fine arts, for example, normally engage in creative work in theatre, music, performance, or art that constitutes scholarly accomplishment. Developing a new approach to teaching, artistic creativity, academic support services, or research would ordinarily not be considered "scholarly accomplishment" unless it was shared in peer-evaluated forums such as in journals, books, or in juried exhibits.
- E. In addition to administrative title, professorial rank may be extended to individuals selected for administrative positions (including in the academic support, student support, and administrative support areas). A decision to extend professorial rank will be based on the individual's record of or current expectations for instructional service and scholarly accomplishment. Such a decision requires the approval of the Provost and Vice President for Academic Affairs.

III. Use of Other Faculty Ranks (Faculty Handbook, p. 11)

- A. Other faculty ranks (Instructor, Senior Instructor, Research Associate, Research Assistant, Senior Research Assistant, Lecturer) will be used as appropriate when the position assignment or the faculty member's credentials are not appropriate for a professorial rank. The rank of Instructor or Senior Instructor will typically be used for faculty in positions with assignments primarily related to teaching or other instructional assignments but without a significant expectation for scholarly accomplishment.
- B. Appointment or promotion to the rank of Senior Instructor may be made with or without indefinite tenure as delineated in ORS 580-20-005(2c):

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

REPORTS TO THE FACULTY SENATE

Thursday, November 2, 1989; 3:00 p.m. - 5:00 p.m.

LaSells Stewart Center

AGENDA

The agenda for the November Senate meeting will include the reports and other items of business listed below. To be approved are the minutes of the October Senate meeting, as published and distributed to the faculty.

A. SPECIAL REPORTS

1. Lynn Spruill, Vice President for University Relations, will comment upon general aspects of OSU's University Relations activities. There will be opportunity for questions following his remarks.
2. Draft Revised Strategic Plan (pp. 1 - 29)
Bruce Shepard, Accreditation Steering Committee Chair, will review elements of the attached draft and answer questions.
3. IFS Report
Patricia Wells will report on the recent IFS meeting held October 6 and 7 in LaGrande.

B. ACTION ITEMS

1. Apportionment Table for 1988-89 (Associate Vice President Fullerton)
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 (p. 31)

The Committee's report is attached. It includes nominees for 1990 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 9 issue of OSU This Week.

The University wide election of the President-Elect and IFS representatives will be conducted between November 13 and 27. 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 pm on November 27 will be counted by the Counting Committee on Tuesday, November 28. 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 7 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. Category I Proposal (George Bailey) (pp. 33 - 41)

Attached is an approval from the Curriculum Council for the proposed Marine/Freshwater Biomedical Sciences Research Center and a copy of the proposal itself. John Dunn, Budgets & Fiscal Planning Chair, will present that committee's recommendations at the Senate meeting.

4. Baccalaureate Core Committee Proposed Revision: "Non-Western Culture" to "Cultural Diversity" (Henry Sayre) (p. 42)

Attached is a proposed revision of criteria as endorsed by the Executive Committee.

5. Video Poker Resolution (p. 43)

Attached is the Executive Committee's revised recommendation, per instructions of the Senate at its October meeting.

C. INFORMATION ITEMS

1. D. Curtis Mumford Faculty Service Award (pp. 44 - 45)

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 26, 1990. (See attachment)

2. 1989 Election Schedule (pp. 46)

Attached is a schedule of deadline dates for the Faculty Senate elections to be conducted in November and December 1989.

3. Instructions for Nomination and Election of Faculty Senators (p. 47)

Upon receipt of all materials, the Senate Office annually transmits Senatorial nomination and election instructions to heads of all voting units. Attached is a revised and simplified version of these instructions.

4. Proposed Sabbatical Leave Policy (pp. 48 - 52)

Attached is the latest proposed Sabbatical Leave Policy from the Chancellor's Office.

5. Changes in Admissions Requirements (p. 53)

Attached is a memo from Dick Thies, Undergraduate Admissions Committee Chair, concerning recommended changes in Admissions Requirements.

D. REPORTS FROM THE FACULTY SENATE PRESIDENT

E. NEW BUSINESS

Provost
and Vice President
Academic Affairs



Administrative Services A624
Corvallis, OR 97331-2128

(503) 737-2111

September 27, 1989

MEMORANDUM

TO: Gary Tiedeman, President
Oregon State University Faculty Senate

FROM: Bruce Shepard, Chair 
Accreditation Steering Committee

SUBJECT: Draft Revised Strategic Plan

A copy of the draft revised strategic plan is enclosed. The draft is the result of a year's work during which we asked for the assistance of many groups, including the Faculty Senate Executive Committee and the standing committees of the Faculty Senate. We need your help once again.

The plan is a draft. It needs to be improved. This requires thorough and considered scrutiny by the faculty and their representatives. Several mechanisms are available. We would welcome review of the plan by the Faculty Senate Executive Committee. We would also like the Faculty Senate Executive Committee to consider placing the draft revised plan on the agenda of the November meeting of the Faculty Senate as a report from the Accreditation Steering Committee. Our purpose in making the request is to assure that each Senator has a copy of the draft, to give us an opportunity to respond to questions, to be able to obtain criticisms and suggestions, and to encourage colleagues to attend a town meeting that will be held on November 6th and which will have the plan as its subject. We would also be grateful if the Executive Committee were to encourage the Senate's standing committees to review the plan and provide comments.

If you think it helpful, I would be happy to meet with the Executive Committee to discuss arrangements for faculty participation in the review of the draft plan.

c: Accreditation Steering Committee
Graham Spanier

CONTENTS

INTRODUCTION	1
PREPARING THE FUTURE	2
Themes	3
Goals	
1 Serve people through instruction, research, and extension	6
2 Maintain a quality and nurturing educational environment that aids students in achieving their fullest potential	8
3 Sustain and expand research excellence and artistic creativity	10
4 Attract, develop, and retain faculty and staff committed to excellence	12
5 Expand educational and professional opportunities for members of minority, female, disadvantaged, and disabled populations	14
6 Increase enrollments of outstanding students	16
7 Sustain, coordinate, and sharpen the university's international focus	18
8 Improve facilities and equipment	20
9 Expand and improve library and computing services	22
10 Improve the university's relations with its many constituencies	24
FUTURE PLANNING AND PLANNING THE FUTURE	24
From Objectives to Actions	26
Implementation	26
APPENDIX A: BACKGROUND	29
Purposes	29
Terms	30
Relation to the 1987 Plan	30
Key Principles	31
APPENDIX B: THE PLANNING PROCESS AT OREGON STATE UNIVERSITY	33
Developing Unit-Level Plans	33
Developing the University-Level Plan	34
Integrating Unit-Level and University-Level Plans	35
APPENDIX C: REVISED PLANNING ASSUMPTIONS	36
Assumptions about the External Environment	36
Assumptions about the Internal Environment	38
APPENDIX D: CONTRIBUTORS	41

DRAFT

Oregon State University: Who are We?

Oregon State University is among the leading comprehensive teaching and research universities in the nation. Our mission as a land grant university is to serve the people of Oregon, the nation, and the world through education, research, and service. Through our dedicated teaching, through our pursuit of knowledge, and through our extended relationships to the broader society, we seek continually to improve our contributions to the general welfare.

Values

How we accomplish our mission is as important as the mission itself. The following values are fundamental to our success:

People--Our people - students, faculty, staff, and alumni - are our strength. They are the source of our creativity, they determine our reputation, and they provide our vitality.

Respect--All our people are important contributors. Respect and humanity are required in our treatment of each other.

Openness--In the classrooms, laboratories, studios, and field stations, our efforts are open to challenge and debate.

Truth and Truths--We seek truths in our pursuit of knowledge. But we know that there is no such thing as "the truth." Understandings in the sciences, arts, and humanities change. We challenge dogma when we encounter it in our classrooms, in our laboratories and studios, and in our role of serving the broader society.

Guiding Principles

- Students are our most important clients. The quality and completeness of their education is our top priority.
- We have a responsibility to society to contribute to its social, aesthetic, and economic well-being.
- Our social responsibility extends to offering informed criticism even when that criticism may not be well received. We maintain an internal environment that will nurture this important contribution.
- Flexibility, change, and constant improvement are essential to our continued success.
- In instruction, research, and extension, we honor and impart principles of academic honesty, freedom, and integrity.
- Diversity is a key to our success. Not only are our doors open to men and women alike without regard to race, ethnicity, personal belief, disability, or sexual preference, but we also have a moral obligation to open the doors wider for any groups that are under-represented or that have suffered from discrimination.

PREPARING THE FUTURE: Draft 1989 Revised Strategic Plan

INTRODUCTION

Oregon State University began a campus-wide strategic planning process several years ago. In 1987, after more than two years of activities involving a large segment of the university community, *Preparing for the Future: Strategic Planning at Oregon State University* was adopted. This document articulated broad goals for the university, established objectives for each goal, and detailed actions needed to achieve those stated objectives. The year of attention to strategic planning also produced:

- A thoroughly revised mission statement,
- An assessment of the external environment and an evaluation of institutional capabilities,
- Management plans for colleges and service units,
- Task force analyses of broad university issues.

Preparing for the Future provided that "... the entire plan will be thoroughly reviewed and revised every two years." That provision was adopted in 1987. It is now 1989 and time to review and revise the strategic plan.

Revision of the strategic plan has coincided with preparation for the decennial reaccreditation review of Oregon State University by the Commission on Colleges of the Northwest Association of Schools and Colleges. Reaccreditation requires a period of institutional self-study prior to visitation by an evaluation committee. The traditional self-study involves most members of the university community in the development of information and the analysis of many specific questions. Oregon State University will use the revised 1989 plan as our "non-traditional" self-study. This is appropriate because both planning and accreditation self-study are essentially similar processes involving the articulation of clear goals, the assessment of performance, and the choice of future activities.

The revised plan will serve as the reaccreditation self-study. But, *reaccreditation is not the reason for revising the plan*. The university's accrediting association encourages established institutions to use the period of self-study to achieve their own purposes and that is the approach being taken by Oregon State University in preparation for its 1990 reaccreditation review.

DRAFT

Revised 1989 Plan

PREPARING THE FUTURE

Today's efforts in our classrooms, laboratories, institutes, studios, and field stations will contribute to tomorrow's economic, social, and cultural vitality. Our research and other creative activities meet social, intellectual, and aesthetic needs. And, we make extended efforts to provide knowledge to those who can benefit from it. Our students will find important positions throughout Oregon and the World and the education they receive today will affect the contributions they make decades hence. In all these ways, Oregon State University helps prepare the future.

Preparing the future. That has been and continues to be our fundamental responsibility. Our mission continues to be:

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 ocean resources. Unique programs of public service throughout Oregon supplement campus-based university teaching and research.

The pages which follow present ten goals. For each goal, related goals from the 1987 plan are listed as are major accomplishments during the last two years. Continuing challenges are also identified, followed by objectives proposed for the 1989 revision of the university's strategic plan. The report of accomplishments and continuing challenges draws upon the assessments of progress made on the 1987 plan that were solicited from a wide range of colleagues knowledgeable about particular areas covered in the plan. The procedures used to draft goals and objectives are described in Appendix B.

The "continuing challenges" identified on the following pages are not always fully addressed by objectives proposed for the 1990 plan. Many of the challenges identified in the following pages are the result of funding levels inconsistent with what we wish to achieve. Specific goals and objectives - and the overall flavor of the plan - have been drafted with an eye to improving the resources available. But, realistically, we must recognize that important challenges facing us as we draft the 1989 plan will also be facing us as we prepare the 1991 revision.

Achievement of many of the objectives in the revised plan would require significant expenditures. The plan does not assume that there will be major increases in the level of funding that

Revised 1989 Plan

DRAFT

Oregon State University receives from general appropriations. Consequently, the objectives should be viewed as guides for the reallocation of resources and the plan specifically establishes an objective of periodically reviewing programs in order to shift resources to the most needed areas.

Priorities are set. Under each goal, objectives are listed in order of priority. The selection of ten goals from among the larger number in the 1987 plan establishes some priorities. And one goal, the first, differs from the others in several respects. That goal - to serve people through instruction, research, and extension - is more fundamental than the others. It comes right from the mission statement. The goals which follow it are subsidiary and provide means for advancing the first goal. And, the first goal also makes clear that instruction, research, and extension are not values to be pursued simply as ends in themselves but, rather, are important to the university to the extent that they serve people.

Universities have many goals and objectives and those for Oregon State University were expressed in the 1987 plan. The current revision identifies a smaller set of goals, those that will receive particular attention over the next several years. **The smaller number of goals is intended to provide more focus to the plan.** However, the goals selected for this revision do not replace the full range of goals in the earlier document and it is quite likely that, in the next biennial revision, a different subset of goals will become the focus.

Operational considerations - the specific actions that will promote the objectives - are not contained in this strategic plan. Planning actions - with responsibilities assigned and time tables - will be incorporated in unit plans and this is discussed in the section on implementation. The absence of planning actions at this stage is a break with the approach taken in 1987. In part the reasons are pragmatic: to limit the degree of detail requiring wide university involvement to a level that can be reasonably and routinely repeated every two years. The absence of planning actions is also intended to foster flexibility. Objectives are likely to remain constant over several years but the actions best suited to achieving the objectives may very well change.

The decision to exclude specific planning actions at this stage is also based upon a particular view of planning and the most efficient use of each of our abilities. In 1989, widespread involvement is focused upon deciding what should be achieved and leaves it to those knowledgeable about particular areas to work out the best ways to achieve objectives. These "knowledgeable others" are, of course, each of us in our own areas of specialization. To work, the current approach requires regular attention to the assessment of results and you will find, in the discussion of plan implementation, that the monitoring of results is emphasized. In both 1987 and 1989 there was attention to setting directions; that is a primary purpose of strategic planning. In 1989, however, attention has shifted from inputs to outputs with a view that it is the results that matter.

Themes

On the following pages, the same objective can be found in more than one place. What might appear as overlaps and redundancies are really evidence of the organic and interdependent character of the university. Four general concerns emerge as important to more than one or

two goals. These themes provide a degree of unity and coherence to the numerous individual objectives. They follow in order of their importance to pursuing the ten goals which comprise the revised plan.

Teaching

Again and again, groups studying particular goals would independently arrive at the same conclusion: the recognition accorded excellence in teaching, and the rewards accruing to excellent teachers, must be substantially increased. This was found to be central to the key goals of serving people, aiding students in realizing their full potential, recruiting and retaining faculty committed to excellence, and recruiting outstanding students. To strengthen programs and rewards that promote and recognize good teaching is the top priority objective for the number one goal.

Facilities

Inadequate facilities - and equipment - are obstructing progress toward a number of goals. An advisory group reports that inadequate working environments are as significant as are low salaries in impeding our ability to recruit and retain faculty and staff committed to excellence. Improvements in research facilities and equipment are important to the goal of sustaining and expanding research excellence. Instructional laboratories need major improvements. New facilities are needed to support library services. A day-care facility is needed to attract and retain faculty and staff committed to excellence, to attract outstanding students, and to provide an environment that aids students in achieving their fullest potential. And, while walls, wiring, and water lines are not very glamorous, the university's physical infrastructure has seriously suffered from deferred maintenance.

Cultural Diversity

The increasingly interdependent international system affects students, scholarship, and extension. This is recognized in a half-dozen objectives designed to sustain, coordinate, and sharpen the university's international focus. And, colleagues studying ways to aid students in achieving their fullest potential report a need to increase students' global awareness and their interest in international educational experiences. The university is missing other important opportunities for enrichment through cultural diversity; a number of objectives are directed at expanding the educational and professional opportunities for members of minority, female, disadvantaged, and disabled populations and the plan recognizes a need to diversify the curriculum.

University Relations

The university's need to improve relations with its constituencies is the focus of one goal. Advisory groups working on other goals also identified needs to improve university relations. More actively marketing our highest quality instructional programs was seen as a step toward increasing enrollments of outstanding students. And, efforts to publicize research and artistic achievements were identified as one element in the plan to sustain and expand research and artistic creativity.

1

SERVE PEOPLE THROUGH INSTRUCTION, RESEARCH, AND EXTENSION

Oregon State University responds to, and prepares students to respond to, the challenges facing Oregon and the world. These challenges have technical, scientific, social, and policy dimensions and require the application of descriptive, analytical, and valiative skills. Pursuit of this goal requires a firm commitment to the highest quality of teaching; two-way communication with many external groups; sound basic and applied research programs; strength in the professions, the sciences, and the liberal arts; and the ability to organize for the pursuit of multi-disciplinary and interdisciplinary endeavors. Strategically, Oregon State University is better positioned to pursue this goal than is any other educational institution in Oregon.

Related 1987 Goals

- Enhance the university environment for learning, creativity, exchange of ideas and personal development.
- Contribute to the social and economic development of Oregon.
- Extend research-based knowledge to Oregon citizens through Extension and service programs.
- Focus the University's continuing education efforts.

Major Accomplishments

The accomplishments reported on all of the following pages support the first goal. Accomplishments include:

- The entire curriculum - all courses and degree requirements - has been reviewed and revised.
- An entirely new program has been developed for the general education of all undergraduates.
- There have been increases in already high levels of contract and grant writing and funding.
- With thorough reorganization and reorientation, Continuing Education has experienced considerable success in conducting seminars for special audiences and in using non-traditional delivery methods such as TV courses and teleconferences.
- A major "needs assessment survey" is under way to determine the market for an "Evening/Weekend college."
- With key faculty and facilities, OSU has been and will continue to provide leadership in the State System effort to participate in Ed-Net.
- Research programs such as those of the Agricultural Experiment Station, Sea Grant, and a number of colleges continue to be directly focused on helping economically important Oregon industries while other colleges have taken steps to create links between faculty research operations and external business and trade associations.

- The Extension Service has prepared well-defined program initiatives, is actively involved in assisting with the State's focus on a "children's agenda," has conducted impact studies, and has developed new promotion and tenure guidelines for faculty.

Continuing Challenges

Many of the challenges identified on the following pages affect pursuit of the first goal. But, one encompassing challenge needs articulation. Oregon State University has long been motivated to serve. So often, we have added programs thinking that the costs - a few more students in a classroom, a few more hours added to a professor's week, a few more evenings spent in the laboratory, a few more miles driven - were negligible. This can not continue. We must recognize that net losses may result if, by expanding one service, we dilute the quality of other services. Having recognized that, we face an additional challenge: not to become wedded to the *status quo* in times of fixed budgets. While new programs must be critically examined to recognize their real costs, existing programs must also be regularly reviewed to identify opportunities for reallocating our efforts to serve people. That is a major challenge. Others are:

- Impressing upon those we serve that there are crucial links between basic research and applied ends
- Balancing our excellence in addressing technical problems faced by industries with attention to the social problems faced by the wider polity
- Meaningfully recognizing, promoting, and rewarding excellent teaching

Objectives

- 1.1 Strengthen programs and rewards that promote and recognize good teaching.
- 1.2 Adequately staff academic programs that are essential to the university's mission in order to serve fully all admitted students.
- 1.3 Periodically review university programs to identify low priority programs in order to allow a shift in resources to most needed areas.
- 1.4 Improve the availability of degree programs to nontraditional students through increased use of evening and weekend classes, and by continuing the university's leadership in the use of Oregon Ed-Net for higher education.
- 1.5 Continue to develop and implement criteria and procedures for assignment of faculty rank, evaluation, and promotion which recognize the varied roles of faculty in university programs.
- 1.6 Involve university faculty and staff in extension programming through interdisciplinary planning, cooperation, and collaboration with other state and federal agencies to help Oregonians identify and solve problems, develop leadership, and manage resources wisely.

DRAFT

Revised 1989 Plan

2

MAINTAIN A QUALITY AND NURTURING EDUCATIONAL ENVIRONMENT THAT AIDS STUDENTS IN ACHIEVING THEIR FULLEST POTENTIAL

The university has recently given considerable attention to the quality of the curriculum available to students. Some work remains to be done developing courses for the Baccalaureate Core. However, in the next several years, much of our attention can shift to other components of the educational environment. Basically, students should come to feel that they are the university's most important clients.

Related 1987 Goals

- Develop curricula that are responsive to change.
- Strengthen the critical thinking and communication skills of students.
- Strengthen advising and support services for students.

Major Accomplishments

- Entirely new general education program with emphasis on written communication, critical thinking, mathematics, fitness, laboratory science, western cultural, non-western culture, literature and the arts, social processes and institutions, global issues, and the interplay of science, technology, and society.
- Revision and review of all courses and degree requirements
- New principles and requirements distinguishing the Bachelor of Arts and the Bachelor of Science degrees to improve the likelihood that students will receive the degree appropriate to their course of study
- Revitalization of the Honors program
- Major expansion in the computational facilities intended for use by students
- Creation of a "Wellness Hall," a "Quiet Hall," an "International House," a host hall for the Honors program, and a hall for upper-division students.
- Acquisition of the SCT/Banner Student Information System software to improve registration, advising, and general data base retrieval
- Establishment of the Academic Services Center to assist, in particular, students without a firm commitment to a particular major
- University seminar courses to assist entering and transferring students

Continuing Challenges

- Inadequate funding results in larger courses and fewer teachers, making it more difficult to foster a supportive environment for students that encourages critical thinking and communication skills.

- Students continue to report frustration with the quality of advising, and with bureaucratic and impersonal treatment by some service providers and some faculty.
- Faculty continue to report that efforts invested in academic advising are not rewarded.
- A regular process for reviewing graduate curricula exists but such a process is lacking for those undergraduate programs that are not subject to special accreditation and funds have been lacking for periodic external review of such programs.

Objectives

- 2.1 Improve recognition and status for academic advising, student/faculty interactions, and undergraduate teaching.**
- 2.2 Enhance the quality of student life by improving their experiences in living groups, orientation programs, peer relationships and interactions, and academic learning/assistance centers.**
- 2.3 Enhance the quality of instructional support services; streamline and personalize regulations and procedures.**
- 2.4 Provide child care to serve the children of students.**
- 2.5 Develop programs which encourage the involvement and interaction of students with faculty and the wider university environment, particularly students of other cultures.**
- 2.6 Provide better analysis and evaluation of outcomes for student achievement, advising and student/academic support services, and for the students' overall experiences with the university.**
- 2.7 Develop procedures for the periodic review of those undergraduate curricula that are not subject to special accreditation.**

3**SUSTAIN AND EXPAND RESEARCH EXCELLENCE AND
ARTISTIC CREATIVITY**

Oregon State University is the leading research university in Oregon and one of the top research universities in the nation. Research programs are fundamental to the maintenance of high quality programs for the education of graduate students. The extensive research contracts and grants obtained by Oregon State University make significant direct and indirect contributions to the incomes and employment rates in Oregon. Through artistic creativity, the university challenges, enriches, and ensouls the lives of students and citizens alike. And, research and artistic capabilities contribute in fundamental ways to other institutional goals in the areas of service and instruction.

Related 1987 Goals

- Strengthen the humanities, social sciences, and the arts.
- Sustain and expand research excellence and artistic creativity.
- Expand the frontiers of knowledge by strengthening interdisciplinary activities.

Major Accomplishments

- Increases in already high levels of contract and grant writing and funding
- Substantial improvements in computer facilities suited to research activity
- Addition of computer assisted reference services in the library
- Reduction in teaching loads in the College of Liberal Arts
- New graduate programs in economics, movement studies for the disabled, and in scientific and technical communication
- Reorganization and reorientation in the College of Education permitting reduced teaching loads and an increased emphasis on quality graduate programs.
- Two new centers: Center for Gene Research and Biotechnology and Center for Advanced Materials Research
- Completion of the Electrical and Computer Engineering building and initiation of the Agricultural Sciences II building
- Increases in the number of endowed chairs
- Initiation of the Distinguished Professor program
- Development and implementation of the program to award honorary doctorates

Remaining Challenges

- Increasing enrollments in the College of Liberal Arts threat efforts to reduce teaching loads.
- Facilities and equipment for research are inadequate.
- Nurturing interdisciplinary and multi-disciplinary efforts is difficult in an organization designed around disciplines.

Objectives

- 3.1 Recruit and support faculty, staff, and students of high research or artistic capability.
- 3.2 Improve research facilities and equipment.
- 3.3 Encourage and strengthen interdisciplinary studies and interdisciplinary research among students and faculty.
- 3.4 Facilitate increased scholarly and creative productivity of faculty in the humanities, the social sciences, the arts, and education.
- 3.5 Promote, coordinate, and publicize research and artistic achievement.

4

**ATTRACT, DEVELOP, AND RETAIN FACULTY AND STAFF
COMMITTED TO EXCELLENCE**

Excellent faculty and staff are a key to success in fulfilling the university's mission. Recent budget allocations have made it difficult to pursue this previously adopted goal. The fundamental importance of this goal and the current difficulties posed by budgetary constraints require that realistic steps be found that can be taken toward this goal.

Related 1987 Goals

- Attract, develop, and retain faculty and staff committed to excellence

Major Accomplishments

- The addition of nationally and internationally recognized scholars in a number of areas
- Addition of an Education and Training Officer and expansion of professional development programs
- Implementation of a program formally designating distinguished professors
- Revision of Promotion and Tenure Guidelines
- Publication of a thoroughly updated *Faculty Handbook*
- Streamlining the process of making promotion and tenure decisions at the university level

Continuing Challenges

- Low salaries
- Faculty and staff morale can be improved.
- In a number of fields, there is inadequate funding for the "start-up" expenses associated with attracting new faculty.
- Faculty perceive that the connection between teaching effectiveness and salary is too weak.
- An expected decline in the supply of new Ph.Ds in some fields will intensify current recruiting and retention challenges.

Objectives

- 4.1 Bring faculty salaries to a competitive level.**
- 4.2 Bring university facilities and program support to a competitive level.**
- 4.3 Strengthen programs and rewards that nurture good teaching.**
- 4.4 Assure a work environment for faculty and staff that fosters cooperation and mutual respect and that builds morale.**
- 4.5 Expand departmental and university programs that promote professional development of faculty and staff.**
- 4.6 Establish university day-care services for faculty and staff.**
- 4.7 Improve OSU's faculty and staff recruiting procedures.**

DRAFT

Revised 1989 Plan

5

**EXPAND EDUCATIONAL AND PROFESSIONAL
OPPORTUNITIES FOR MEMBERS OF MINORITY, FEMALE,
DISADVANTAGED, AND DISABLED POPULATIONS**

This goal, previously adopted for the university, continues to be very important both as a fundamental institutional commitment and also in terms of our ability to compete successfully for the students of tomorrow. Although important, achievement in this area has been difficult, making it all the more appropriate as a focus for future effort.

Related 1987 Goals

- Expand educational and professional opportunities for members of minorities, women, disadvantaged, and disabled persons

Major Accomplishments

- Creation of the Board of Visitors for Minority Affairs and the Minority Affairs Commission
- Preparation of the Minority Action Plan
- Establishment of the Family Employment Program
- Award-winning record of employing people with disabilities in classified staff positions
- Expansion of the Educational Opportunities Program while maintaining a graduation rate for EOP students higher than the rate for the undergraduate student body as a whole
- Development of Minority Scholars Program
- The efforts of the President's Commission on the Status of Women to recruit women faculty, support graduate women, and study campus safety.
- Improved building access for handicapped people
- Increased number of multi-cultural events
- Allocation of funds to support development of child care services
- Increased funding for EOP and Affirmative Action at a time of overall budget reductions

Continuing Challenges

- Using national comparisons, women and minorities continue to be under-represented among the faculty of many units at a time when, again using national comparisons, salaries at OSU are not competitive and competition for minority scholars is intense.
- Although a start has been made, the prospect of providing full campus day-care facilities still appears far away.
- Off campus, the surrounding community lacks the cultural diversity that would assist in attracting minority students, staff, and faculty; on campus, OSU is not immune to the sort of racism on college campuses that has received recent nationwide attention.

Objectives

- 5.1 Intensify efforts to recruit women and people of color to faculty positions in which they are under-represented.**
- 5.2 Evaluate the current process for employing women and people of color in classified staff positions in order to increase the numbers of persons from under-represented groups. Where externally imposed personnel policies impede pursuit of this objective, take a leadership role in seeking policy changes.**
- 5.3 Improve recruitment of students from under-represented or disadvantaged groups.**
- 5.4 Remove physical barriers for persons with disabilities and improve their representation in management and at senior levels.**
- 5.5 Work to insure retention of students, staff, and faculty from under-represented groups.**
- 5.6 Create and sustain an ambience that is sensitive to the needs of persons from under-represented groups.**
- 5.7 Diversify the curriculum by expanding the availability of courses and instructional materials relevant to the culture and experiences of women and minorities.**

6**INCREASE ENROLLMENTS OF OUTSTANDING STUDENTS**

Oregon State University seeks motivated students who are well prepared for a rigorous educational experience in the liberal arts, the sciences, and the professions. Recent limitations on enrollment and recent changes in patterns of enrollment among the colleges mean that decisions we make - or fail to make - may significantly change the nature of the student body.

Related 1987 Goals

- Improve student retention and increase the enrollment of outstanding students
- Improve the quality of graduate education, develop new programs, and increase graduate enrollment

Major Accomplishments

- Establishment of the Academic Services Center
- Implementation of the Minority Scholars Program
- Establishment of three new graduate programs
- Revitalization of the Honors Program
- Increased limits on the size of institutional loans and increases in merit-based aid
- Research and analysis of the way OSU is perceived by students who do and do not choose to enroll
- Development of the Baccalaureate Core

Continuing Challenges

- Housing for all students is tight and is particularly problematic for families.
- Graduate stipends are not competitive.
- Currently, there is no comprehensive enrollment management policy.
- The Honors Program survives on the largely volunteer efforts of a relatively small number of faculty.
- Inadequate funding for academic scholarships.

Objectives

- 6.1 Improve the quality and rigor of academic programs.**
- 6.2 Raise the standards for undergraduate admission.**
- 6.3 Revise and strengthen honors programs.**
- 6.4 Identify our highest quality academic programs and more actively market them.**
- 6.5 Develop additional resources for rewarding student merit through scholarships, awards, and research stipends.**
- 6.6 Target recruitment, admission, and student services to attract outstanding applicants.**
- 6.7 Enhance the quality of instructional support services.**
- 6.8 Develop a policy on the appropriate makeup of the student body at OSU.**

7

SUSTAIN, COORDINATE, AND SHARPEN THE UNIVERSITY'S INTERNATIONAL FOCUS

International perspectives are increasingly important in all of the university's traditional activities. These perspectives will be crucial in the lives that will be led tomorrow by today's students. Foreign students are a large and increasing proportion of our student body. The university's research activities have an important and growing international scope and international considerations increasingly interest the traditional beneficiaries of our extension efforts.

Related 1987 Goals

- Broaden the university's international perspective and focus its activities

Major Accomplishments

- Establishment of general education requirements in the areas of global issues and non-western culture and the allocation of funds to assist in the development of courses in these areas during a period of overall budget reduction
- Provision of funding for a mandatory orientation program for all new foreign students
- Increased funding of faculty by the Office of International Research and Development
- Development and initiation of the Oregon State System of Higher Education program in Ecuador
- Development and initiation of an exchange program with Kiev Polytechnic Institute in the U.S.S.R.
- Development of supplemental promotion and tenure guidelines for those involved with international programs
- Provision of funding for a new foreign student advisor position
- Development of procedures and protocol for enhancing the experiences of foreign visitors
- Initiation of efforts to establish and maintain relationships with overseas alumni
- Reorganization to place all international programs under one vice president

Continuing Challenges

- State System policy on foreign language proficiency is unclear; the current Baccalaureate Core requirements were established at a time when participants assumed that foreign language proficiency would be a requirement for entrance.
- In the curriculum, coverage of non-western cultures is spotty.
- Development of additional courses with an international perspective will be necessary to provide sufficient courses to meet the needs that will be generated by the Baccalaureate Core.

Objectives

- 7.1 Strengthen the international dimensions of the university's curriculum.**
- 7.2 Expand the international perspective of the university's faculty.**
- 7.3 Increase students' global awareness and their interest in international educational experiences.**
- 7.4 Enhance university services that support international activities.**
- 7.5 Expand and strengthen the university's liaison with its international constituents.**
- 7.6 Provide leadership and support throughout the State to international programs and services related to higher education.**

8**IMPROVE FACILITIES AND EQUIPMENT**

Over a period of decades, budgetary difficulties caused the maintenance of facilities to be deferred and the acquisition of basic instructional equipment to be delayed. The physical infrastructure needs serious attention; laboratory facilities need to be upgraded; and there are pressing needs for building construction and renovation. The problem was a long time in the making and the effort to ameliorate it must continue.

Related 1987 Goals

- Improve facilities and equipment to enhance institutional capabilities.

Major Accomplishments

- Completion of phase I of the classroom renovation project and funding of phase II during a period of overall budget reduction.
- Allocation of funds for roof repair, again during a period of program reduction and elimination
- Increased recurring funding for instructional equipment although such increases required that programs be reduced and eliminated
- Establishment of a Physical Plant Users Committee and a survey of satisfaction with Physical Plant services

Continuing Challenges

- Library facilities are inadequate.
- The facilities for the art, music, and theatre programs are unusually inadequate.
- Facilities planning, space allocation, and capital construction need to be more closely linked with academic planning.

Objectives

- 8.1 In any new external fund raising for major capital construction projects, top priority will be given to library expansion; the next priority will be provision of suitable instructional facilities for the visual and performing arts, followed by construction of facilities for computer science.**
- 8.2 Upgrade instructional laboratory facilities and equipment.**
- 8.3 Increase the current efforts to upgrade classroom facilities and equipment and increase the number of larger classrooms.**
- 8.4 Increase recurring and nonrecurring funding for facilities repair and remodelling.**
- 8.5 Improve research facilities and equipment.**
- 8.6 Formulate a program to identify and facilitate the joint use of facilities and equipment and allocate space to promote the shared use of specialized equipment.**

9**EXPAND AND IMPROVE LIBRARY AND COMPUTING SERVICES**

The quality of the university's instruction, research, and extension depends upon the continued development of library and computing services. Expansion of traditional collections and services in the library needs to be supplemented by the introduction of new technologies to provide access to information stored in the library and information available through electronic means. Important steps have been taken in expanding computing services. But needs for such services have expanded at a more rapid rate. Continued progress in the provision of computing services must be combined with efforts at remediation and innovation in the area of library services if the university is to maintain its current role as a comprehensive research university.

Related 1987 Goals

- Improve the library to enhance the university's capabilities
- Strengthen university computing

Major Accomplishments

- Increased funding for the library
- Expansion of library hours
- Implementation of a CD-ROM reference index system and an automated catalog system
- Initiation of a systematic evaluation of existing library collections
- Ground breaking for the new library at the Mark O. Hatfield Marine Science Center
- Implementation of new standards of scholarship for library personnel
- Substantially increased availability of microcomputers to students
- Initiation of a new student information system
- Major enhancement of mainframe capabilities supporting instructional, academic, and administrative computing
- Growth in the use of, and services available on the campus computer network, maintaining the university's position as a national leader in the academic application of this technology
- Major restructuring in the way in which academic computer services are charged which has simplified and expanded access to academic computing services

Continuing Challenges

- Library collections continue to rank 16th among 16 comparator institutions and the library continues to have to decrease journal subscriptions.

Revised 1989 Plan

- The number of terminals connected to the mainframes is inadequate due to insufficient funding. This deficiency will become more important as the university moves to an automated student information system designed to put advising information on the desk of every advisor.

Objectives

- 9.1 **Qualify for membership in the Association of Research Libraries**
- 9.2 **Review the university's need for information support services and fund a major library facilities expansion accordingly.**
- 9.3 **Attain a level of computing services consistent with the research and instructional mission of the university.**
- 9.4 **Implement the Student Information System and the Financial Information System to improve the management of the university.**
- 9.5 **Continue to expand student access to computing facilities.**
- 9.6 **Identify print and non-print collection needs and begin to strengthen those areas of greatest deficiency.**
- 9.7 **Develop and implement a plan to coordinate decision making for the management of computing services.**
- 9.8 **For both library and computing services, expand networking access on campus and among state facilities with linkages to emerging national and international networks and keep pace with the development of new technologies.**
- 9.9 **Coordinate collection development, resource sharing, and automated access with other libraries, both within and outside the Oregon State System of Higher Education.**

10

IMPROVE THE UNIVERSITY'S RELATIONS WITH ITS MANY CONSTITUENCIES

Public perceptions of the university will constrain or facilitate what we are able to accomplish. Recognized in 1987 as an important goal, there have been significant efforts in this area as colleagues work to understand and then build upon public perceptions of Oregon State University. While much has been accomplished, parts of the effort have had to rely upon *ad hoc* arrangements. Over the next several years, the university will implement a more coordinated approach to managing its public relations.

Related 1987 Goals

- Emphasize cooperation with other institutions and agencies.
- Improve the university's public relations and development activities.

Major Accomplishments

- Many activities of the Extension Service, including quick application of expertise to public policy questions and explicit attention to educating decision makers about the contributions OSU is making
- Reorganization and reinvigoration of Continuing Education resulting in a lengthy list of services provided and associations established in the State and in the region
- Research, analysis, and planning activities of the University Marketing Committee
- Formation of a network of alumni promptly informed about important educational issues pending in the legislature
- Improved content and appearance of university publications
- Development of award-winning films, publications, and other educational materials
- External review of the university's public relations activities
- Commitment to fill the position of Vice President for University Relations during a period of program reduction and elimination
- Restructuring the Office of Information
- Study, analysis, and recommendations by the Capital Campaign Pre-Planning Committee
- Appointment of college development officers
- Establishment of the Oregon State University Portland Center and its many services and activities

Continuing Challenges

- There is a need to improve coordination of the activities of the college development directors, the OSU Foundation, and the OSU Development Office.

- Studies continue to show that a significant proportion of Oregon's citizens - and her graduating seniors - know "nothing at all" about OSU; for many others, Oregon State University's image is incomplete and indistinct.

Objectives

- 10.1 Create and maintain a clear OSU image to emphasize quality of students, instruction, research, and service.**
- 10.2 Motivate various constituencies to increase support for OSU.**
- 10.3 Increase the degree to which faculty and staff are responsive to their clients.**
- 10.4 Maintain programs to evaluate the effectiveness of OSU in identifying and satisfying the needs of its constituencies.**

FUTURE PLANNING AND PLANNING THE FUTURE

Strategic planning is not something that universities, or any other institutions, simply order from a supplier, unpack, and plug in. Rather, strategic planning evolves. And, it never reaches a finished state. Just as our plans must provide for flexibility and the capacity to adjust, so too our mechanisms for planning must be implemented incrementally with opportunities for us to assess and change procedures.

Two years ago, the University participated in a major effort to establish a strategic planning process, unit plans, and a university plan. That was a start. Now, another step is being taken. And that is simply a next step, not the final step in reaching some 'strategic planning' ideal; indeed, there can be no last step in a process designed to be adaptive.

From Objectives to Actions

Plan objectives need to be turned into planning actions. Responsibility for achieving the objectives in unit plans rests with the unit planning leaders identified elsewhere in this report. Responsibility for objectives in the university-level plan will be assigned to appropriate university administrators, usually a planning unit leader. Their responsibility will include incorporating the objective in their unit plans and the regular assessment of progress made in achieving the objective.

Frequently, planning actions necessary to achieve particular objectives are already in revised unit plans. In addition, most of the ten temporary advisory groups responsible for recommending draft objectives also identified planning actions appropriate for achieving objectives. A report containing these recommendations will go to planning unit leaders.

Implementation

The implementation procedures outlined in *Preparing for the Future* continue to make sense: progress reviewed periodically with thorough review and revision biennially. The provisions for periodic review were not completely implemented between 1987 and 1989. There were two reasons: responsibility for seeing that the review occurred was ambiguous and a series of demands unanticipated in 1987 caused review of progress to slip to the "back burner." Most of the 437 planning actions in the 1987 plan have been completed or substantially completed. That so much of the 1987 plan was accomplished is testimony to the soundness of the plan and suggests the limited value of tight monitoring procedures in a multi-purpose organization with a decentralized and collegial management tradition. We can also learn from the experience: implementation procedures should be able to adapt to the unanticipated and responsibility for

Revised 1989 Plan

DRAFT

maintaining the process of plan review and monitoring should be clearly assigned.

Ad hoc arrangements such as the current approach to reviewing and revising the strategic plan have to be replaced if the commitment to strategic planning found in *Preparing for the Future* is to be maintained. In subsequent planning iterations, the Institutional Research and Planning Unit in the Office of Budgets and Planning will be responsible for structuring the planning process and for seeing that the process is carried out. In particular, those responsibilities will include:

- On an annual basis, obtaining assessments of progress toward university-level objectives from administrators assigned responsibility for the objectives. Reviews will consist of statements of the actions taken to achieve objectives and measures of progress. Over the last two years, we have learned of the need to maintain flexibility and so the annual reviews must also provide opportunities to modify or change the priority attached to objectives and to add significant new objectives. The reviews will be timed to support internal budgetary processes. These provisions pertain to the assessment of progress toward university-level objectives. Review of progress toward unit-level objectives will be conducted using schedules and means determined by planning unit leaders.
- For university-level objectives, Institutional Research and Planning will prepare a summary of the results of the annual review and that summary will be widely available.
- Working with administrators responsible for particular university-level objectives, Institutional Research and Planning will develop measures for assessing progress toward objectives and will be responsible for obtaining the measurements agreed upon.
- On a biennial basis, Institutional Research and Planning will propose to the President's Council a procedure for thoroughly reviewing and updating university-level and unit-level plans. That procedure will be based upon an assessment of the strengths and weaknesses of preceding efforts. The review and revision will be supervised by a group representative of the university community. In the process of review and revision, the role of Institutional Research and Planning will be to provide staff support.

OREGON STATE UNIVERSITY
Corvallis OR 97331-6203

(737-4344)

Faculty Senate Office
Social Science 107
October 25, 1989

MEMORANDUM

TO: Executive Committee of the Faculty Senate
Gary H. Tiedeman, Senate President

FROM: Faculty Senate Nominations Committee:
Thurston Doler, Professor Emeritus Speech Communication; Chair
Carroll DeKock, Professor and Chemistry Department Chair
John Dunn, Professor and Assistant Dean, Health & Human Performance
Margy Woodburn, Associate Director AES, Professor, and Head, Foods & Nutrition

RE: Nominations Committee Report

The Faculty Senate Committee hereby nominates the following people for the designated positions:

Faculty Senate President-Elect

1. Zoe Ann Holmes, Professor of Foods & Nutrition
2. Ed McDowell, Associate Professor of Industrial & Manufacturing Engineering

Faculty Senate Executive Committee

1. Lloyd Crisp, Professor of Speech Communication
2. Larry Curtis, Associate Professor of Fisheries & Wildlife
3. Joel Davis, Associate Professor of Mathematics
4. John Lee, Professor of Mathematics
5. Courtland Smith, Professor of Anthropology

Interinstitutional Faculty Senate

1. Jim Foster, Assistant Professor of Political Science
2. Mary Kelsey, Associate Professor of Foods & Nutrition

All of the above have agreed to have their names placed in nomination.

College of Health
and Human Performance



Women's Building 120
Corvallis, OR 97331-6802

(503) 737-3257

23 October 1989

TO: Gary H. Tiedeman
President, OSU Faculty Senate

FROM: Kathleen F. Heath, Chair *Kathy/mm*
Curriculum Council

RE: Category I Proposal Marine/Freshwater Institute

The Curriculum Council approved the proposed abbreviated Category I Proposal for the Marine/Freshwater Biomedical Sciences Research Center on October 18.

The proposed has been reviewed and supported by the Research Council. The library holdings were judged to be satisfactory to support the proposal. The Budgets and Fiscal Planning Committee did not receive the proposal until last week, therefore they will give a separate report at the Senate meeting. As the proposal requires a minimal amount of university funds (\$25,000), it is anticipated they will find no problems.

KH:mm

attachment

CATEGORY I TRANSMITTAL SHEET

Marine/Freshwater Biomedical Sciences Research Center

(Title of Proposal)

Submitted

by: George S. Bailey (Proposed Center Director), Food Science and Technology
(Department)

Agricultural Sciences, Science, Pharmacy

(College/School)

☐ Proposal sent to Library?☐ Liaison Documentation from other units attached?☐ Summary of Estimated Costs and Sources of Funds attached?N.A. ☒ Teacher Standards and Practices Commission information attached?
(applies to new teacher certification programs only)

I certify that the above proposal has been reviewed and approved by the appropriate Department and College/School committees.

Rev. 9/86

<u>Donald E. Winstat</u>	<u>5/10/89</u>
Department Chair/Head	Date
<u>JR Dutton</u>	<u>5/10/89</u>
Director, Ag. Experiment Station	Date
<u>Roy G. Arnold</u>	<u>5/10/89</u>
Dean, College of Ag. Sciences	Date
<u>John Ham</u>	<u>5/10/89</u>
Dean, College of Science	Date
<u>Richard M. Heall</u>	<u>5/24/89</u>
Dean, College of Pharmacy	Date
<u>R.G. Scamla</u>	<u>5-10-89</u>
Dean of Research	Date

Department of
Food Science
and Technology

Oregon
State
University

Wiegand Hall 100
Corvallis, OR 97331-6602

(503) 754-3131

APPLICATION FOR THE ESTABLISHMENT OF A CENTER FOR
MARINE/FRESHWATER BIOMEDICAL SCIENCES RESEARCH
AT OREGON STATE UNIVERSITY

1. Title: Marine/Freshwater Biomedical Sciences Center

2. Organization and Location:

The Marine/Freshwater Biomedical Sciences (MFBS) Center will be established as a multidisciplinary unit organized under the cognizance of the Research Office. The name of the Center is designated by the National Institute of Environmental Health Sciences (NIEHS), the federal granting agency which will provide much of the research and operational support for this Center. Center Investigators will consist of faculty drawn from departments in the College of Science, the College of Agricultural Sciences, the School of Pharmacy, and other institutions as appropriate. The Center Director is appointed with the mutual consent of the Vice President for Research, Graduate Studies, and International Programs, and program officials at NIEHS. The Director is responsible to the Vice President on all matters related to the Center.

The Director will be assisted by an Administrative Advisory Committee appointed from administrative faculty at Oregon State University by the Vice President of Research, Graduate Studies, and International Programs. Scientific advice will be provided by an External Review Committee of distinguished scientists from the National Institutes of Health and other institutions, and a Technical Advisory Committee to include Center Investigators and the Directors of the Center for Gene Research and the Environmental Health Sciences Center. Inclusion of these Directors on the Technical Advisory Committee is aimed at assuring strong collaborative interaction between the three Centers. The External Review Committee will conduct an annual review of Center activities and faculty, assess strengths and weaknesses of the program, and assist the Center in maintaining a research program of the highest national calibre.

3. Objectives, Functions, and Activities:

Background and Objectives - The MFBS Center will seek to strengthen research and teaching activities at Oregon State University which examine toxicological problems of human and environmental concern. This MFBS Center, like others sponsored by NIEHS, has as a primary focus the development and application of aquatic models in such research. OSU faculty have been leaders in this field for over two decades, beginning with the pioneering research of R.O. Sinnhuber using rainbow trout to study the relationship between diet and cancer. In 1985 this program received recognition and partial support (\$989,511 direct costs, 1985-1989) by NIEHS as one of five MFBS Centers in the U.S. In October, 1988, the program was awarded continued NIEHS MFBS Center support through 1994 (\$1,000,000 direct cost), and further received a \$2.6 million Program Project research grant for 1988-1993. This application seeks the official

establishment and recognition of this unit as a Research Center within the Oregon State University and the Board of Higher Education Centers program.

The research activities of this Center will focus on toxicological problems associated with agricultural practices, food processing and dietary practices, and industrial activity, to understand the role of environmental toxins in specific human diseases, especially cancer. What distinguishes the MFBS Center is its exclusive use of aquatic models, primarily the rainbow trout, rather than the traditional use of rodents, as surrogates for human disease. There is a great deal of interest and support from federal agencies and the general public to reduce our dependence on mammals for human health research. Fish are excellent comparative models for many such studies, are unusually sensitive to many carcinogens, and are vastly less costly to rear and maintain. Fish are also natural models of choice when investigating toxic chemicals in our coastal and inland waterways. Though not a primary goal, basic research in this program is also of some relevance to aquaculture, and should support other efforts to improve yields and disease resistance in fish farming.

Specific Functions and Activities - The MFBS Center will be structured to support the following:

a. A Director's office and support staff. The Director and staff are responsible for the preparation of competing renewal grant applications, extensive annual reports and non-competing renewal applications to NIEHS. They coordinate all advisory committee meetings and program reviews, assist investigators in preparation of research grant applications, coordinate travel to scientific meetings, provide literature research capabilities for investigators and students, and oversee an Enrichment Program (see below). The Director represents the interests of the Center at biannual meetings with NIEHS officials and other NIEHS Center Directors, and assumes primary responsibility for all Center operations.

b. Research core facility. The Center will oversee operation of the OSU trout hatchery and histopathology complex known as the Food Toxicology and Nutrition Laboratory. This unique facility receives local, regional, and international usage as the major facility in the world for toxicology and cancer research using trout and salmon. The complex currently has 9400 sq. ft. of floor space housing over 35,000 animals per year for cancer studies. It is administered as an off-campus facility of the College of Agricultural Sciences, which retains responsibility for its maintenance.

c. Research program. A primary function of the Center is to support and coordinate research activities of its investigators and others who wish to conduct toxicology research in our facilities. Center Investigators will include: George Bailey (professor, Food Science and Technology), Donald Buhler (professor, Agricultural Chemistry), Lawrence Curtis (assoc. professor, Fisheries and Wildlife), Jerry Hendricks (professor, Food Science and Technology), Thomas Murray (assoc. professor, Pharmacy), Daniel Selivonchick (professor, Food Science and Technology), Gary Thorgaard (assoc. professor, Genetics Program, Washington State University), Kensal Van Holde (professor, Biochemistry and Biophysics), and David Williams (assist. professor,

Food Science and Technology). Basic areas of research to be emphasized include:

- Tumor biology (initiation, development, histopathology).
- Molecular biology of the cancer process.
- Pharmacology of carcinogens and neurotoxins.
- Molecular genetics and gene transfer.
- Enzymology of carcinogen metabolism.

Examples of currently funded research projects in these areas include:

- Development of trout embryo microinjection as the most sensitive method available for detection of carcinogens (cancer-causing compounds) (ES04766 subproject; \$334,303).
- Investigation of the relationship between water and sediment pollutants and liver cancer in wild fish populations in the Pacific Northwest (CA44317; \$300,584).
- Cloning and study of oncogenes (tumor genes) in fish and mammals (CA44317; \$100,195).
- Introduction of genes into sterile trout and salmon which influence sensitivities to cancer-causing substances (ES04766 subproject; \$270,222).
- Studies on trout brain neuroreceptors as a superior model for pesticide neurotoxicity in man (ES04891; \$186,186).
- Comparative studies on the mechanisms and possible human significance of dietary factors which can inhibit the cancer process (CA34732; \$384,111).
- Investigation of molecular interactions of carcinogens with chromosomes (ES04766 subproject; \$320,151).
- Cancer studies on the elimination of carcinogenic aflatoxins from dairy cattle feed (U. Arizona contract; \$8200).
- Basic studies on enzymes which metabolize cancer-inducing chemicals in fish and mammalian cells (ES04766 subproject; \$366,659).

d. Enrichment Program

The goal of this program is to attract new ideas and new talent into the area of aquatic biomedical research. The various functions include support for visiting seminar speakers and research consultants, a Pilot Project grants program to support proof-of-concept studies, and support to attract distinguished scientists for

sabbatic visits to the laboratories of Center Investigators. Faculty, postdoctoral associates, and graduate students participate in monthly research discussions under the Enrichment Program.

4. Resources:

Facilities consist of a Center office in Wiegand Hall, eight Center Investigator offices and research laboratories in their home department buildings, and the 9400 square foot trout hatchery and histopathology core complex near campus on highway 34. Allied resources particularly important to the MFBS Center are the faculty expertise and core research facilities of the Center for Gene Research and Biotechnology, and the Environmental Health Sciences Center. These units provide essential capabilities in analytical and statistical services, cell culture, and nucleic acid biochemistry which need not be duplicated in this Center. Together, the three Centers will provide a reservoir of research expertise in environmental, agricultural, and biotechnological interactions of great benefit to the region.

Research and teaching senior faculty directly associated with the Center total 8 FTE. The teaching mission is greatly strengthened by the recent renewal of an NIEHS Toxicology Training Grant, which provides support for 9 predoctoral and 3 postdoctoral trainees annually. Training is under the auspices of the Graduate Program in Toxicology and faculty home departments. Most of the MFBS Center Investigators are participating faculty in the Toxicology Graduate Program and the NIEHS Training Grant.

5. Funding Requirements:

Non-instructional institutional funds have been requested through the office of the Vice President for Research, Graduate Studies, and International Programs in the amount of \$25,000 annually, which may be used for release time for the Director (0.25 FTE), a secretary (0.5 FTE), and supplies. No additional funds are requested in this application.

Support for teaching activities exists primarily as graduate student stipends and research costs budgeted in Center Investigator grants, the NIEHS Training Grant, and home department resources. Approximately 15-20 graduate students conduct thesis research within MFBS Center investigator laboratories each year. Center funds are available for occasional short course activities for new subjects and techniques in research.

A second period of core funding for the Center was recently awarded by NIEHS for the years 1989-1994, at \$200,000 per year direct cost. Future renewals are anticipated. Seven Center Investigators also participate in a newly awarded NIEHS Program Project grant averaging \$530,000 per year direct cost, for 1988-1993. Other Investigator research is supported by individual grants from agencies such as the American Cancer Society, the U.S. Department of Agriculture, the National Cancer Institute, and the U.S. Air Force. The current level of grant support for the MFBS Center program exceeds \$1,521,000 direct costs for 1988-1989. The faculty associated with this Center thus have well established records for

obtaining extramural funding for their research activities. The primary role of this Center is to assist its Investigators in maintaining and expanding this excellent record.

6. Relationship to Institutional Mission:

There is increasing local, national and international concern to identify chemicals and processes with adverse health and environmental impact, to understand their underlying biological effects, and to suggest appropriate steps to reduce their negative impact. Oregon State University has traditional programmatic emphasis in agriculture, forestry, engineering, biological and marine sciences which place us in a unique position to address these issues through research and teaching.

As an example, shellfish in certain bays in Oregon and elsewhere are often found to contain hydrocarbon contaminants in varying levels, just as fish in many regions of the Puget Sound and elsewhere have high rates of liver cancer. This raises concern that fossil fuel pollution is harming our coastal waterways and our food supplies. Two of our MFBS Center investigators have worked jointly with researchers at the National Marine Fisheries Service in Seattle to examine the chemical and biological basis of the cancer outbreaks in such fish. This is possible because of the long history of research here at OSU on the cancer process in fish.

A central mission of the College of Agricultural Sciences at Oregon State University is to ensure a safe, as well as ample and nutritious, food supply. Much of the MFBS Center research program is directed toward this mission. Center researchers are funded to investigate food-related carcinogens such as aflatoxin B₁, which is of recent concern because of wide-spread contamination of the 1988 corn crop. The majority of human cancers are now believed to be induced by such natural or adventitious toxins in our everyday diet. Fortunately, potentially protective factors, called anticarcinogens, also exist in our daily diet. MFB Center researchers are actively studying these food-borne compounds as well, so that we may better understand their role in reducing human cancer. Another project studies the molecular basis of neurotoxic effects in fish and mammals of newly developed insecticides, to assure the safest possible agricultural chemicals. The proposed MFBS Center program thus applies current technologies to investigate environmental health issues of immediate relevance to our mission in agriculture and basic science, and to train the next generation of scientists in this field.

7. Long-Range Plans:

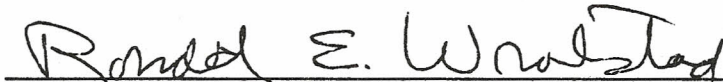
Oregon State University has played a leading role in the development of aquatic models, especially the rainbow trout, as surrogates for research in human health. The EPA and NIEHS have recently announced a large Superfund project for research on the environmental health hazards associated with toxic waste site leaching. Aquatic organisms such as fish are the natural models of choice for such research, and hence there is considerable interest from the government and industry in aquatic model development. One goal over the next few years is to expand our facilities to accommodate this increased interest and level of funding. We are

working with officials at OSU and NIEHS to identify funds for expansion, and for support of visiting scientists who wish to learn our methods. As one of the nation's leading aquatic biomedical centers, we can anticipate attracting increasing support from the government and private industry for this type of research.

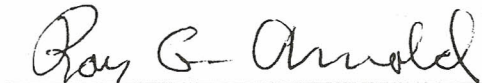
Long-range plans will be developed to identify and promote new areas of research, and to recruit and support faculty with expertise in those areas. Most of our current interest is on the cancer process, but there is growing interest in immunotoxic and neurotoxic responses to industrial and agricultural chemicals. These interests need further development in our program. Germ cell mutation and teratogenic birth defects are additional examples of health problems of possible environmental origin which might be effectively studied in these low cost, highly sensitive alternative vertebrate models.

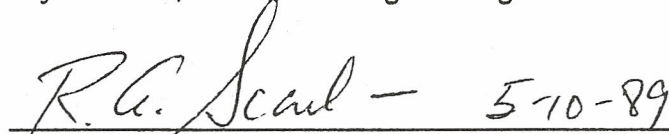
The ultimate long-range goals of this aquatic research Center are to identify food-borne and environmental chemical agents which may impair human health, to understand the biochemical mechanisms by which such agents operate in animals and man, and to identify preventative measures which may improve human health and the health of our environment.


George Bailey, Professor and Principal Investigator,
NIEHS Marine/Freshwater Biomedical Sciences Center grant


Ronald Wrolstad, Interim Department Head,
Food Science and Technology


Thayne Dutson, Director, Agricultural Experiment Station


Roy Arnold, Dean, College of Agricultural Sciences


Richard Scanlan, Dean of Research

Summary of Center Funding Requirements

Non-instructional institutional funds have been requested through the office of the Vice President for Research, Graduate Studies, and International Programs in the amount of \$25,000 annually, which may be used for release time for the Director (0.25 FTE), a secretary (0.5 FTE), and supplies. No additional state funds are requested in this application.

The remainder of research funding for the Marine/Freshwater Biomedical Center will come from federal grants. A second period of core funding for the Center was recently awarded by NIEHS for the years 1989-1994, at \$200,000 per year direct cost. Future renewals are anticipated. Seven Center Investigators also participate in a newly awarded NIEHS Program Project grant averaging \$530,000 per year direct cost, for 1988-1993. Other Investigator research is supported by individual grants from agencies such as the American Cancer Society, the U.S. Department of Agriculture, the National Cancer Institute, and the U.S. Air Force. The current level of grant support for the MFBS Center program exceeds \$1,521,000 direct costs for 1988-1989. The faculty associated with this Center thus have well established records for obtaining extramural funding for their research activities. The primary role of this Center is to assist its Investigators in maintaining and expanding this excellent record.

Support for teaching activities exists primarily as graduate student stipends and research costs budgeted in Center Investigator grants, the NIEHS Training Grant, and home department resources. Approximately 15-20 graduate students conduct thesis research within MFBS Center investigator laboratories each year. Center funds are available for occasional short course activities for new subjects and techniques in research.

~~NON-WESTERN CULTURE~~ CULTURAL DIVERSITY

Rationale

Knowledge, understanding, and appreciation of ~~non-Western cultures~~ the diversity of cultures are essential parts of a liberal education. Not only is ~~the our~~ world a multi-cultural one, but also most of its cultures ~~are in sharp contrast to~~ contrast sharply with traditional Western culture. Furthermore, ~~within the United States, non-Western cultures have had an continue to have considerable influence on American society and institutions.~~ the United States is itself a multi-cultural society. 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.~~ Acquiring an understanding and appreciation of the cultural achievements of others will be an intellectually and aesthetically enriching experience for students. As they become aware of the contrasts and similarities between ~~those and Western culture,~~ other cultures and traditional Western culture, they should, furthermore, develop a greater understanding of ~~the latter,~~ both.

Criteria

~~Non-Western Cultures~~ Cultural Diversity courses shall:

1. study the ~~origins~~ origin, 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 within Western culture in opposition to or in forms clearly distinct from the tradition;~~
2. promote a ~~cross-cultural perspective~~ culturally diverse perspective;
3. focus on a broad subject area and time period.

"Video Poker" Resolution, as revised by Faculty Senate Executive Committee per Senate instructions of 10/5/89

MOTION

Whereas,

The Legislature of the State of Oregon has authorized a video poker ~~lottery~~ game with the publicly stated intention of funding specified statewide faculty salary improvements in higher education

Whereas,

The funding of ~~higher education needs to be founded on the~~ faculty salaries should be based upon the regular and continuing strength of taxpayer support from the general fund rather than ~~on the human weakness for~~ upon gambling

And Whereas,

All aspects of Higher Education have a direct positive impact upon the welfare of the State of Oregon

~~We move that,~~

~~The OSU Faculty Senate hereby calls for the repeal of the legislation authorizing video poker to fund faculty salary increases in the State of Oregon.~~

Therefore,

The Faculty Senate of Oregon State University calls upon the legislature to provide a stable, non-gambling source of revenue as a means of funding faculty salary increases in OSSHE institutions, these increases to apply to all faculty providing satisfactory service to the State of Oregon and its citizens.

OREGON STATE UNIVERSITY
Corvallis OR 97331-6203

(737-4344)

Faculty Senate Office
Social Science 107
October 17, 1989

MEMORANDUM

TO: MEMBERS OF THE OSU FACULTY

FROM: Gary H. Tiedeman
President, OSU Faculty Senate

RE: 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 26, 1990.

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.

vln

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 chairmen) outlining the stated criteria (exceptional, ongoing, dedicated and unselfish concern for and service to Faculty of OSU) should be submitted to the Executive Committee, c/o the Faculty Senate Office, by January 26, 1990. 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. A \$1000 cash award is customarily provided by the recipient's College/Unit.

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 26, 1990.

**1989 SCHEDULE OF NOMINATIONS/ELECTIONS
OF
FACULTY SENATE PRESIDENT-ELECT, ONE IFS REPRESENTATIVE
AND EXECUTIVE COMMITTEE**

- October 23: Nominations Committee Report received in Faculty Senate Office on or before this date.
- October 23: Nominations received by Executive Committee
- November 2: 1) Nominees presented at Faculty Senate Meeting. Additional nominations may be taken from the floor.
2) Senate approval of Apportionment Table.
- November 6-8: Ballots to be prepared for distribution to Faculty eligible for voting.
- November 8: Ballots will be sent during the late afternoon to all Faculty eligible to vote in the Faculty Senate Election.
- November 9: List of Nominees and their Vita to be published in the staff newsletter, OSU This Week.
- November 13-27: **VOTING...VOTING...VOTING...VOTING**
- November 27: 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 Monday.
- November 28: Counting of votes to be conducted by the Ballot Counting Committee, and overseen by a representative of the EC.
- December 7: Results of the Election will be announced at the Faculty Senate Meeting.
- December 14: Results of election to be announced to the University Community through staff newsletter, OSU This Week.
-

ELECTION OF EXECUTIVE COMMITTEE

- October 23: Nominations Committee Report received in Faculty Senate Office on or before this date.
- October 23: Nominations received by Executive Committee.
- November 2: Nominees announced at Faculty Senate Meeting. Nominations may be taken from the floor.
- December 7: 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.

OREGON STATE UNIVERSITY

Corvallis OR 97331-6203

(737-4344)

Faculty Senate Office

Social Science 107

Date

MEMORANDUM

TO: Dr. D. S. Fullerton
 Dean Wilkins
 Dean Arnold
 Dean Widicus
 Dean Barr
 Dean Burgess
 Dean Stoltenberg
 Dean Horne

Dean Maksud
 Dean Green
 Dean Caldwell
 Dean Ohvall
 Dean Koller
 Director George
 Director Smith
 Col. Chandler

FROM: Executive Committee of the Faculty Senate
 Gary Tiedeman, President, Faculty Senate

RE: Faculty Senate Elections, Fall 1989

Please commence your normal procedures for the nomination and election of new Faculty Senate members to represent the unit for which you are responsible. Enclosed please find: (1) a roster of current Senate membership (terms expire for all those appearing in the column headed '1989'; those with asterisks preceding their name are ineligible for Senate reelection this year); (2) a table depicting Faculty Senate apportionment by unit; (3) an updated list of individuals eligible to vote in your unit; and (4) two sets of mailing labels for your use.

Your unit is to elect ___ Senate representatives at this time. Senate Bylaws specify that there be at least two nominees for each position to be filled.

All academic staff members with the rank of Senior Research Assistant or higher, and who are stationed in Oregon at the time of the election, shall be eligible to vote in the nomination and election of Senators. There are no provisions for proxy or absentee ballots.

Please activate and complete your election process as soon as possible, concluding by **no later than December 5**, and forward the names of the individuals elected to the Faculty Senate Office by **no later than December 12**.

If you have any questions about materials or procedure, contact us immediately at x 7-4344.

Thank you very much for your cooperation and assistance.

vln
 Attachments

Sabbatical Leave

DRAFT

Purposes of Sabbatical Leave

580-21-200 Sabbatical leave is granted to staff members of academic rank for purposes of research, writing, advanced study, travel undertaken for observation and study of conditions in our own or in other countries affecting the applicant's field or related scholarly or professional activities. Sabbatical leave is a privilege and not a right. It is granted only when it can be shown that the applicant is capable of using this period in a manner which will thereafter increase the applicant's effectiveness to the institution and to the state.

Eligibility for Sabbatical Leave

580-21-205 (1) A member with faculty rank appointed by the Department of Higher Education at .5 FTE or more, with the rank of Senior Instructor, Assistant Professor, Associate Professor, Professor, Research Associate, or Senior Research Associate may be considered for sabbatical leave:

(a) After having been continuously appointed without interruption by a sabbatical leave, for eighteen (18) academic quarters (excluding Summer Session) or, in the case of twelve-month faculty, seventy-two (72) months; or

(b) After having accumulated the equivalent of 6.0 FTE years over an indefinite period of nine-month or twelve-month appointments uninterrupted by a sabbatical leave.

(c) Prior service at the ranks of Instructor, Lecturer or Research Assistant, when leading to a promotion to a higher rank, may be considered by an institutional president as part of the period of accumulated service for the purposes of the time requirement for sabbatical eligibility.

(2) A series of appointments shall be considered continuous whether or not interrupted by one or more authorized leaves of absence other than a sabbatical leave. A one-year period of appointment at less than .5 FTE will count as a period of accumulated service for purposes of the time requirement for sabbatical eligibility. An authorized leave of absence will not prejudice the staff member's eligibility for sabbatical leave. Academic staff members may be

considered for subsequent sabbatical leaves after again satisfying the conditions specified in 580-21-205(1)(a) or (b). Cases involving mixed terms of service may be adjusted by the institutional president or the president's designee, in accordance with the principles set forth in this rule.

(3) For institutional convenience, and at the initiative and sole discretion of the institution, the sabbatical privilege for the academic staff member may be delayed by no more than two years. In such instances, the academic staff member will become eligible for a succeeding sabbatical leave after an equivalently reduced period of years. This subsection applies to a maximum of fourteen consecutive years, covering two possible sabbatical leaves. The same agreement may be negotiated, again for institutional convenience, in subsequent fourteen-year periods.

(4) Sabbatical leave privileges may be granted to unclassified staff in special positions of responsibility and trust, even though they do not hold academic rank. Eligibility for this class of employees will be determined in the manner described in 580-21-205(1). Recommendations for sabbatical leave for the above referenced unclassified staff members not otherwise qualified may be made in exceptional cases only at the discretion of institution presidents.

(5) For purposes of determining eligibility for sabbatical leave, time spent on an authorized military leave from a Department institution shall be considered as institutional service.

(6) Salary received by an academic staff member during a sabbatical shall be calculated as follows:

(a) Salary under OAR 580-21-205(1)(a) shall be a percentage (determined by OAR 580-21-225 or 580-21-230) of the academic staff member's annual rate multiplied by the average FTE at which the academic staff member was appointed during the 6.0 FTE years immediately prior to the sabbatical leave. Presidents shall have the authority and discretion to interpret special circumstances in this regard. For purposes of OAR 580-21-205(6)(a), eligibility years are the eighteen (18) academic quarters (excluding Summer Session) or in the case of twelve-month faculty, seventy-two (72) months of continuous employment at half-time or more that result in the academic staff member's eligibility for sabbatical leave under OAR 580-21-205(1)(a).

(b) Salary under OAR 580-21-205(1)(b) shall be a percentage (determined by OAR 580-21-225 or 230) of the academic staff member's annual rate in effect at the time the sabbatical leave begins.

(c) If during the period of sabbatical leave the institution allocates salary increases to its academic staff members, the annual rate of the academic staff member on sabbatical leave will be increased by the appropriate amount effective on the date that the salary increase was granted.

Approval and Revisions of Sabbatical Leave Agreements

580-21-210 (1) Sabbatical leave shall be granted only if approved by the President, or designee.

(2) Revision of the sabbatical leave program or other terms and conditions of the agreement shall be approved by all parties to the original agreement.

Sabbatical Leave Reports

580-21-215 (1) At the end of the sabbatical leave the staff member shall submit a report of the accomplishments and benefits resulting from the leave, filing copies with the Department Head, the Dean, and the President.

(2) Institutional presidents shall submit an annual report describing sabbatical leave activity in the manner required.

Obligation to Return

580-21-220 Each academic staff member in applying for sabbatical leave shall sign an agreement to return to the institution for a period of at least one year's service on completion of the leave. If an academic staff member fails to fulfill this obligation, the academic staff member shall repay the full salary paid during the leave plus the health care and retirement contribution paid by the institution on behalf of the academic staff member during the leave. This amount is due and payable three months following the date designated in the sabbatical agreement for the faculty member to return to the institution.

Length of Leave for Academic Year Staff

580-21-225 Staff members employed on an academic year basis are eligible for one of the following types of leave:

(1) Academic year staff other than the University of Oregon School of Law faculty;

(a) One academic year (three terms) on 60% salary during the period of sabbatical leave;

(b) Two-thirds of an academic year (two terms) on 75% salary during the period of sabbatical leave;

(c) One-third of an academic year (one term) on 85% salary during the period of sabbatical leave.

(2) Academic year staff at the University of Oregon School of Law:

(a) One academic year (two semesters) on 50% salary during the period of sabbatical leave;

(b) One-half academic year (one semester) on 100% salary during the period of sabbatical leave.

Length of Leave for Fiscal Year Staff

580-21-230 Staff members employed on a fiscal-year basis are eligible for one of the following types of leave:

(1) One year (twelve months) on 60% salary during the period of sabbatical leave;

(2) Two-thirds of a year (eight months) on 75% salary during the period of sabbatical leave;

(3) One-third of a year (four months) on 85% salary during the period of sabbatical leave.

Cost of Sabbatical Leaves

580-21-235 The cost of granting sabbatical leaves shall be financed within the funds allotted to the institutions.

Supplementing of Sabbatical Incomes

580-21-240 Staff members on sabbatical leave may supplement their sabbatical salaries to a reasonable degree, provided that such supplementation strictly conforms to the stated and approved purposes of the sabbatical leave.

Policy Regarding Sabbatical Leave

580-21-245 The policy on sabbatical leaves shall be uniform for all department institutions insofar as possible.

Revised September 19, 1989

OCT 16 1989

College of Science
Office of the Dean



Kidder Hall 128
Corvallis, Oregon 97331-4608

(503) 754-4811

Oct. 13, 1989

To: Gary Tiedeman, Chair of Faculty Senate
From: R. W. Thies, Chair, Undergraduate Admissions Committee
Re: Changes in Admissions Requirements

A handwritten signature in dark ink, appearing to read "R. W. Thies".

The below memo went from our committee to Jo Anne Trow in response to her request for such a recommendation. I just realized that you should get a copy too since this is a Senate committee.

The below plan was discussed at several meetings of the committee and everyone agreed that something like the below is needed.

Proposed Plan

1. Students with a 2.75 (or perhaps higher*) high school GPA would be admitted as they are now.
2. Students with a 2.50 to 2.75 high school GPA would be put on hold until a specified date (date A) after which they could be admitted using a formula that could be similar to our Alternative Admission Requirements method using SAT or ACT to compensate for low GPA. After date A, students could be admitted in priority categories based on how much enrollment is needed (e.g., those 2.70 and above with sufficiently good SAT/ACT scores would be accepted first, then those with 2.65 etc.)
3. All other students would have to go through the admissions committee.
4. Date A would be a cut off date beyond which students with a 2.75 GPA would no longer be guaranteed admission but could be considered for admission if space permits.
5. Before date A, the admission committee could act to admit EOP or foreign students, but any others could only be assigned priority for possible admission after date A.

In the long term, for those below 2.75, we might want to consider such other input as performance in the courses specified for college admission, extra college-prep courses taken their last year, AP credit earned etc.

* A higher GPA than 2.75 for the automatic accept level may be advisable since only 14% of our students now come in with less than 2.75 using the Alternative Admission Requirements. The new system policy of saying that a 2.75 gpa plus SAT or ACT scores on file makes the student "eligible for consideration" makes this even better. OSU can then set the criteria later. Our committee brings to your attention data that high school gpa should be the prime criterion used. Gpa in "academic courses" seems to be slightly better but not sufficient to justify the cost (See Clinton and Jacobs, *College and University*, LXIV, 403-407, 1989.)

November 2, 1989

FACULTY SENATE APPORTIONMENT FOR 1990

<u>College/School</u>	<u>1989 Total FTE</u>	<u>1990 Total FTE</u>	<u>1989 Number of Senators</u>	<u>1990 Number of Senators</u>	<u>Gain or Loss</u>
Agricultural Sciences	364.90	366.232	26	26	
Business	58.49	60.990	4	4	
Education	42.66	40.761	3	3	
Engineering	96.44	103.962	7	7	
Extension (off-campus)	151.70	152.503	11	11	
Forestry	88.05	85.790	6	6	
Health & Human Perf.	47.83	41.740	3	3	
Home Economics	47.77	46.680	3	3	
Liberal Arts	198.44	194.453	14	14	
Oceanography	65.97	60.804	5	4	-1
Pharmacy	27.32	29.560	2	2	
Science	242.33	244.640	17	17	
Veterinary Medicine	37.25	37.528	3	3	
Library	32.00	32.009	2	2	
ROTC	29.00	29.000	2	2	
Unassociated Faculty	179.11	-----	13	--	
Student Affairs	-----	45.086	--	3	
Associated Faculty	-----	<u>123.380</u>	--	<u>9</u>	<u>-1</u>
	1709.26	1695.119	121	119	-2

"Video Poker" Resolution, as further revised 10/30/89 by Faculty Senate Executive Committee, per Senate instructions of 10/5/89

MOTION

Whereas,

The Legislature of the State of Oregon has authorized a video poker ~~lottery~~ game with the publicly stated intention of funding specified statewide ~~faculty salary~~ improvements in faculty salary and support in higher education

Whereas,

The funding of ~~higher education needs to be founded on the~~ faculty salaries and support should be based upon the regular and continuing strength of taxpayer support from the general fund rather than ~~on the human weakness for upon~~ gambling

And Whereas,

All aspects of Higher Education have a direct positive impact upon the welfare of the State of Oregon

~~We move that,~~

~~The OSU Faculty Senate hereby calls for the repeal of the legislation authorizing video poker to fund faculty salary increases in the State of Oregon.~~

Therefore,

The Faculty Senate of Oregon State University calls upon the legislature to provide a stable, non-gambling source of revenue as a means of funding increases in faculty salary and support in OSSHE institutions, these increases to apply to all faculty in all fields who provide meritorious service to the State of Oregon and its citizens.

REPORTS TO THE FACULTY SENATE

Thursday, December 7, 1989; 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 November Senate meeting, as published and distributed to the faculty.

A. SPECIAL REPORTS

1. Lois deGeus, OSU Benefits Officer, will explain recent changes in benefits coverage and will entertain questions.
2. Tom McClintock, Ballot Counting Committee Chair, will report on the outcome of the elections for President-Elect and IFS Representative.

B. ACTION ITEMS

1. Executive Committee Elections

See attached biographical sketches. Voting will take place during the meeting by Senators or their proxies only. (pp. 1 - 2)

2. Baccalaureate Core Committee Standing Rules

The Baccalaureate Core Committee, a standing committee of the Faculty Senate, is currently without a set of Standing Rules. The Standing Rules proposed here, at the recommendation of the Committee on Committees and with the endorsement of the Executive Committee, are constructed directly from the BCC guidelines approved by the Senate January 28, 1988. (pp. 3 - 4)

C. INFORMATION ITEMS

1. Executive Committee Resignation: Francie Faulkenberry

Douglas Brodie, College of Forestry, will fill Francie Faulkenberry's unexpired term of office as a member of the Executive Committee. This replacement is on the basis of Senate Bylaws prescribing that an EC seat vacated mid-term be filled by the nominee receiving the next highest vote total in the election during which the departing member was elected. Brodie's EC term will be 1/1/90 - 12/30/90. Her colleagues wish to thank Francie for a year of diligent and conscientious service and to wish her well in her upcoming venture to North Yemen.

2. Reactivation of Ad Hoc Faculty/University Club Committee

Ron Cameron indicates renewed prospects for the development of an OSU Faculty/University Club and has agreed to chair a committee which will undertake further investigation and evaluation. Anyone interested in working with Ron as a committee member is invited to inform the Senate Office, which will then transmit names to Professor Cameron.

3. January Faculty Senate Meeting

Please note that the regular January meeting will be January 11, 1990, NOT the first Thursday of the month as regularly scheduled.

4. New Senator Orientation

New Senator Orientation will be held January 11, 1990, preceding the regular Senate Meeting, in the Forum, from 11:45 - 2:30 pm. A reception for the new Senators will be held in the LaSells Stewart Center Lobby from 2:30 - 3:00 pm.

5. Executive Office Response

Attached is Provost Spanier's response to the Faculty Senate actions of November 2, 1989. (p. 5)

D. REPORTS FROM THE EXECUTIVE OFFICE

Graham Spanier, Provost & Vice President for Academic Affairs.

E. REPORTS FROM THE FACULTY SENATE PRESIDENT

F. NEW BUSINESS

OREGON STATE UNIVERSITY

Corvallis OR 97331-6203

(737-4344)

Faculty Senate Office

Social Science 107

November 28, 1989

MEMORANDUM

TO: Members of the OSU Faculty Senate

FROM: Executive Committee of the Faculty Senate
Gary H. Tiedeman, President, OSU Faculty Senate

RE: Biographical Sketches of Candidates for Executive Committee of the Faculty Senate

LLOYD CRISP (at OSU since 1972), Professor of Speech Communication.

FACULTY SENATE: Senator, 1989-present; Bylaws Committee, 1985-88; International Education Committee, 1987-88.

COLLEGE OF LIBERAL ARTS: Speech Communication Department Chair, 1972-89; Budget Committee, 1975-77.

OTHER SERVICE: Chancellor's Committee to Review President MacVicar, 1975-76; USOE-sponsored General Education Models Committee, 1980-83; Facilities, Use and Planning Committee, 1987-88; Ava Helen Pauling International Peace Lectureship Committee, 1985-88, Chair, 1987-88; Occasional Director, University Theatre, 1980-present.

LAWRENCE R. CURTIS (at OSU since 1980), Associate Professor of Fisheries, Toxicology Program Faculty.

FACULTY SENATE: Senator, 1987-present; Academic Requirements Committee, 1985-88, Chair, 1987.

COLLEGE OF AGRICULTURAL SCIENCES: Acting Head of Department of Fisheries and Wildlife, Spring 1989.

OTHER SERVICE: Vice President of Pacific Northwest Association of Toxicologists, 1987; Toxicology Program Advisory Board, 1985-88; Marine and Freshwater Biomedical Center Investigator, 1987-present.

JOEL DAVIS (at OSU since 1963), Associate Professor of Mathematics.

FACULTY SENATE: Senator, 1983-86, 1988-90; Faculty Review & Appeals Committee, 1986-89; and Student Recognition & Awards Committee, 1979-82, Chair, 1981-82.

COLLEGE OF SCIENCE: Curricular Revision Committee, 1986-present; Computer Committee, 1979-present; and Advising Committee, 1979-present, Head Advisor for two years.

OTHER SERVICE: University Computer Committee, 1975-78.

JOHN W. LEE (at OSU since 1969), Professor of Mathematics.

FACULTY SENATE: Senator, 1978-82, 1985-87, 1989-present.

COLLEGE OF SCIENCE: Curriculum Committee, 1978-82, 1987-present.

OTHER SERVICE: University Curriculum Council, 1984-87, Chair, 1987; Graduate Council Review Team for Science Education, 1986.

MINA McDANIEL (at OSU since 1983), Associate Professor of Food Science & Technology.

FACULTY SENATE: Senator, 1986-present; Academic Requirements Committee, 1987-present, Chair, 1989-90.

COLLEGE OF AGRICULTURAL SCIENCES: Agricultural Conference Days, Student Awards Committee, 1985, 1986, 1988; Scholarship Committee, 1988.

OTHER SERVICE: Women's Center Board of Directors, 1986-present; American Association of University Professors, OSU Chapter, Treasurer, 1986-88. Committee to select Women Faculty Development Grants, 1989; Faculty Women's Network Steering Committee, 1989.

COURTLAND L. SMITH (at OSU since 1969), Professor of Anthropology.

FACULTY SENATE: Senator, 1986-present; Budgets and Fiscal Planning Committee, 1987-90; Faculty Review and Appeals Committee, 1974-75.

COLLEGE OF LIBERAL ARTS: Faculty Review and Appeals Committee, 1989-92; Research Committee, 1988-89; Budget Committee, 1979-80; Chair, Graduate Program Committee, 1977-79; Chair, Department of Anthropology, 1981-84.

OTHER SERVICE: Center for the Humanities Advisory Board, 1985-87; Sea Grant Executive Board, 1980-84, 1988-present; Water Resources Research Institute Governing Board, 1980-83.

PROPOSED STANDING RULES FOR BACCALAUREATE CORE COMMITTEE

The Baccalaureate Core Committee reviews the content and appropriateness of both existing and proposed baccalaureate core courses. The committee shall conduct periodic reviews of the overall baccalaureate core program, and of existing courses within this program, to ensure that the criteria of the general education model are being met. The committee shall also evaluate proposals for additional and new courses deemed relevant to the core and stimulate proposals for additional and new courses as deemed necessary and advise faculty members in the preparation of such proposals. The committee shall consist of seven faculty and two students. Two of the faculty members shall be from the College of Liberal Arts, two from the College of Science, and three from faculty in other colleges.

A. 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 must be approved by an appropriate faculty curriculum committee within the college of origin prior to BCC submission.
3. All submissions shall be routed for additional curriculum review at the discretion of the BCC. Request 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.

4. All submissions that deal with writing skills must 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. All submissions that deal with perspectives and synthesis categories must be distributed to all college curriculum committees for possible consideration and comment before submission to the BCC.

B. 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, subject to prior approval by the Curriculum Council.
2. In order for courses to be accepted for inclusion by the BCC, they must receive the approval of six of its nine members.
3. The BCC will periodically review courses accepted for general education to ensure that they continue to meet the criteria.

C. 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.

PROVOST AND
VICE PRESIDENT FOR
ACADEMIC AFFAIRS

Office of the Provost



OREGON
STATE
UNIVERSITY

Administrative Services

A624

Corvallis, Oregon

97331-2128

503-737-2111

Fax

503-737-2400

RECEIVED NOV 27 1989

November 21, 1989

MEMORANDUM

TO: Gary Tiedeman, President, Faculty Senate
FROM: Graham B. Spanier *Graham Spanier*
Provost and Vice President for Academic Affairs
RE: Faculty Senate Actions of November 2, 1989

Thank you for forwarding the Faculty Senate actions of November 2, 1989.

1. I intend to forward the Category I proposal for a Marine/Freshwater Biomedical Sciences Research Center, with my endorsement, to the Chancellor's Office. I will keep you informed about the progress the proposal makes through the system.

2. I support the revision of title and criteria for "non-western culture." The new title of "cultural diversity" is a useful change.

GBS/nrh

c: President Byrne