Faculty Senate

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1994 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 6
- February 3
- March 3
- April 7
- May 5
- June 2
- October 6
- November 3
- December 1

Faculty Senate, Oregon State University, Corvallis, OR 97331-6203 · 541.737.4344
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REPORTS TO THE FACULTY SENATE

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331-6203

503-737-4344

FACULTY SENATE OFFICE
Social Science 107

Thursday, January 6, 1994; 3:00 pm - 5:00 pm
Construction & Engineering Hall
LaSells Stewart Center

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 Senators.

A. SPECIAL REPORTS

Senator Cliff Trow and Representative Tony Van Vliet

Higher Education after the defeat of Measure 1.

B. ACTION ITEMS

1. Install Elected Officials

   Installation of Senate President, Michael V. Oriard (English); President-Elect, Sally Francis (Apparel, Interiors, Housing and Merchandising); new Executive Committee members: Leslie Davis Burns, Jo-Ann Leong and Beth Strohmeyer; Interinstitutional Faculty Senate representative Larry Curtis; and newly-elected Senators.

2. Approval of Parliamentarian

   Approve Trischa Knapp, Department of Speech Communication, as Parliamentarian.

3. Category I Proposal (pp. 1-16)

   Cheryl Jordan, Curriculum Council Chair, will present a Category I proposal to establish an interdisciplinary graduate minor in Earth Information Science and Technology.

4. Academic Regulation Changes (pp. 17-18)

   Court Smith, Academic Regulations Chair, will present three recommendations for Senate approval:
   1) Requirements for graduation with academic distinction
   2) No Show Drop (AR 9)
   3) Procedure for changing from A-F to S-U grading (AR 18)

C. INFORMATION ITEMS

1. Faculty Senate Handbook Update

   If continuing Senators would like an update for their handbook, they need to contact the Faculty Senate Office. Since experience has shown us that the majority of Senators do not use the updates, they are being sent only on request.

D. REPORTS FROM THE EXECUTIVE OFFICE

Roy Arnold, Provost & Vice President for Academic Affairs

E. REPORTS FROM THE FACULTY SENATE PRESIDENT

President Michael Oriard

F. NEW BUSINESS

IN ORDER TO PROPERLY RECORD MINUTES OF THE SENATE MEETING, ALL SENATORS ARE REMINDED TO IDENTIFY THEMSELVES AND THEIR UNIT AFFILIATION WHEN RISING TO SPEAK.

Please recycle this agenda

DEPARTMENT OF APPAREL, INTERIORS,
HOUSING AND MERCHANDISING

OREGON STATE UNIVERSITY
Milam Hall 224 · Corvallis, Oregon 97331-5101
Telephone 503-737-3796

November 23, 1993

TO: Faculty Senate Executive Committee

FROM: Cheryl Jordan, Chair
Curriculum Council C. Jordan

RE: Category I Curriculum Proposal for Faculty Senate Agenda

Enclosed is a copy of the Category I proposal to establish an interdisciplinary graduate minor in Earth Information Science and Technology. This proposal was approved by both the Graduate Council and Curriculum Council and now needs to go forward for Faculty Senate approval.

Because I need to inform the members of the EIST Coordinating Committee in advance, I would appreciate your efforts to inform me of the earliest possible date at which Faculty Senate can discuss this proposal.

Thank you for your cooperation.

2.

10/19/93 Graduate Council Curriculum Council (7)

approved 11/2

Date: October 7, 1993

Proposal For The Establishment Of An Interdisciplinary Graduate Minor In Earth Information Science And Technology

Submitted by

Earth Information Science and Technology Coordinating Committee

A. Jon Kimerling, Chair
Ward Carson
Chaur-Fong Chen
Dudley B. Chelton
Warren B. Cohen
William J. Ripple
Robert J. Schultz
David Wallin

Administering Departments And Colleges

Bioresource Engineering	Col. of Engineering/Ag Sci.
Civil Engineering	College of Engineering
Forest Resources	College of Forestry
Forest Science	College of Forestry
Geosciences	College of Science

The Earth Information Science and Technology (EIST) Coordinating Committee would like to propose establishing an interdisciplinary graduate minor in Earth Information Science and Technology. The minor will be jointly sponsored by the departments of Bioresource Engineering, Civil Engineering, Forest Resources, Forest Science, and Geosciences, and will be open to any graduate student in the university. Areas of concentration within the minor will include cartography, geographic information systems, remote sensing/photogrammetry, and surveying. A graduate minor is an academic area that clearly supports the student's major. The EIST minor will be closest in form to an integrated minor consisting of a series of courses from two or more academic departments.

RATIONALE

Today we face a range of environmental problems that are local, regional, and even global in scale. Fortunately, 20th century scientists are able to use a mixture of new and

conventional technologies to view, collect, and analyze information about the environment at these three levels of inquiry. New tools include the use of airborne and spaceborne remote sensing devices and geographic information systems (GIS). More mature Earth information techniques include: land surveying which provides important ground reference and legal information, photo interpretation and photogrammetry which have long provided land surface information, and cartographic techniques used in the structuring, displaying, and interpretation of earth information. New technologies such as the Global Positioning System (GPS) and computer mapping software have also revolutionized these fields.

Oregon State University has a long tradition of excellence in the earth sciences, natural resource management and land boundary determination. Teaching and research in remote sensing, GIS, cartography, and surveying are well established in a number of departments throughout the university. These include the College of Oceanic and Atmospheric Sciences, the College of Engineering in the departments of Bioresource Engineering and Civil Engineering, the College of Forestry in the departments of Forest Resources, Forest Science, and the College of Science in the department of Geosciences (see Appendix A for catalog descriptions of graduate level courses in these areas, and Appendix B for a listing of faculty and research staff involved in Earth Information Science and Technology.) Student interest in these courses has increased dramatically in the last few years. A case in point is the Geosciences courses in cartography, and GIS, which have doubled in enrollment (from 30 to 60 in each class) over the last three years. Graduate student enrollment in these classes has risen proportionately (e.g. 37 graduate students completed the Geosciences GIS course last winter term).

The laboratory portions of these courses are taught in several well equipped instructional facilities, including the Kerr Instructional Laboratory and Forestry Instructional Laboratory described below.

INSTRUCTIONAL FACILITIES

Kerr Instructional Laboratory

The Department of Geosciences is a major user of the Kerr Instructional Laboratory, a 30 workstation teaching facility in the Kerr Library. Each workstation consists of a 386 personal computer equipped with VGA monitor and small digitizing tablet. All workstations are in a local network, where copies of AutoCad, ArcInfo, Idrisi, and other software reside. Each workstation is linked to laser and color dot matrix printers. The laboratory sections of all intermediate and advanced level geosciences cartography, GIS, and remote sensing courses are taught here.

Forestry Instructional Laboratory

The College of Forestry Instructional Laboratory is equipped with fifteen 386 or 486 personal computers with VGA monitors, each linked to a digitizing tablet and color printer. Each computer contains the ERDAS image processing software, which is used in several of the college's EIST remote sensing classes.

Research facilities in these areas are also well developed at OSU, as the following section illustrates. Numerous graduate students work as research assistants in these research laboratories.

RESEARCH FACILITIES AND EQUIPMENT

Departments involved in EIST research have obtained the basic hardware and software needed for faculty and graduate student projects. Most research workstations are based on 386 or 486 personal computers, Sun or IBM RS6000 workstations, and Vax computers equipped with digitizing tablets, printers and plotters. Software such as AutoCad, ArcInfo, Grass, and ERDAS is routinely used in cartographic, GIS, and remote sensing projects. Digital data such as Landsat and Spot, AVHRR, Coastal Zone Color Scanner sensor imagery, radar altimeter and scatterometer data, World Data Bank II map features, USGS digital line graph (DLG), digital elevation model (DEM), and US Census Bureau TIGER files are commonly accessed. Surveying research equipment includes total station surveying instruments and global positioning satellite (GPS) receivers.

Forest Photogrammetry Research Laboratory

Photogrammetry in forestry is taught using the laboratory's AP190 analytical stereoplotter. The laboratory also has an image processing system and more general, PC-based mapping systems tied to digitizing tablets.

Civil Engineering Surveying And Photogrammetry Laboratory

The Civil Engineering field surveying laboratory has one GPS receiver, one top mounted EDM, 10 theodolites, 12 automatic levels and 18 transits. The photogrammetry laboratory contains one WILD STK-1 precise comparator, 6 Kelsh-type stereoscopic plotters and computer access to the College of Engineering computer network.

Environmental Remote Sensing Applications Laboratory (ERSAL)

ERSAL, which is located in the Department of Forest Resources, is a lab dedicated to the applications of remote sensing and GIS technology for the study of forest lands and related natural resource problems.

College Of Oceanic And Atmospheric Sciences

The College of Oceanic and Atmospheric Sciences has a wide array of Unix- and VMS-based computer hardware and software for use in image processing and remote sensing research. Broadcast-quality video recording equipment is available for data visualization such as video animations constructed from satellite observations of sea surface temperature, sea level, surface wind stress, near-surface chlorophyll concentration and other characteristics of the ocean surface.

Center For Airborne Environmental Analysis / Remote Sensing And System Analysis Laboratory

The center, hosted by Bioresource Engineering and Forest Science, has three light research aircraft, two hyperspectral spectroradiometers, two thermal infrared sensors, two GPS receivers, one ground penetration radar, four image processing/GIS UNIX workstations, and a near real-time high speed satellite data link between the Canadian Center for Remote Sensing, SPOT Image Corporation, EOSAT, and a data center in Hermiston, Oregon. The center is dedicated to multiscale environmental/ecological related studies.

Center For Environmental Computing

The OSU Center for Environmental Computing houses a host of high performance computing equipment in a new building adjacent to the College of Oceanic and Atmospheric Sciences. The centerpiece of the computer hardware is a Connection Machines CM-5 parallel-processing computer. The Center also has a CM-200 machine and a ring of seven IBM RS6000/560 Workstations. Collectively, these computers are accessed campus-wide via a wide-bandwidth University local-area network for use in numerical modeling of environmental variability and assimilation and analysis of satellite data.

Faculty and graduate students have recognized that these once academically separate fields of study are rapidly converging into an integrated area of study to be called Earth Information Science and Technology, or EIST. Several years ago the department of Geosciences (then Geography) responded by establishing a cartography-remote sensing-geographic information systems option for Masters students in the geography program and encouraged Ph.D. dissertations in these areas. Over the past several years, Masters and Ph.D. level students in Geosciences and several other departments have expressed interest in a formal minor integrating these fields that would appear on their transcript. Student interest in numerous departments and colleges has now grown to the point that a university-wide EIST minor should be made available to any graduate student in the university.

ADMINISTRATION

The EIST Coordinating Committee will oversee the graduate minor, performing such tasks as determining acceptable courses, approving new EIST graduate faculty and participating departments, and working with the administration on procedural matters. The EIST committee chairperson will serve a three year term as the program contact person in charge of the day-to-day administration of the minor. The chairperson's name will appear in university catalogs and other official documents. Student advising will be carried by the five departments whose faculty have voted in support: Bioresource Engineering, Civil Engineering, Forest Resources, Forest Science, and Geosciences. The EIST graduate faculty will perform three major functions. The teaching faculty (level 1) listed in Appendix B are instructors for one or more EIST courses. Most, but not all, of these faculty members (see list in next paragraph) will serve as EIST minor professors (level 1,2,3). Several of the associated and research faculty (listed in Appendix B) will serve as EIST minor professors. In addition, faculty in this category will share their technical expertise and research experience with the teaching faculty and EIST graduate students.

Graduate students interested in the EIST minor will first select a minor professor from one of the five administering departments, who will also be a member of the student's graduate committee. EIST minor professors include the following faculty members (curriculum vitae for these faculty members are found in Appendix C).

Bioresource Engineering:	Chaur-Fong Chen
	Richard Cuenca
Civil Engineering:	Robert J. Schultz
Forest Resources:	Ward W. Carson
	William J. Ripple
Forest Science:	Gay A. Bradshaw
	Warren B. Cohen
	David Wallin
	Richard H. Waring
Geosciences:	A. Jon Kimerling
	Charles L. Rosenfeld

The EIST minor professor will work with the student to select appropriate coursework for the minor, and to work out scheduling difficulties. The minor professor will also chart the student's progress, and report the names of all students under his or her direction to the EIST committee chair. Since the minor will be part of each student's graduate program, the graduate school will insure that all courses have been completed satisfactorily prior to the student's thesis or dissertation defense.

COURSEWORK STRUCTURE

The EIST graduate minor will consist of 15 or more graduate credit hours for Masters and 18 or more hours for Ph.D. students. Students will be required to complete three "core" courses that will provide a basic knowledge of the component fields. The prerequisites for these core courses have been streamlined so that students may begin the minor after completing introductory cartography, trigonometry and basic statistics courses. These courses are often completed as part of the student's undergraduate program, and they may be waived if the student has equivalent work experience in one or more of these fields. EIST committee members have worked to reduce course prerequisites to those truly essential as background. This, and elimination of enrollment restrictions to departmental majors, has widened access to EIST courses to the point that the minor can be completed by graduate students in any department.

The core courses will be supplemented by elective graduate level courses totaling 6 or more credits for Masters and 9 or more credits for Ph.D. students. These will be selected from a list of at least fourteen classes taught in six departments. These courses will be selected by the student in consultation with his or her graduate committee, with the goal of obtaining a deeper general understanding of the component fields, or so as to allow advanced study in a particular field. Students will select courses in one of numerous possible "areas of concentration", with the exact classes being determined in consultation with the EIST minor professor. Four typical areas of concentration are listed below, but many others will be possible.

GRADUATE MINOR (minimum 15 graduate credits for Masters; minimum 18 graduate credits for Ph.D. students)

Required Core Courses:

(3) Photo Interpretation (CE 566 or GEO 518)
(3) Remote Sensing (GEO 544)
(3) Geographic Information Systems (GEO 565)

Elective Courses:

Courses from the list below totaling 6 or more credits for Masters and 9 or more credits for Ph.D. students, as determined in consultation with the student's EIST minor professor. These courses, plus the minor core, must form a coherent minor program.

(4) BRE 583 Advanced Digital Image Analysis
(3) CE 561 Photogrammetry
(4) CE 563 Control Surveying
(3) CE 565 Oregon Land Survey Law
(3) CE 569 Property Surveys
(3) F 520 Advanced Air Photos and Remote Sensing
(3) F 521 Advanced GIS Applications in Forestry
(2) FS 691 Use of Remote Sensing in Landscape Ecology
(3) GEO 559 GIS Applications
(4) GEO 560 Map Design and Production
(4) GEO 562 Field Research Techniques
(3) GEO 545 Computer-Assisted Cartography
(3) GEO 566 Digital Image Processing
(3) OC 678 Satellite Oceanography

Example minimum EIST Graduate Minor programs along different areas of concentration.

Cartography	**Remote Sensing**
CE 566 or GEO 518	CE 566 or GEO 518
GEO 544	GEO 544
GEO 565	GEO 565
GEO 545	F 520, FS 691, or
GEO 560	CE 561
	GEO 566. BRE 583, or
	OC 678

GIS	**Surveying**
CE 566 or GEO 518	CE 566 or GEO 518
GEO 544	GEO 544
GEO 565	GEO 565
F 521 or GEO 559	CE 561 or CE 565
CE 565, F 520, or	CE 563 or CE 569
FS 691	

PUBLICITY

The EIST graduate minor will be publicized in several ways. A description of the minor should appear in the new Interdisciplinary Studies section of the general catalog, alongside the three new interdisciplinary degrees.. The EIST minor will also appear in the Graduate Minor table in the Graduate Catalog, as well as in a separate section in the back of the Graduate Catalog. The five administering departments will internally publicize the minor, and will reference the minor in their sections of the General Catalog. The administration might wish to externally publicize the minor through the printing of an EIST brochure based on the attached draft copy.

RELATIONSHIP TO OTHER STATE AND NATIONAL INSTITUTIONS

Cartographic, remote sensing, GIS, and other EIST technologies and methods are finding ever wider use both in the pursuit of knowledge and the application of knowledge to environmental management. Consequently, an ever increasing number of academic programs are including EIST in their curriculum. One would now expect at least a minimal level of graduate coursework in EIST at any institution with significant and comprehensive graduate programs. We cannot limit EIST graduate education in Oregon to one campus any more than we would limit a graduate minor in statistics to a single campus.

The need for graduate education in EIST is widespread, and OSU has unique strengths in this area due to the unique blend of graduate programs in place on this campus with its land-, space-, and sea-grant missions. This is also due to the Colleges of Engineering and Forestry being located at OSU, to the presence of the Forest Science Laboratory, and to the strong emphasis placed on EIST topics within the Department of Geosciences. Consequently, the courses needed for comprehensive education in EIST are in place. The EIST minor will give coherence and official recognition to EIST education at the graduate level. A limited number of graduate students from UO and PSU also have and will continue to enroll in EIST courses taught here, and to use these as part of their graduate programs in their home institution.

At the regional level, only the University of Washington currently has similar breadth and depth in EIST fields, but to our knowledge UW faculty have taken no steps to provide an interdisciplinary major or minor for their graduate students. Nationally, only a few universities, such as Ohio State University and the University of Wisconsin-Madison, have established majors or minors in EIST. Consequently, this is an opportunity to more firmly establish OSU as a national leader in this area.

RESOURCES NEEDED

EIST courses naturally consume scarce financial resources, but enrollments in this area already are burgeoning and the participating departments already have made major investments in facilities and other instructional resources in this area. These

costs have been and will continue to be paid whether or not there is an EIST minor if the academic programs are to maintain their credibility and national stature. What the EIST graduate minor provides is inter-departmental coordination of efforts to better serve the needs of graduate students across campus. This coordination also makes better use of financial resources and has led to curricular changes to minimize course duplication. Hence, efficiencies result from this effort to better serve the emerging instructional needs of students in a number of disciplines.

In terms of start-up costs, no additional courses, facilities, or faculty FTE will be required to implement the minor and option, and the cost of new advising materials will be minimal. The only real cost is the publication of an EIST graduate brochure, which will be financed by the Deans of the supporting colleges. Additionally, a small amount of secretarial assistance will be required by the EIST committee chair, to be paid for by the department of the EIST committee chair.

Supporting Signatures

Wayne C. Huber
Civil Engineering

Jack Walstad
Forest Resources

Cyrus W. Field
Geosciences

Logan A. Norris
Forest Science

Andrew Hashimoto
Bioresource Engineering

Frederick H. Horne
College of Science

George W. Brown
College of Forestry

S.J.P. Owen
College of Engineering

APPENDIX A

EIST GRADUATE COURSEWORK

Oregon State is one of two universities in the Pacific Northwest that has developed extensive graduate level coursework in remote sensing, GIS, cartography, and surveying. Courses in each field have been structured so that students may enroll in each after fulfilling a minimal number of prerequisites.

REMOTE SENSING COURSES

GEO 518. PHOTO INTERPRETATION (3). Measurement and interpretation techniques with an emphasis on applications of aerial photography to mapping, resource evaluation and field research. Covers photographic theory, flight planning, basic photogrammetry, applications. PREREQ: MTH 112. Lec/lab.

CE 566. PHOTO INTERPRETATION (3). Air photo interpretation and application to engineering problems; factors responsible for the formation and developments of artificial features and geological land forms. PREREQ: CE 361 or CEM 263. Lec/lab.

GEO 544. REMOTE SENSING (3). Physical principles; theory and operation of remote sensing systems; imagery interpretation and applications. Introduction to satellite remote sensing and digital image processing. PREREQ: GEO 418/GEO 518. Lec/lab.

CE 561. PHOTOGRAMMETRY (3). Geometry of terrestrial and vertical photographs, flightline planning, stereoscopy and parallax, stereoscopic plotting instruments, analytical photogrammetry, orthophotography, introduction to photo interpretation, and aerial cameras. PREREQ: CE 361 or CEM 263. Lec/lab.

GEO 566. DIGITAL IMAGE PROCESSING (3). Digital analysis of remote sensor data. Image display enhancement, classification, and rectification principles. Practical experience with an image processing system. PREREQ: GEO 444/544. Offered alternate years. Lec/lab.

F 520. ADVANCED AERIAL PHOTOS AND REMOTE SENSING (3). Image processing and aerial photography lectures and project work for forestry and natural resource applications using state-of-the-art techniques and equipment. PREREQ: A photo interpretation course; GEO 444/544 or equivalent; a course in forestry; or instructor consent; offered even-numbered years.

BRE 583. ADVANCED DIGITAL IMAGE ANALYSIS (4). Advanced digital image/signal analysis for image enhancement, restoration, and preprocessing, statistical pattern recognition, syntactic pattern recognition. Provide fundamental understanding of advanced image processing techniques with case studies in natural resource management, environmental modeling, land surface processes, and machine vision using remotely sensed satellite image, scanned image, and video/still frame image. PREREQ: Graduate standing in Science, Engineering, Forestry, or Agriculture.

OCR 678. SATELLITE OCEANOGRAPHY (3). Theory and applications of satellite remote sensing observations of the ocean with emphasis on strengths and limitations in the measurements. Topics include

review of electricity and magnetism, absorption and scattering in the atmosphere (radiative transfer), satellite orbital mechanics, measurements of ocean color, infrared remote sensing, microwave radiometry, scatterometry, and satellite altimetry. PREREQ: MTH 252, PH 212 or equivalent. Offered even-numbered years.

FS 691-V. USE OF REMOTE SENSING IN LANDSCAPE ECOLOGY (2). Use of remotely sensed data to address landscape level questions in ecology.

GIS COURSES

GEO 565. GEOGRAPHIC INFORMATION SYSTEMS (3). Collecting, structuring, manipulating, and graphically displaying data using Geographic Information Systems. Practical experience with a commonly used GIS such as ArcInfo in a class project setting. PREREQ: GEO 360. Lec/lab.

F 521. ADVANCED GIS APPLICATIONS IN FORESTRY (3). Geographic information systems (GIS) literature review, seminars, and project work involving forest resources, wildlife habitat, and landscape ecology using remotely sensed data, digital evaluation models, and other digitized data. PREREQ: GEO 465/565 and a course in forestry or instructor consent; offered odd-numbered years.

GEO 559. GIS APPLICATIONS (3). A seminar/laboratory course with emphasis on land use applications of GIS; discussions, guest speakers, applications problems and projects. PREREQ: GEO 465/565; offered alternate years.

CARTOGRAPHY COURSES

GEO 545 COMPUTER-ASSISTED CARTOGRAPHY (3). Concepts and techniques underlying the production of maps by computer. Practical experience with a variety of computer mapping packages. PREREQ: GEO 360; MTH 112. Lec/lab.

GEO 560. MAP DESIGN AND PRODUCTION (4). Perceptual principles of map design. Laboratory experience with photomechanical map production techniques. PREREQ: GEO 360. Lec/lab.

SURVEYING AND OTHER FIELD METHODS COURSES

GEO 562. FIELD RESEARCH TECHNIQUES (4). Field data gathering techniques; focus on field reconnaissance problems. Organization for field work from instrumentation to data collection and analysis to report writing. Lec/field lab. PREREQ: GEO 360.

CE 563. CONTROL SURVEYING (4). Control specifications, methods, and problems in obtaining large area precise measurement; precise leveling; triangulation and trilateration figure adjustments; introduction of least square techniques. Global positioning systems. PREREQ: CE 361 or CEM 263. Lec/lab.

CE 565. OREGON LAND SURVEY LAW (3). Oregon U.S. public land survey; state statutes, common law decisions, and administrative rules dealing with boundary law; case studies; unwritten land transfers; original and resurvey platting laws; guarantees of title; deed descriptions. PREREQ: CE 361 or CEM 263.

CE 569. PROPERTY SURVEYS (3). U.S. public land survey, restoration of corners, subdivision of sections; maps, subdivision plats, and resurvey plats; subdivision design; introduction to LIS/GIS; field astronomy. PREREQ: CE 361 or CEM 263. Lec/lab.

APPENDIX B

EIST FACULTY AND RESEARCH ASSISTANTS

OSU faculty members and research assistants in a number of departments teach classes and oversee research projects dealing with cartography, GIS, remote sensing, and surveying. Faculty and research associates teaching EIST courses are listed below, followed by a compilation of faculty and research assistants currently involved in research projects using these tools. These reflect the large cadre of EIST teaching faculty and the breadth of research at OSU having EIST as a major component.

EIST TEACHING FACULTY

Abbott, Mark R., Professor, Oceanography, Ph.D., University of California-Davis, coupling of mesoscale biological and physical processes, Lagrangian drifters to study optical properties and fluorescence in the upper ocean, analysis of spatial and temporal patterns of phytoplankton as observed from satellites, interaction of eastern boundary currents with basin-scale processes.

Carson, Ward W., Associate Professor and Head of Forest Photogrammetry Laboratory, Ph.D., University of Washington, developing digital methods for utilizing metric information from aerial photographs in resource management.

Chen, Chaur-Fong, Assistant Professor, Bioresource Engineering, Ph.D., Oregon State University, image processing, remote sensing, GIS, pattern recognition, land surface processes, water resource/environmental engineering.

Chelton, Dudley B., Professor, Oceanography, Ph.D., Scripps Institution of Oceanography, satellite microwave remote sensing of the ocean, large-scale wind-forced ocean circulation, air-sea interaction, statistical modeling.

Cohen, Warren B., USFS, Assistant Professor, Forest Science, Ph.D., Colorado State University, remote sensing, geographic information systems, landscape ecology.

Freilich, Michael, Associate Professor, Oceanography, Ph.D., Scripps Institution of Oceanography, surface wave modelling, nearshore processes, microwave ocean remote sensing.

Jackson, Philip L., Associate Professor, Geosciences, Ph.D., University of Kansas, climatology, land resource planning and management, field methods.

Kimerling, A. Jon, Professor, Geosciences, Ph.D., University of Wisconsin, cartography, remote sensing, geographic information systems.

Kliewer, Julie E., Instructor, Forest Engineering, BSCE, BSFE Oregon State University, forest surveying.

Pease, James R., Professor, Geosciences, Ph.D., University of Massachusetts, resource planning, especially problems and methods of land-use planning and impact assessment.

Ripple, William J., Associate Professor, Forest Resources, Director Environmental Sensing Applications Laboratory, Ph.D., Oregon State University, remote sensing, geographic information systems, landscape ecology, habitat analysis.

Rosenfeld, Charles L., Associate Professor, Geosciences, Ph.D., University of Pittsburgh, applied physical geography, geomorphology, remote sensing, environmental resource inventories.

Schultz, Robert J., Professor, Civil Engineering, MSCE, Worcester Polytechnic Institute, cadastral, geodetic, and photogrammetric surveying.

Strub, Paul T., Associate Professor, Oceanography, Ph.D., University of California-Davis, use of satellite data, coastal oceanography, air-sea interaction, numerical modeling of vertical and horizontal transports.

Wallin, David., Research Associate, Forest Science, Ph.D., University of Virginia, ecology, landscape ecology, habitat dynamics, biodiversity.

Waring, Richard H., Professor, Forest Science, Ph.D., University of California - Berkeley, plant-water relations, ecosystem stress experiments, physiological ecology.

ASSOCIATED TEACHING AND RESEARCH FACULTY

Bell, J. Richard, Professor, Civil Engineering, Ph.D., Purdue University, civil and geotechnical engineering; aerial photograph interpretation for engineering site evaluations, construction materials, source locations, landslide hazard assessments, and roadway locations.

Bradshaw, Gay A., courtesy Assistant Professor, Forest Science, Ph.D., Oregon State University, spatial analysis and modelling.

Coakley, James A.,Jr., Professor (senior research), Atmospheric Science, Ph.D., University of California - Berkeley, atmospheric radiation, remote sensing, clouds and climate.

Cuenca, Richard H., Professor, Bioresource Engineering, Ph.D., University of California - Davis, hydrology, water resources.

Curtis, Gray T., Assistant Professor, Civil Engineering, Ph.D., University of Minnesota, computer simulation and environmental modelling, object-oriented geographic information systems, integration of hyrologic and other engineering applications within GIS.

Holman, Robert A., Professor, Oceanography, Ph.D., Dalhousie University, coastal processes, wave and current effects in the nearshore environment, dynamics of neashore waves and the consequences on beach morphology, real time remote sensing.

Huber, Wayne C., Professor and Head of Civil Engineering Department, Ph.D., Massachusetts Institute of Technology, hydrologic and water quality modeling, interactions with GIS.

Huddleston, J. Herbert, Professor, Soil Science, Ph.D., Iowa State University, soil morphology, classification and survey, land use.

Jones, Julia A., Associate Professor, Geosciences, Ph.D., Johns Hopkins University, GIS, land use, soils, forest hydrology.

Levy, Gad, Assistant Professor (senior research), Atmospheric Science, Ph.D., University of Washington, synoptic, mesoscale and boundary layer dynamics and modeling, air-sea interaction and marine meteorology, remote sensing.

Spies, Thomas A., USFS, Assistant Professor, Forest Science, Ph.D., University of Michigan, landscape ecology, ecology and management of old-growth forests, forest succession.

Turner, David P., USEPA, Assistant Professor, Forest Science, Ph.D., Washington State University, biogenic emissions, global ecology.

Vinson, Ted. S., Professor, Civil Engineering, Ph.D., University of California - Berkeley, GIS analysis of terrestrial ecosystems, use of satellite imagery and remote sensing to identify carbon quantifiable regions.

RESEARCH ASSISTANTS/ASSOCIATES

Brett, Marcia, senior faculty research assistant, soil science (GIS)

Currans, Kevin, faculty research assistant, entomology (GIS)

James, Corrine, faculty research assistant, oceanography (remote sensing)

McCreight, Richard, faculty research assistant, forest science (remote sensing)

Schlax, Michael, faculty research assistant, oceanography (remote sensing)

White, Denis, faculty research assistant, geosciences, (cartography and GIS)

Yoder, Barbara, faculty research associate, forestry (remote sensing)

November 28, 1993

TO: Faculty Senate Executive Committee

FR: Academic Regulations Committee
Mary Burke, Microbiology
Jodi Engel, Education
Sharon Martin, Business
Debra Rose, Exercise & Sport Science
Court Smith, Anthropology & Committee Chair
Barbara Balz, Registrar

RE: Actions Recommended for Faculty Senate Action

The committee recommends the following Academic Regulation changes be brought before the January meeting of the Faculty Senate.

1. **Requirements for graduation with academic distinction.**

Motion: Amend Section C of the Faculty Senate Policies on Academic Recognition to strike the words "...been in attendance at Oregon State for at least two regular academic years and..." The section in question was approved by the Faculty Senate on May 3, 1990, and is reproduced below:

> *C. Graduates who have ~~been in attendance at Oregon State for at least two regular academic years and~~ achieved GPA's placing them in the lowest division (GPA's 3.50 to less than 3.70) graduate "cum laude," those in the middle division (GPA's of 3.70 to less than 3.85) graduate "magna cum laude," and those in the highest division (GPA's of 3.85 and above) graduate "summa cum laude."*

Explanation: This change bases academic distinction on the residency rule. Keep in mind, only the OSU GPA is used for determining eligibility for graduation with academic distinction. In some cases, transfer students may have less than two years residence. Students who have achieved academic distinction have been prevented from being recognized because they do not meet the two year residency rule. This change will increase the number of students receiving academic distinction at graduation by a small amount. Our research indicates that the number for 1993 would have increased from 344 to 363.

2. **No Show Drop (AR 9)**

Motion: In AR 9. c. line 7 change "may" to "will", and in line 8 change "at the option of" to "by":

> *c. If it is anticipated that the demand for enrollment in a given course will exceed the maximum number that can be accommodated, the department offering the course may designate it in the Schedule of Classes with the code "NSHD" (no-show-drop). A student who is registered for such a course who attends no meetings of the course during the first five school days of the term ~~may~~ will be dropped from the course ~~at the option of~~ by the instructor, unless the student has obtained prior permission for absence. If such action is taken, the instructor will send written notice through the department to the Registrar's Office, which in turn will notify the student that the course has been dropped from his or her schedule. Students should not assume they have been dropped unless they receive notification from the Registrar's Office. No fee will be charged.*

Explanation: This change is being forwarded at the request of the Academic Requirements Committee. AR 9. c. results in a large number of petitions. It also results in abuse by departments. Some departments list every course, including blanket numbered courses, as "No Show Drop". With the regulation change goes some procedural changes that the Registrar will implement regarding reporting.

3. **Procedure for changing from A-F to S-U grading (AR 18).**

Motion: Delete from AR 18. a 1) (c) the end of the sentence:

> *(c) A student must obtain the approval of his or her academic advisor or dean in order to elect to be graded on an S-U basis~~ in any course required in his or her major field. (Definition of courses which constitute the major field is the prerogative and responsibility of the department in which the student is majoring.)"~~*

Explanation: The purpose of this change is to indicate that students must obtain the approval of an academic advisor or dean in order to elect to be graded on an S-U basis. As currently written, this regulation does not reflect many requirements. Many minor requirements cannot be taken S-U and, if the student plans to apply for a professional program, S-U could be detrimental. Students should consult advisors before making this choice.

c. Academic Requirements Committee
University Honors Program Committee
Bruce Shepard, Academic Affairs
Brian Clem, President, Associated Students OSU

REPORTS TO THE FACULTY SENATE

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331-6203
503-737-4344
FACULTY SENATE OFFICE
Social Science 107

Thursday, February 3, 1994; 3:00 pm - 5:00 pm
MU International Forum
Snell Hall

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 Senators.

A. SPECIAL REPORTS

1. Bernice Sandler

   Dr. Bernice Sandler, Senior Associate at the Center for Women Policy Studies in Washington, D.C., will present a report concerning, "Integrating Women into Academic Life."

2. Dutch Baughman

   Dutch Baughman, Athletic Director, will report on the January NCAA meeting.

3. Leslie Davis Burns

   Leslie Davis Burns, Faculty Productivity Task Force Chair, will report on the charge to the Task Force and solicit input from faculty on the elements of the plan to be submitted to the Chancellor's Office.

B. ACTION ITEMS

Category I Proposal (pp. 1-7)

Cheryl Jordan, Curriculum Council Chair, will present a Category I proposal to rename the M.S. and Ph.D. degrees in Health to M.S. and Ph.D. degrees in Public Health.

C. INFORMATION ITEMS

1. Faculty Senate Membership Roster

   Enclosed separately is the current Faculty Senate Membership Roster. Please insert this roster in your Faculty Senate Handbook.

2. Faculty Awards Deadline

February 15 is the deadline for nominations for the following awards: OSU Distinguished Service, OSU Alumni Distinguished Professor, Elizabeth P. Ritchie Distinguished Professor, Dar Reese Excellence in Advising, Burlington Resources Foundation Faculty Achievement Award, and OSU Distinguished Service Award, Richard M. Bressler, Senior Faculty Teaching Award, OSU Outstanding Faculty Research Assistant. Criteria for these awards may be obtained from Duane Johnson at 737-1311. Nominations should be submitted to the Faculty Recognition and Awards Committee, in care of Duane Johnson, 4-H Youth Development.

3. Faculty Awards Summary

A summary of Faculty and Staff University Awards (both nomination and application), including eligibility, deadlines and contact person, is now available on GOPHER. After accessing GOPHER, select "OSU Information and Services," then select "Faculty and Staff Awards."

4. Faculty/Sabbatical Housing List

The listings for Faculty/Sabbatical Housing kept in the Faculty Senate Office is now on GOPHER. If you have a faculty member coming to OSU, you can check GOPHER to determine if there is housing which would meet their needs; or if they can access GOPHER, they can check the listing and ask a local person to make the contact. After accessing GOPHER, select "OSU Information & Services," then select "Faculty/Sabbatical Housing List." The following menus will appear from which to choose: Rentals Available, Roommates, House Sitting and Housing Needed. The rental listing is organized by number of bedrooms.

D. REPORTS FROM THE EXECUTIVE OFFICE

Roy Arnold, Provost & Vice President for Academic Affairs

E. REPORTS FROM THE FACULTY SENATE PRESIDENT

President Michael Oriard

F. NEW BUSINESS

IN ORDER TO PROPERLY RECORD MINUTES OF THE SENATE MEETING, ALL SENATORS ARE REMINDED TO IDENTIFY THEMSELVES AND THEIR UNIT AFFILIATION WHEN RISING TO SPEAK.

Please recycle this agenda

Please Note Meeting Location

DEPARTMENT OF APPAREL, INTERIORS,
HOUSING AND MERCHANDISING

OREGON STATE UNIVERSITY
Milam Hall 224 · Corvallis, Oregon 97331-5101
Telephone 503-737-3796

January 21, 1994

MEMORANDUM

TO: Michael Oriard, Faculty Senate President

FROM: Cheryl Jordan, Chair
Curriculum Council

RE: Category I Curriculum Proposal for Faculty Senate Agenda

Enclosed is a copy of the Category I proposal to rename the M.S. and Ph.D. degrees in Health to M.S. and Ph.D. degrees in Public Health. The College of Health and Human Performance conducted liaison with appropriate academic units at Portland State University and Oregon Health Sciences University and letters in support of this proposal are attached. This proposal was approved by both the Graduate Council and Curriculum Council. These Councils recommend that the Proposal be approved by the executive committee and the Faculty Senate.

I would appreciate your efforts to inform me of the earliest possible date at which Faculty Senate can discuss this proposal.

Thank you for your cooperation.

2.

Category I Transmittal Sheet

11/5/93 - Curriculum Council
Rodriguez (2) Harter Woods
Shepard Loveland Beach
Richards Meyer Miller
Rosenberger Patterson
Schwartz Head

PROPOSAL TO RENAME THE M.S. AND Ph.D. DEGREES IN HEALTH TO M.S. AND Ph.D. IN PUBLIC HEALTH
(Title of Proposal)

Submitted By: DEPARTMENT OF PUBLIC HEALTH
(Department)

COLLEGE OF HEALTH AND HUMAN PERFORMANCE
(College)

ATTACH: Library Evaluation and Liaison Documentation

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

[signature] 11/1/93
Department Chair/Head Date

[signature] 11-1-93
Dean, College Date

PROPOSAL TO RENAME THE M.S. and PH.D. DEGREES IN HEALTH TO M.S. and PH.D. IN PUBLIC HEALTH

DEPARTMENT OF PUBLIC HEALTH
OREGON STATE UNIVERSITY

1. Current Name of Degrees

The current names of the degrees are M.S. and Ph.D. in Health.

2. Proposed Name of the Degrees

The proposed names of the degrees are M.S. and Ph.D. in Public Health.

3. Reason for the Name Change

The degree names should be changed to more accurately convey the course/research content of the degrees. Students earning the M.S. in "Health" and Ph.D. degree from the Department of Public Health, College of Health and Human Performance, take course work in the core areas of public health (health promotion and education, epidemiology and health data analysis, health care administration and health policy, and occupational and environmental health and safety) as established by the professional accrediting board in public health (Council on Education for Public Health). These students do not take course work in other areas of "health" (for example, medicine, nursing, or allied health) nor do they conduct research in these other areas.

A Ph.D. in "Health" conveys the impression that the Department offers clinical programs and allied health programs in addition to programs in public health. Thus, there is a "truth in advertising" issue that has created difficulties for the Department. Five years ago, the now Department of Public Health at O.S.U. changed its name from "Department of Health" to the "Department of Public Health" to more accurately convey the instructional, research, and service functions of the Department and to respond to the need for prospective students and others to understand clearly the kinds of programs the Department offers. The reasons for changing the name of the Department apply as well to the need to change the names of the M.S. and Ph.D. degrees in "Health."

It may be important to indicate the ways in which the M.S. in Public Health (now M.S. in Health) differ from the newly approved M.P.H. in Public Health. There are two main differences between these programs: The first difference concerns the research emphasis/thesis requirement. The M.S. program is a research oriented program in which students must elect course work that enables them to successfully design and implement a research study. This program culminates in a thesis which is defended per O.S.U. Graduate School guidelines. Ordinarily, students planning to enter a doctoral-level program in Public Health (a research degree program) first complete an M.S. program rather than an M.P.H. program. In contrast, the M.P.H. program does not have a thesis requirement although students may elect to complete a thesis. Instead, the M.P.H. program emphasizes the practice of public health and requires the student to complete a 6-credit practicum (field placement). The final requirement for the degree is an oral examination. Normally, students who enter an M.P.H. program are mid-career individuals who have been employed in public health and who now wish to become professionally credentialed in public health by obtaining the M.P.H. degree. The second primary difference between the two programs pertains to the "minor" area of study. All students in the M.P.H. program are required to take five specific courses (called the M.P.H. "core courses") in place of the "minor" required by all M.S. students. (The requirements for the "minor" are specified by the O.S.U. Graduate School.) The M.P.H. core courses provide each M.P.H. student with breadth (but not "depth" as do most graduate minors) in the public health core areas. Thus, the M.P.H. degree is a more "generic" degree than is the M.S. degree, providing a broader education in public health through the minor than does the M.S. degree. Both degrees provide for depth in the major area of study.

4. <u>Locus Within the Institution's Organizational Structure</u>

a. **Will the institutional location of the degree change? If so, describe.**

The institutional location of the degrees will not change.

b. **If approved, when will the new name be effective?**

The new names will be effective immediately.

5. Course of Study

Will the course of study for the degrees change? If so, please describe.

The course of study for the degrees will not change.

6. Admission Requirements

Will the admission requirements for the degrees change?

The admission requirements for the degrees will not change.

7. Resources Required/Saved

a. **Will additional personnel, facilities, or equipment resources be needed? If so, complete the attached budget page.**

No additional personnel, facilities, or equipment resources will be needed.

b. **Note savings here.**

There will be some savings in time (= money) in explaining to prospective students and others that the Department does not offer clinical programs.

6.

Portland State University

Portland, OR 97207-0751

January 10, 1994

Annette M. Rossignol, Sc.D.
Professor and Chair
Department of Public Health
Waldo Hall 256
Oregon State University
Corvallis, Oregon 97331-6406

Dear Dr. Rossignol:

I am writing in response to your request of a statement of support for the proposed name changes to the existing M.S. and Ph.D. degree programs in "Health" to M.S. and Ph.D. degree programs in "Public Health."

We in the School of Urban and Public Affairs, which is the academic and administrative home for the public health, health education/promotion, and health administration/policy degrees at PSU, take the position that the naming of an academic degree and department is the prerogative of that unit and the university in which it is located, as long as the name change reflects the nature of the curriculum. In view of that policy, we have no objection to the proposed name changes.

We thank you for the communication to inform us of your intentions, and wish you the best in your academic endeavors.

Sincerely,

Walter G. Ellis, Ph.D.
Associate Dean

School of Urban and Public Affairs Office of the Dean 503/725-4043
FAX# 725-5199

OREGON
HEALTH SCIENCES UNIVERSITY
3181 S.W. Sam Jackson Park Road, CB-669
Portland, Oregon 97201-3098, Telephone (503) 494-8257, Fax (503) 494-4981
Department of Public Health and Preventive Medicine

January 12, 1994

1-18-94
FAX
7-4001

Annette M. Rossignol, Sc.D.
Professor and Chair
Department of Public Health
Oregon State University
Waldo Hall 256
Corvallis, OR 97331-6406

Dear Anne,

This is to express my support for your proposal to rename your current M.S. and Ph.D. degree programs in "Health" to M.S. and Ph.D. programs in "Public Health." I was happy to have the opportunity to discuss this issue at the recent meeting of the Master of Public Health Coordinating Council. I was also pleased to hear that the members of the Coordinating Council agree that future proposals for doctoral-level education in public health will be viewed on their merits, and certainly in relationship to the fine graduate programs at Oregon State University. I appreciate and support your desire to emphasize the "public health" aspect of your programs. I look forward to continued coordination of our programs in the future.

Merwyn R. Greenlick, Ph.D.
Professor and Chair

OFFICIAL NCAA 1993 GRADUATION-RATES REPORT

OREGON STATE UNIVERSITY

FRESHMAN-COHORT GRADUATION RATES	All Students	Student-Athletes #
1986-87 Graduation Rate	52%	47%
Four-Year Average	50%	52%

1. Graduation-Rates Data

a. All Students

	MEN				WOMEN				TOTAL			
	FRESHMAN RATE				FRESHMAN RATE				FRESHMAN RATE			
	86-87		4-YEAR		86-87		4-YEAR		86-87		4-YEAR	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian/AN	23	39	79	37	12	25	57	19	35	34	136	29
Asian/PI	75	52	278	56	44	52	160	53	119	52	438	55
Black	16	38	77	38	8	50	42	40	24	42	119	39
Hispanic	16	19	117	17	11	45	72	32	27	30	189	23
White	1090	52	4456	51	795	54	3629	52	1885	53	8085	52
Other	56	32	161	29	17	53	50	42	73	37	211	32
Total	1276	50	5168	50	887	53	4010	51	2163	52	9178	50

b. Student-Athletes #

	MEN						WOMEN						TOTAL					
	FRESHMAN RATE				TRANSFER		FRESHMAN RATE				TRANSFER		FRESHMAN RATE				TRANSFER	
	86-87		4-YEAR		86-87		86-87		4-YEAR		86-87		86-87		4-YEAR		86-87	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian/AN	0		0		0		0		0		0		0		0		0	
Asian/PI	2	50	2	50	0		1	0	7	43	0		3	34	9	44	0	
Black	11	64	49	59	7	71	1	0	8	38	0		12	59	57	56	7	71
Hispanic	1	100	6	33	0		0		2	0	0		1	100	8	25	0	
White	30	47	148	52	7	86	13	38	51	55	0		43	45	199	53	7	86
Other	3	33	5	40	0		0		0		0		3	34	5	40	0	
Total	47	51	210	53	14	79	15	33	68	50	0		62	47	278	52	14	79

c. Student-Athletes # by Sport Category

MEN	BASEBALL			MEN'S BASKETBALL			MEN'S CC/TRACK		
	FRESHMAN RATE		TRANSFER	FRESHMAN RATE		TRANSFER	FRESHMAN RATE		TRANSFER
	86-87	4-YEAR	86-87	86-87	4-YEAR	86-87	86-87	4-YEAR	86-87
	% N	% N	% N	% N	% N	% N	% N	% N	% N
Am. Indian/AN	-	-	-	-	-	-	-	-	-
Asian/PI	-	-	-	-	-	-	-	-	-
Black	-	-	-	0-a	40-b	-	-	100-a	-
Hispanic	-	-	-	-	0-a	-	100-a	100-a	-
White	10-b	41-e	-	-	25-a	-	-	71-c	100-a
Other	-	-	-	0-a	0-a	-	100-a	67-a	-
Total	10-b	41-e	-	0-a	29-d	-	100-a	74-d	100-a

MEN	FOOTBALL			OTHER		
	FRESHMAN RATE		TRANSFER	FRESHMAN RATE		TRANSFER
	86-87	4-YEAR	86-87	86-87	4-YEAR	86-87
	% N	% N	% N	% N	% N	% N
Am. Indian/AN	-	-	-	-	-	-
Asian/PI	50-a	50-a	-	-	-	-
Black	78-b	67-e	71-b	0-a	0-a	-
Hispanic	-	0-a	-	-	50-a	-
White	67-b	52-e	80-a	64-c	56-e	100-a
Other	-	-	-	-	-	-
Total	70-d	56-e	75-c	58-c	53-e	100-a

WOMEN	WOMEN'S BASKETBALL			WOMEN'S CC/TRACK			WOMEN'S OTHER		
	FRESHMAN RATE		TRANSFER	FRESHMAN RATE		TRANSFER	FRESHMAN RATE		TRANSFER
	86-87	4-YEAR	86-87	86-87	4-YEAR	86-87	86-87	4-YEAR	86-87
	% N	% N	% N	% N	% N	% N	% N	% N	% N
Am. Indian/AN	-	-	-	-	-	-	-	-	-
Asian/PI	-	-	-	0-a	0-a	-	-	60-a	-
Black	0-a	17-b	-	-	100-a	-	-	100-a	-
Hispanic	-	-	-	-	-	-	-	0-a	-
White	-	100-a	-	0-a	69-c	-	45-c	44-e	-
Other	-	-	-	-	-	-	-	-	-
Total	0-a	50-b	-	0-a	63-d	-	45-c	45-e	-

d. Graduation Rates of Those Exhausting Eligibility (Student-Athletes # entering during 1983-84 through 1986-87)
Number Exhausting Eligibility = 132 Graduation Rate = 95%

e. Average Time Required for Graduation (1983-84 through 1986-87 entrants who had graduated by August 1992)
All Students -- 5.0 Years Student-Athletes # -- 5.0 Years

Values for N (a. 1-5, b. 6-10, c. 11-15, d. 16-20, e. greater than 20)

Only student-athletes receiving athletics aid are included in this report.

f. Five Most Common Degree Programs at Graduation. (Student-Athletes # entering during 1983-84 through 1986-87)

83-84	84-85	85-86	86-87
1. EDUCATION	1. EDUCATION	1. SOCIAL SCI/HISTORY	1.ENGLISH LANGUAGE
2. ENGLISH LANGUAGE	2. ENGLISH LANGUAGE	2. ENGLISH LANGUAGE	2.BUS. MGMT./ADMIN.
3. BUS. MGMT./ADMIN.	3. SOCIAL SCI/HISTORY	3. BUS. MGMT./ADMIN.	3.EDUCATION
4. SOCIAL SCI/HISTORY	4. LIBERAL ARTS/SCI.	4. EDUCATION	4.SOCIAL SCI/HISTO
5. ENGINEERING	5. HOME ECONOMICS	5. COMMUNICATIONS	5.COMMUNICATIONS

2. STUDENT-ATHLETE # ADMISSIONS DATA (three-year average, entering Freshmen 1990-91 through 1992-93)
* If two or fewer individuals appear in a cell, scores are not reported.

a. High School Preparation Data

	- AVERAGE - CGPA		- AVERAGE - SAT		- AVERAGE - ACT	
MEN'S	N	GPA	N	SAT	N	ACT
Baseball	15	3.21	15	886	0	
Basketball	10	3.16	11	870	0	
CC/Track	0		0		0	
Football	58	2.95	51	869	7	20
Other	69	3.31	62	973	5	24
WOMEN'S						
Basketball	12	2.81	7	886	6	18
CC/Track	0		0		0	
Other	53	3.53	48	944	5	21

3. UNDERGRADUATE-ENROLLMENT DATA (All full-time students enrolled fall 1992-93)

a. All Students

	MEN N	WOMEN N	TOTAL N
Am. Indian/AN	98	68	166
Asian/PI	470	331	801
Black	96	56	152
Hispanic	167	134	301
White	4994	3750	8744
Other	268	148	416
Total	6093	4487	10580

b. Student-Athletes #

	MEN N	WOMEN N	TOTAL N
Am. Indian/AN	3	2	5
Asian/PI	6	0	6
Black	36	8	44
Hispanic	0	3	3
White	104	52	156
Other	2	3	5
Total	151	68	219

c. Student-Athletes # by Sports Categories

MEN	-BASKETBALL-	--BASEBALL--	--CC/TRACK--	--FOOTBALL--	----OTHER---
Am. Indian/AN	0	1	0	1	1
Asian/PI	0	0	0	4	2
Black	6	0	0	29	1
Hispanic	0	0	0	0	0
White	5	17	0	44	38
Other	1	0	0	0	1
Total	12	18	0	78	43

WOMEN	-BASKETBALL-	--CC/TRACK--	----OTHER---
Am. Indian/AN	0	0	2
Asian/PI	0	0	0
Black	7	0	1
Hispanic	0	0	3
White	5	0	47
Other	2	0	1
Total	14	0	54

4. STANDARDS FOR TRANSFER STUDENT-ATHLETES #

This institution's standards exceed the NCAA minimums specified in Bylaw 14.5.

Only student-athletes receiving athletics aid are included in this report.

OFFICIAL NCAA 1993 GRADUATION-RATES REPORT

INFORMATION ABOUT THE GRADUATION-RATES REPORT

This information sheet and the attached Graduation-Rates Report have been prepared by the NCAA, based on data provided by the institution, in compliance with NCAA Bylaw 30.1 and the Federal Student Right-to-Know and Campus Security Act. Each NCAA Division I college or university is required to distribute this sheet and the report to prospective student-athletes and parents, as specified in Bylaw 13.3.1.2.

The Graduation-Rates Report provides information about two groups of students at the college or university identified at the top of the form: (1) all undergraduate students who were enrolled in a full-time program of studies for a degree, and (2) student-athletes who either received athletics aid from the college or university upon initial enrollment, or were offered aid but could not qualify for it because of the NCAA's initial-eligibility legislation. [Note: Athletics aid is a grant, scholarship, tuition waiver or other assistance from a college or university that is awarded on the basis of a student's athletics ability.]

The report gives graduation information about students and student-athletes entering in 1983, 1984, 1985, and those entering in 1986. These are the four most recent graduating classes for which the required six years of information is available. The report provides information about student-athletes who received athletics aid in one or more of eight sports categories: football, men's basketball, baseball, men's track/cross country, men's other sports and mixed sports, women's basketball, women's track/cross country, and women's other sports. For each of those sports categories, it includes information in six self-reported racial or ethnic groups: American Indian or Alaska Native, Asian or Pacific Islander, Black, Hispanic, White, and Other (not included in one of the other five groups or not available) and the total (all six groups combined).

A graduation rate (percent) is based on a comparison of the number (N) of students who entered a college or university and the number of those who graduated within six years. For example, if 100 students entered, and 60 graduated within six years, the graduation rate is 60 percent. It is important to note that graduation rates are affected by a number of factors: some students may work part-time and need more than six years to graduate; some may leave school for a year or two to work or travel; some may transfer to another college or university; or some may be dismissed for academic deficiencies.

Three different measures of graduation rates are presented in this report: (1) freshman-cohort rate, (2) transfer-cohort rate, and (3) exhausted-eligibility rate. The freshman-cohort rate indicates the percentage of freshmen who entered during a given academic year and graduated within six years. The transfer-cohort graduation-rate is calculated only for those student-athletes who transferred to an institution, and indicates the percentage of transfer student-athletes who graduated within six years of the entering class to which they were assigned. The exhausted-eligibility rate indicates the percentage of student-athletes who used all of their athletics eligibility at this college or university, and who had graduated by August 1992.

1. Graduation-Rates Data.

   The box at the top of the Graduation-Rates Report provides freshman-cohort graduation rates for all students and for student-athletes who received athletics aid at this college or university.

   1-a. All Students. This section provides the freshman-cohort graduation rates for all full-time degree-seeking students by race or ethnic group. It shows the rate for men who entered as freshmen in 1986-87, and the four-year average which includes those who entered as freshmen in 1983-84, in 1984-85, and in 1985-86. The same rates are provided for women. The total for 1986-87 is the rate for men and women combined, and the four-year average is for all students who entered in 1983-84, 1984-85, 1985-86 and 1986-87.

   1-b. Student-Athletes. This section provides the freshman-cohort graduation rates and also the transfer graduation rates for student-athletes in each race and ethnic group who received athletics aid. Information is provided for men and women separately and for all student-athletes.

   1-c. Student-Athletes by Sports Categories. This section provides the identified graduation rates as in 1-b for each of the eight sports categories. (The small letters indicate the value of N.)

   1-d. Graduation Rates of Those Exhausting Eligibility. This section provides the graduation rates of student-athletes who entered during the 1983-84, 1984-85, 1985-86, and 1986-87 academic years and exhausted their eligibility at the college or university. The rate indicates the percentage that had graduated by August 1992.

1-e. Average Time Required for Graduation. This section indicates the average number of years it took all students and student-athletes to graduate. The calculation is based on those freshmen who entered during the 1983-84, 1984-85, 1985-86, and 1986-87 academic years and graduated by August 1992

1-f. Five Most Common Degree Programs at Graduation. This section identifies the five most common programs (majors) of student-athletes who entered in 1983-84, 1984-85, 1985-86, and 1986-87 and graduated within six years.

2. Student-Athlete Admissions Data. (Three-year average for Entering Freshmen classes of 1990-91, 1991-92, and 1992-93)

2-a. High-School Preparation Data. This section provides core grade-point averages and test scores for student-athletes.

Average high-school CGPA (core grade-point average) shows the GPAs these freshmen earned in a core curriculum of 11 academic courses. The core curriculum includes a minimum of three years of English, two years of mathematics, two years of social science, and two years of natural or physical science, with at least one lab course, if the high school offers one.

Average SAT (Scholastic Aptitude Test) and Average ACT (American College Testing program) scores indicate the average test scores for student-athletes within each sport group. On the SAT, the highest possible composite score (combination of math and verbal scores) is 1600. On the ACT, the highest possible score is 36.

3. Undergraduate Enrollment Data. (All students enrolled fall 1992-93)

3-a. All Students. This section indicates the number of full-time undergraduate students enrolled for the 1992 fall term and the number of men and women in each racial or ethnic group.

3-b. Student-Athletes. This section identifies how many student-athletes were enrolled for the 1992 fall term and the number of men and women in each racial or ethnic group.

3-c. Student-Athletes by Sports Categories. This section provides the enrollment data as identified in 3-b for each of the eight sports categories.

4. Standards for Transfer Student-Athletes. These are standards that an institution uses to determine placement of transfer student-athletes in the appropriate class. For purposes of this report there are two sets of standards: (1) Standards that are the same as NCAA minimums set forth in NCAA Bylaw 14.5 or; (2) Standards that exceed those specified minimums.

OREGON STATE UNIVERSITY
Department of Intercollegiate Athletics

A Comparison of Graduation Rates in the Pacific-10 Conference

Freshmen Classes of Fall 1983 to Spring 1987

Institution	Raw Rates (All regular students)	Raw Rates (All recruited & scholarship student athletes)	Transfer Rates (All recruited transfer athletes entering 1986-87)	Freshmen Rates (Athletes who completed their eligibility)	Average time for for athletes to graduate
OSU	50%	52% n=278	79% n= 14	95% n=132	5.0 yrs
UO	49%	51% n=271	50% n= 18	76% n=120	5.0 yrs
UW	61%	55% n=244	56% n= 9	78% n=148	5.1 yrs
WSU	52%	48% n=223	29% n= 21	76% n= 96	5.0 yrs
CAL	74%	66% n=287	53% n= 15	80% n=141	5.0 yrs
STAN	92%	84% n=260	100% n= 2	92% n=192	4.6 yrs
UCLA	71%	60% n=317	50% n= 6	81% n=181	5.1 yrs
USC	64%	55% n=225	23% n= 13	77% n=137	4.8 yrs
ASU	45%	43% n=283	60% n= 20	73% n=137	5.2 yrs
UA	46%	47% n=289	50% n= 22	81% n=126	5.1 yrs
Mean of all 107 Div. 1-A Institutions	57%	54%	50%	78%	4.9 yrs
Mean of all large Public Institutions	54%	52%	47%	76%	5.0 yrs

REPORTS TO THE FACULTY SENATE

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331-6203

503-737-4344

FACULTY SENATE OFFICE
Social Science 107

Thursday, March 3, 1994; 3:00 pm - 5:00 pm
Construction & Engineering Hall
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 February Senate meeting, as published and distributed to Senators.

A. SPECIAL REPORTS

1. Joy Hughes and Mel George

   Joy Hughes, Associate Provost for Information Services, and Mel George, University Librarian, will speak about the library expansion project and the new information services unit.

B. ACTION ITEMS

1. Interinstitutional Faculty Senate Recommendations (pp. 1–5)

   Sally Francis, IFS Representative, will present a recommendation for Senate approval regarding presidential searches. This recommendation is a result of IFS discussions.

2. Fixed-Term Appointments (p. 6)

   Stephanie Sanford, Faculty Status Committee Chair, will present recommendations for Senate approval.

C. INFORMATION ITEMS

1. Bylaws Recommendations (pp. 7–22)

   The Committee on Bylaws and Nominations is recommending the enclosed proposed Bylaws revisions. These revisions will be acted on at the April meeting; most are housekeeping in nature or clarify responsibility. NOTE: Save this agenda; the proposed Bylaws revisions will NOT be printed in the April agenda.

D. REPORTS FROM THE PROVOST

Provost Roy Arnold

E. REPORTS FROM THE FACULTY SENATE PRESIDENT

President Michael Oriard

F. NEW BUSINESS

IN ORDER TO PROPERLY RECORD MINUTES OF THE SENATE MEETING, ALL SENATORS ARE REMINDED TO IDENTIFY THEMSELVES AND THEIR UNIT AFFILIATION WHEN RISING TO SPEAK.

Please recycle this agenda

Interinstitutional Faculty Senate Recommendation

Presidential Search Process

MOTION

An essential element of the search process for a president of Oregon State University is the inclusion of input from faculty, students, administrators, alumni, members of the community, and other university constituency groups in the development of the position announcement and statement of qualifications. The Oregon State Board of Higher Education policies for the Presidential Search Process, adopted on October 22, 1993, deleted language from the prior policies which described this consultative process (OSBHE minutes pertaining to this process follow on pages 2-5). The Faculty Senate of Oregon State University recommends that the Board revise the Presidential Search Process to retain the Search Committee's role in soliciting and receiving input from concerned groups and individuals. Specifically, the policy should be worded as follows:

The Responsibilities of the Search Committee

1. Review Statement of Qualifications

The search committee should review the Board's position description and statement of qualifications, and recommend any modifications. The search committee shall invite comments from concerned groups and individuals (faculty, students, administrators, alumni, members of the community, etc.). The committee chair shall consult with the Board regarding any search committee recommendations for changes.

The highlighted sentence indicates material to be added.

deploying efficient search procedures while meeting the foregoing goals; and

5. To the extent possible, conserve State System and campus personnel time commitments by deploying efficient search procedures, yet meet the foregoing goals.

At its October 11, 1993, meeting, the Executive Committee discussed proposed changes to current policy. The Committee focused on the role of the Board in presidential searches and a schedule that would reduce the length of the search and selection procedure.

Based on Executive Committee comments, staff revised the earlier proposal.

(NOTE: Material to be deleted is highlighted; material to be added is underlined.)

PRESIDENTIAL SEARCH PROCESS

(Adopted by the Oregon State Board of Higher Education, Meeting #535, March 21, 1986, pp. 122-130; amended Meeting #560, February 17, 1988, pp. 64-70, and Meeting #570, October 21, 1988, pp. 564-570; Meeting #581, October 20, 1989, pp. 457-463. The process approved by the Board is presented below in narrative form. See also discussion, Meeting #558, December 18, 1987, pp. 602-609.)

Introduction

The following policy outlines the process to be followed in the search for and selection of presidents for Oregon's eight public four-year colleges and universities. The purpose of the policy is to assure that the selection of institutional presidents is carried out in a clearly understood, timely, and effective manner. In designing the presidential search process, the State Board of Higher Education was guided by its Internal Management Directive 1.020(1), which provides that: "The Chancellor shall make recommendations to the Board, in which rests the sole power of decision, concerning the selection, appointment ... of Presidents...." The Board It considered many factors including the traditions for selecting presi-

dents in Oregon, institutional needs, resources, and leadership requirements. Particular attention was given to balancing the need to guarantee candidates' confidentiality to keep them in the search process and the desirability of having candidates meet a broad cross-section of the campus community. This policy on the presidential search process was first adopted by the State Board on March 21, 1986, and it was modified on February 17, 1988, and on October 22, 1993.

The Board

When it becomes necessary to hire a president, the board will review the current position description and modify it, as appropriate. The Board will also develop a statement of preferred qualifications. At the Board's direction, the Chancellor will, using the position description and preferred qualifications, initiate the procedures provided in this policy to identify candidates for consideration by the Board.

after consider etc

The Search Committee

A single search committee shall be responsible for assisting the State Board by identifying and recruiting possible candidates for the position of president. The State Board retains the responsibility for the selection of institutional presidents. The direct costs of the presidential search shall be borne by the institution.

Members of the search committee shall be appointed by the Chancellor. The search committee shall be composed of three Board members, four faculty members, one student, one administrator, a community member, and an alumni representative. The president of the Board shall recommend members of the Board to serve on the search committee. The appropriate faculty body or bodies of the institution shall be asked to nominate eight persons to the Chancellor, who will choose four to serve. The other four will be designated as alternates, to be called on only if those designated members are unable to serve on the search committee. Similarly, the president of the student body shall be invited to nominate two students, with one being chosen to serve and the other designated as an alternate. Administrators will be asked to nominate two campus administra-

tors, typically deans, directors, or vice presidents, one to be named to the committee and one to serve as an alternate. The community representative and alumni representative will be selected after the Chancellor consults with institutional officials and the alumni organization. In selecting members of the search committee, the Chancellor shall be mindful of the desirability of having women and minority representation on the search committee.

The president of the Board shall serve ex-officio without vote. Unless a public meeting is announced, however, no more than five Board members may be present at any committee meeting. The president should retain the degree of detachment that will enable the exercise of impartial leadership through the final selection process.

The Chancellor and an affirmative action officer appointed by the Chancellor shall serve as consultants to the committee and may attend its meetings.

The Chancellor, in consultation with the president of the Board, shall appoint one of the Board members to serve as the committee chair. In order to keep the names of the candidates confidential, only the chair of the search committee or a designee shall speak on behalf of the committee to the press or others concerning the progress of the search.

The Chancellor shall appoint a vice chancellor The Vice Chancellor for Academic Affairs who shall serve as liaison between the Board, the Chancellor's Office, the search committee, and the institution.

The Search Coordinator

The vice chancellor Vice Chancellor for Academic Affairs, in consultation with the search committee chair, the president of the institution, and the Chancellor, may shall appoint a search coordinator whose duties include: (1) handling all of the logistics involved with the meetings of the search committee, including making appropriate arrangements for the visits of candidates; (2) preparing correspondence for the committee and the chair; (3) maintaining the records and files and keeping minutes of search committee meetings. Although not

members of the search committee, the coordinator and the vice chancellor Vice Chancellor for Academic Affairs are expected to attend most of the search committee meetings.

The Charge

The Chancellor shall give the search committee a written charge spelling out the committee's responsibilities and authority. The charge should include an approximate date for the committee to submit its nominations to the Chancellor, the number of candidates to be recommended, and the information the committee should provide on each candidate.

The Responsibilities of the Search Committee

1. Review Reviewing a Statement of Qualifications

The search committee should review the Board's position description and statement of shall prepare materials describing the position and the qualifications, and recommend any modifications. The committee chair shall consult with the Board regarding any search committee recommendations for changes. of the person being sought for the presidency. In preparing the statement of qualifications, the search committee shall invite comments from concerned groups and individuals (faculty, students, administrators, alumni, members of the community, etc.). The statement of qualifications may indicate that credentials for academic tenure are highly desirable but the statement may not preclude candidates without such credentials if they have other attributes which would make them outstanding institutional presidents. The statement of qualifications shall be presented to the State Board for approval.

The statement of qualifications, along with the institution's mission statement, excerpts from the State Board's *Administrative Rules* and Internal Management Directives concerning the authority and responsibilities of the president, and other descriptive materials about the institution should be sent to all

6.

OFFICE OF
THE PRESIDENT
Affirmative Action

February 7, 1994

MEMORANDUM

To: Michael Oriard
President, OSU Faculty Senate

From: Stephanie Sanford
Chair, Faculty Status Committee

Subject: Recommendations regarding fixed-term academic staff appointments

OREGON
STATE
UNIVERSITY

Administrative Services A526
Corvallis, Oregon
97331-2139

In May 1993 the Faculty Status Committee submitted three (3) recommendations to promote fairness for individuals appointed to fixed-term, academic staff positions. In November 1993, then-President Carroll De Kock advised committee members that the Executive Committee would support two of the three recommendations. Based on further discussion, the Faculty Status Committee submits the following recommendations regarding fixed-term academic staff appointments.

Annual performance evaluation shall be mandatory for all fixed-term employees, .50 FTE and greater. Current policy in the OSU Faculty Handbook should be changed to delete the provision that annual review must be conducted only "during the first five years of service" (see pg. 38). The Office of Academic Affairs shall have the responsibility for monitoring compliance with this policy.

Suitability for a multi-year or extended fixed-term contract shall be considered, as funding allows, following four (4) years of fully satisfactory continuous employment in a fixed-term position, .50 FTE or greater. Implementation of this recommendation will require revision of the "Eligibility" section of OSU's Guidelines for Multi-Year and Fixed-Term Contracts.

We would appreciate hearing from you as to whether or not these recommendations would be supported by the current Executive Committee to be implemented in the appropriate way.

cc: Members, Faculty Status Committee

Telephone
503-737-3556
Fax
503-737-2400

COLLEGE OF HEALTH AND
HUMAN PERFORMANCE

February 22, 1994

OREGON
STATE
UNIVERSITY

Women's Building 120
Corvallis, Oregon
97331-6802

TO: Michael Oriard, President
Faculty Senate

FROM: Kathleen Heath, Chair
Bylaws and Nominations Committee

SUBJECT: Proposed Bylaws Changes

A copy of the proposed changes in the Bylaws of the Faculty Senate is attached. The committee recommended that this report be distributed at the March Senate meeting for information, and be discussed and voted on at the April meeting. As you know, changes in the Bylaws requires a two-thirds vote of the Senators present at the meeting and the ballot must be written.

Many of the changes are what might be termed "housekeeping items". The most substantive change is the proposal in Article III, Section I to include "faculty in academic support, administrative support, and student support units who are assigned professional position titles without rank". This issue has been discussed several times by the Senate and is presented here as a change to allow for further debate and a vote.

I would be pleased to attend the Senate meeting in April to present the proposal and to answer any questions.

KH:mm

Telephone
503-737-3257

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503-737-4230

Clarification of Revisions

1. Correct frame work to framework.

2. Change Object to Objects to be consistent with Article II, Sec. 2.

3. Includes no-rank faculty in academic support, administrative support, and student support units who are assigned professional position titles without rank, instead of those just in advising or counselling.

4. Capitalize State.

5. Remove the School category as there is only one School, the School of Education and it is included in the College of Home Economics and Education.

6. Includes the procedure for nominations from the Student Affairs apportionment group and the off-campus Extension Faculty. This was not changed in the Bylaws earlier.

7. Includes the election procedure for the Student Affairs apportionment group. This is not included in the current Bylaws and should be.

8. Adds University Day as responsibilities that the Senate President-Elect has.

9. Deletes the FTE allocated to the President-Elect. This deletion was part of the budget cuts.

10. Reduces the total FTE released time from .75 to .50 as is the current practice.

11. Changes object to objects to be consistent with Article II, Sec. 2.

12. Change Committees to committees. Makes this section more consistent.

13. Change object to objects to be consistent with Article II, Sec. 2.

14. Change Past Presidents Council to read Past Presidents' Council.

15. Defines who has the responsibility to declare a position vacant. The apportionment unit should have this responsibility.

16. Change object to objects to be consistent with Article II, Sec. 2.

17. Delete "of any rank" and define faculty as the Bylaws do in Article III, Sec. 1.

18. Change the word Chairman to Chair.

19. Currently, it is not common practice to distribute minutes to all faculty due to recent budget cuts. However, they are made available on GOPHER, in the Kerr Library Reserve Book Room, the Faculty Senate Office and from Faculty Senate Senators.

20. Deletes the school category as in Number 5.

Numbered items correspond to numbers found in the left margin of the attached Bylaws

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; May 4 and October 5, 1989; March 1 and April 5, 1990; June 4, 1992, March 4, 1993; and November 4, 1993.

ARTICLE I: NAME

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

ARTICLE II: OBJECT

1. Sec. 1. Within the ~~frame work~~ framework 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
2. Faculty in all matters encompassed within the stated Objects of the Faculty Senate. The Faculty is defined as members of the Unclassified Academic Staff who: (1) hold one of these

10.

academic ranks, Instructor, Senior Instructor, Senior Faculty Research Assistant, Research Associate, Assistant Professor, Associate Professor, or Professor (as defined in Section 580-
3. 20-005 of the OSSHE Administrative Rules), or (2) ~~individuals whose principal activity involves academically related advising or counselling of Oregon State University students.~~ faculty in academic support, administrative support, and student support units who are assigned professional position titles without rank. 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 (b) officers of the Senate, and (c) ex-officio members.

Sec. 2. Elected Members. Faculty as defined in Article III, Sec. 1 shall be eligible for
4. election to the Faculty Senate providing they are stationed within the ~~state~~ State of Oregon the time Senate apportionment is determined annually.

Sec. 3. Ex-Officio Members. The President of the University, the Provost and Executive Vice President, Interinstitutional Faculty Senators, immediate past president, and any Executive Committee member whose term in the Senate has expired 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, the Library, the combined ROTC staff, off-campus Extension 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
5. 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, 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. 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.

If an apportionment group is eliminated due to merger or abolishment of a campus unit, the terms of office of the group's Senators would cease at the end of the current apportionment year.

If the FTE in an apportionment group declines to the extent that the total number of Senators to be allotted to that group in the next apportionment year will be less than the number of Senators scheduled to continue their terms of office into the new apportionment year, the reduction in number of Senators shall be dealt with through an election by members of the apportionment group. The terms of the elected Senators shall be in compliance with Sec. 5.

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 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 and Education; 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 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 Associate Provost for Academic Affairs, or someone appointed by that officer, together with the incumbent elected representatives of the group, shall conduct the nominations for

12.

6. Associated Faculty. The Vice Provost for Student Affairs, or someone appointed by that officer, together with incumbent elected representatives of the group, shall conduct the nominations for the Student Affairs apportionment group. The OSU Extension Association, or someone appointed by that Association, shall conduct the nominations for the off-campu Extension 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 Associate Provost for Academic Affairs, or someone appointed by that officer, together with incumbent elected

7. representatives of the group, shall conduct the election for the Associated Faculty. The Vice Provost for Student Affairs, or someone appointed by that officer, together with incumbent elected representatives of the group, shall conduct the election for the Student Affairs apportionment group. 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 full 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.

ARTICLE VI: OFFICERS

Sec. I. The officers of the Faculty Senate shall consist of the following: (a) Senate President, who has served as Senate President-Elect during the preceding term and (b) Senate President-Elect, an elected member of the Faculty who is now or has been a Senator.

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

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

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

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

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

Sec. 3. Election Procedures for Senate President-Elect. The Committee on Bylaws and Nominations shall nominate at least two candidates from the Faculty for the office of

14.

Senate President-Elect.

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

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

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

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)

9. ~~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)~~

10. This total of ~~.75~~ .50 FTE released time may, however, be divided differently between the President and the President-Elect, or among the President, the President-Elect and another faculty person, agreed to by the Executive Committee, upon recommendation of the President and the President-Elect.

A Senate President who has served in that office for eight months or more shall for two years be ineligible for re-election to the office of Senate President-Elect.

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

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

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

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

ARTICLE VII: EXECUTIVE COMMITTEE

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

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

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

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

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

Sec. 4. Term of Office and Vacancies. Senators elected to open positions on the

16.

Executive Committee shall be installed at the first regular Faculty Senate meeting of each Calendar year and shall serve a term of two years or until a successor has been duly installed. Three new members shall be elected each year, with three continuing. An elected member who, at the completion of his/her term, will have served on the Executive Committe for more than eighteen (18) months, shall be ineligible for re-election for two years.

Vacancies in the elected member position shall be filled for the period to complete the term at the discretion of the Executive Committee by the candidate who, in descending order, received the next highest number of votes in the most recent election.

ARTICLE VIII: COMMITTEES AND COUNCILS

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

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

a. Standing Committees:

Academic Regulations	Academic Requirements
Academic Standing	Administrative Appointments
Advancement of Teaching	Baccalaureate Core
Budgets & Fiscal Planning	Bylaws and Nominations
Committee on Committees	Faculty Economic Welfare
Faculty Grievance	Faculty Mediation
Faculty Recognition & Awards	Faculty Status
Graduate Admissions	Instructional Media
Library	Promotion & Tenure
Retirement	Special Services
Student Recognition & Awards	Undergraduate Admissions
University Honors Program	

b. Councils:

Academic Advising	Curriculum
Graduate	Research

Sec. 3. General Provisions. Unless otherwise provided for in the Standing Rules of the
12. Faculty Senate, (a) the tenure of Faculty members of the standing ~~Committees~~ committees and councils shall be for terms of three Calendar years, starting on July 1, with approximately one-third retiring each year; and (b) Faculty members ordinarily shall not be appointed to two successive terms on a committee or council, nor to more than one

committee or council in a tenure period. The Executive Committee also shall require reports of these committees and councils in such form and at such times as it deems necessary and
13. proper for furthering the Objects of the Faculty Senate. The members of a particular committee or council shall have the right to participate in Senate debate whenever the Senate considers that Committee's or Council's report.

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

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

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

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

ARTICLE IX: MEETINGS

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

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

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

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

the Department of Information at least twenty-four (24) hours prior to the meeting.

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

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

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

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

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

ARTICLE X: MOTIONS AND VOTING

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

Other main motions shall be in order, but upon the request of a member and passed by a 25% vote of the members present, any other votes pertaining to the motion shall be postponed. Such a request for postponement shall not be in order when another has the

floor, must be made at the meeting in which the Motion is introduced, shall have a rank of precedence immediately above the motion to lay on the table, shall not be debatable, shall not be renewable, not be subject to reconsideration, shall die if not acted upon at the meeting during which it is made, and may be amended only with regard to items (a) or (b) below. Discussion of the main motion upon which voting has been postponed may continue, and when not brought to a close by the adjournment of the meeting, may be closed by a call for the Orders of the Day. Such a postponed motion shall automatically become an agenda item for the next regular meeting, unless it (a) is made the Order of the Day for an adjourned meeting to be held at least twenty-four (24) hours later, or (b) is made the question for a mail vote, with an interval of three (3) days allowed for the return of ballots.

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

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

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

ARTICLE XI: PLEBISCITE REFERRAL

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

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

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

ARTICLE XII: MEETING AGENDA

Sec. 1. The Executive Committee shall determine the Faculty Senate meeting agenda and shall do so in a minimum of one week in advance of regular Faculty Senate meetings. As liaison, the Provost and Executive Vice President apprises, for agenda consideration, the Senate Executive Committee of all items from meetings of the OSSHE Academic Council and
16. the Provost's Council relating to the Objects of the Faculty Senate. Members of the Faculty, individually or collectively, or through campus committees or coordinating councils, are encouraged to submit items for consideration for the Faculty Senate meeting Agenda to their elected representative or directly to the Executive Committee. In addition, suggestions for

20.

the Faculty Senate Agenda may be raised from the floor during meetings of the Faculty Senate.

ARTICLE XIII: FACULTY FORUM

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

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

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

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

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

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

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

ARTICLE XIV: COMMUNICATIONS

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

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

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

Minutes of all Faculty Senate meetings and of its Executive Committee shall be open to inspection by the Faculty, and individual Senate meeting Minutes shall be published and
19. ~~distributed~~ made available to all Faculty members (as defined in Article III, Sec. 1) following each Faculty Senate Meeting.

Sec. 4. Means of Communication. In addition to various informal means, elected members of the Faculty Senate shall use systematic means for communication with their constituents. Undoubtedly, these means will vary but, where applicable, the following ones, or combinations of them, are recommended: (a) Faculty Senate members may have a place
20. on the agenda of regularly called college~~/school~~ meetings; (b) Faculty Senate members may have a place on the agenda of regularly called departmental meetings; (c) Faculty Senate members may organize called meetings of their constituents at suitable times and in suitable forms for the purpose of discussing Faculty Senate business; (d) Faculty Senate members shall have the use of facilities, or means with which to obtain facilities, by which they can get into contact with their constituents. These facilities might include: assistance in preparation and mailing of notices, telephoning constituents, analyzing and preparing reports based on mail polls, and so on.

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

ARTICLE XV: PARLIAMENTARY AUTHORITY

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

Sec. 2. Parliamentarian.

(a) Selection. The Executive Committee shall name a professionally trained Parliamentarian from the Faculty, subject to the approval of the Faculty Senate.

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

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

ARTICLE XVI: AMENDMENTS TO THE BYLAWS

Sec. 1. Unless otherwise provided for in this Article, amendment of these Bylaws shall require a two-thirds vote by written ballot of the members present at any regular Faculty

Senate meeting. Amendments must be proposed by the Executive Committee, by a committee authorized by the Faculty Senate, or by any Senator from the floor of the Senate. In the latter case, however, the proposed amendment shall automatically be referred to the Bylaws Committee for study and recommendation.

Proposed amendments shall be sent in writing to the President of the Faculty Senate at least one month prior to the Faculty Senate meeting at which action on the proposed amendment is to be taken.

Voting on proposed amendments shall be by written ballot.

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

06/02/87:sl
Revised 09/30/87:js
Revised 05/12/88:vks
Revised 12/01/88:vlk
Revised 05/04/89:vln
Revised 07/31/90:vln
Revised 06/04/92:vln
Revised 03/04/93:vln
Revised 11/04/93:vln

REPORTS TO THE FACULTY SENATE

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331-6203

503-737-4344

FACULTY SENATE OFFICE
Social Science 107

Thursday, April 7, 1994; 3:00 pm - 5:00 pm
Construction & Engineering Hall
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 Senators.

A. SPECIAL REPORTS

Lee Schroeder

Lee Schroeder, Chief Business Officer, will discuss the OSU budgeting process, budget reallocation proposed by Governor Roberts and budget guidelines from the Chancellor's Office, if available.

B. ACTION ITEMS

1. Bylaws Recommendations

   Kathleen Heath, Committee on Bylaws and Nominations Chair, will present for approval the proposed Bylaws revisions which were printed in the March agenda as an Information Item. The recommendations are NOT printed in this agenda; please bring your March agenda.

2. Category I Proposals

   Cheryl Jordan, Curriculum Council Chair, will present two Category I proposals:

   a) Proposal to rename the Department of Aerospace Studies to the Department of Air Force Studies. (pp. 1-3)

   b) Proposal for the initiation of a new instructional program leading to the Master of Engineering in Manufacturing Engineering Degree. (pp. 4-43)

3. ASOSU Veteran's Day Resolution (p. 44)

   Attached is a resolution passed by ASOSU which would declare Veteran's Day an OSU holiday with no classes being held, but essential student services would remain open, such as Kerr Library, Dixon Recreation Center, and all computer labs. The Executive Committee has reviewed the resolution and recommends not approving it.

C. INFORMATION ITEMS

Annual Reports of Committees/Councils Due

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

D. REPORTS FROM THE FACULTY SENATE PRESIDENT

President Michael Oriard

E. EXECUTIVE SESSION

The purpose of the Executive Session is to consider the nominee for the Distinguished Service Award. The award will be conferred at the June 12 Commencement.

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.).

Balloting will be limited to Senators, or their official representatives, and will occur after the Executive Session ends and the open meeting is again in session (in accordance with the above Article). Materials distributed to Senators at the meeting marked 'CONFIDENTIAL' should be returned to the Senate Administrative Assistant prior to leaving the meeting.

F. NEW BUSINESS

IN ORDER TO PROPERLY RECORD MINUTES OF THE SENATE MEETING,
ALL SENATORS ARE REMINDED TO IDENTIFY THEMSELVES
AND THEIR UNIT AFFILIATION WHEN RISING TO SPEAK.

Please recycle this agenda

DEPARTMENT OF APPAREL, INTERIORS,
HOUSING AND MERCHANDISING

OREGON STATE UNIVERSITY
Milam Hall 224 · Corvallis, Oregon 97331·5101
Telephone 503·737·3796

March 11, 1994

MEMORANDUM

TO: Michael Oriard, Faculty Senate President

FROM: Cheryl Jordan, Chair
Curriculum Council

RE: Category I Curriculum Proposal for Faculty Senate Agenda

Enclosed is a copy of the Category I proposal to rename the Department of Aerospace Studies to the Department of Air Force Studies. This proposal was approved by the Curriculum Council at their March 3, 1994 meeting. The Council recommends that the proposal be approved by the Executive Committee and the Faculty Senate.

I would appreciate your efforts to inform me of the earliest possible date at which Faculty Senate can discuss this proposal.

Thank you for your cooperation.

Proposal for the Renaming of a Degree/Certificate Program
or Administrative Unit
Oregon State University

1. Current Name of Major or Administrative Unit:

   Department of Aerospace Studies

2. Proposed Name of Major or Administrative Unit:

   Department of Air Force Studies

3. Reason for Name Change: Why is the name of this major or administrative unit being changed?

   "Aerospace Studies" is confusing and not readily identifiable to most in the academic world or to the average student. The term generally provokes thoughts of aerospace engineering or atmospheric science instead of Air Force ROTC.

   "Air Force Studies" will more accurately reflect our college role, mission and identity.

4. Locus Within the Institutions Organization Structure:

   a. Will the institutional location of this major or administrative unit change? If so, describe.

      No

   b. If approved, when will the new name be effective?

      Fall 1994

5. Course of Study: Will the course of study for this major or administrative unit change? If so, describe.

   No

6. Admission Requirements: Will the Admission requirements for this major or administrative unit change?

   No

7. Resources Required/Saved:

   a. Will additional personnel, facilities, or equipment resources be needed? If so, complete the attached "Summary of Estimated Costs..." form.

   b. Note savings here.

      N/A

2/21 - Council 3.

DEPARTMENT OF
AEROSPACE STUDIES

Feb 15, 1994

MEMORANDUM

TO: W. Bruce Shepard
Director Undergraduate Academic Programs

FROM: Duncan G. Koller
Professor of Aerospace Studies

OREGON
STATE
UNIVERSITY

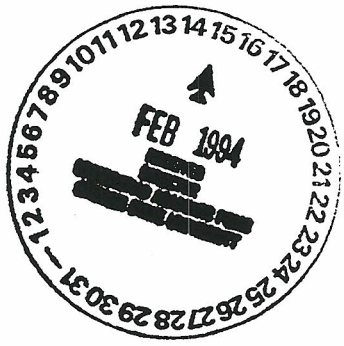
McAlexander Fieldhouse 309
Corvallis, Oregon
97331-4903

Telephone
503-737-3291

RE: Department Name Change

We request our department be renamed "Department of Air Force Studies" to replace our present name of "Department of Aerospace Studies." We feel that the revised name is a more accurate description of our role in the university. There is no cost associated with this name change. We would continue to use our old letterhead until it is exhausted.

If this change is approved, we would like our entries in the 1994-95 OSU catalog and Fall 1994 Schedule of Classes to reflect our new name.



4.

DEPARTMENT OF APPAREL, INTERIORS,
HOUSING AND MERCHANDISING

OREGON STATE UNIVERSITY
Milam Hall 224 · Corvallis, Oregon 97331-5101
Telephone 503-737-3796

March 23, 1994

MEMORANDUM

TO: Michael Oriard, Faculty Senate President

FROM: Cheryl Jordan, Chair
Curriculum Council C. Jordan

RE: Category I Curriculum Proposal for Faculty Senate Agenda

Enclosed is a copy of the Category I proposal to establish a Master's in Engineering in Manufacturing Engineering degree that will be jointly conferred by Oregon State University and Portland State University. The proposed program is innovative in a number of ways:

1. The concentration in Manufacturing Engineering is unique, and is not currently offered by any institution in the western region
2. The program is the first collaboration between two OSSHE universities (College of Engineering at OSU and the School of Engineering at PSU) to offer a joint degree
3. Course content will be disseminated to students via electronic means which will enhance student access to the program

This proposal has been approved by both the Graduate Council and Curriculum Council. These Councils recommend that the proposal be approved by the Executive Committee and the Faculty Senate.

I would appreciate your efforts to inform me of the earliest possible date at which Faculty Senate can discuss this proposal.

Thank you for your cooperation.

OSSHE CATEGORY I PROPOSAL

Oregon State University
College of Engineering

Portland State University
School of Engineering and Applied Science

Department of Industrial and Manufacturing Engineering (OSU)
Department of Mechanical Engineering (OSU)
Department of Mechanical Engineering (PSU)
Engineering Management Program (PSU)

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM LEADING TO THE MASTER OF ENGINEERING IN MANUFACTURING ENGINEERING DEGREE

3/4/94

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM
LEADING TO THE MASTER OF ENGINEERING IN MANUFACTURING ENGINEERING DEGREE

DESCRIPTION OF PROPOSED PROGRAM

1. Definition of Academic Areas.

a. **Define or describe the academic area or field of specialization with which the proposed program would be concerned.**

This proposal is for the establishment of a Master of Engineering degree in Manufacturing Engineering. The program will be jointly administered by Oregon State University and Portland State University, and will make use of faculty and facilities physically located at both campuses.

Manufacturing Engineering is concerned with the application of specialized engineering and managerial knowledge applied to the development of productive systems of people and machines. Primary emphasis is on the design, operation, and controls of integrated systems for the production of high quality, economically competitive goods utilizing efficient product design, computer networks, machine tools, robots, and materials handling equipment. This academic program is designed to provide engineering professionals the opportunity to pursue advanced level study in a field of engineering which involves subject matter normally not covered in basic engineering undergraduate programs. Because of its professional orientation, the program is more structured than the traditional Master of Science degree.

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

The core courses of the proposed program will initially contain the following subspecialties concentrations as part of the programs core requirement. As such, these specialities are required of all students.

- Quality Assurance-- including statistical process control, reliability and Total Quality Management (TQM).
- Concurrent Engineering--including design for manufacturability, design for assembly, materials and joining technology, and CAD/CAM.
- Production Scheduling and Control-- including line and cell design, scheduling and work balancing, inventory control and logistics, and simulation of production systems.

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

Future subspecialities may be developed in human factors and safety engineering, electronic assembly, and information system design. These subspecialties would build upon current expertise and capabilities in the cooperating departments.

d. **Are there other subspecialties the institution intends to avoid in developing the program?**

There are no subspecialties that will specifically be avoided.

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

Program will be operational beginning in fall Quarter, 1994.

2. Department, School, or College Responsible

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

The proposed program will be jointly offered by the Departments of Industrial and Manufacturing Engineering and Mechanical Engineering of Oregon State University, and the Department of Mechanical Engineering and the Engineering Management Program at Portland State University. The proposed program will be jointly administered by the College of Engineering (COE) of Oregon State University and the School of Engineering and Applied Science (SEAS) of Portland State University.

Oregon Joint Graduate Schools of Engineering (OJGSE) was created by the Oregon State Board of Higher Education (OSBHE) to coordinate graduate-level engineering and computer science programs at Oregon State University, Portland State University, University of Oregon, and Oregon Graduate Institute of Science and Technology(OGI). OJGSE is administered by an Engineering Council consisting of five industry representatives, including the Council Chair (appointed by the President of the OSBHE), and the Presidents of the participating institutions.

The OJGSE Engineering Council has the following responsibilities:

- Assess needs for advanced engineering and research in Oregon and develop ways to provide appropriate services and facilities in these areas.
- Survey the existing capacity of the participating institutions in graduate engineering education and research and identify areas for priority development, enhancement, or consolidation.
- Review and approve all new programs and consolidation or elimination of existing programs before forwarding to the Oregon State Board of Higher Education and the Trustees of OGI.
- Establish policy for the appointment of faculty to the OJGSE and a scale of incentives and opportunities for those faculty.
- Recommend legislative funding proposals for OJGSE to the Chancellor and support his efforts to secure funding.

The Engineering Council has established a comprehensive set of goals for graduate engineering education in Oregon, and has approved, in principle, the proposed joint master's degree in Manufacturing Engineering(see appendix A).

Additional coordination and technical support will be provided through the Oregon Center for Advanced Technology Education (OCATE), which was chartered in 1985 by the Oregon State Legislature and commissioned by the Oregon State Systems of Higher Education to develop a cooperative educational program that would support the rapidly changing needs of Oregon's high-technology community. OCATE sponsors graduate level advanced technology credit classes, special topic workshops and colloquia in the areas of: applied physics, electrical engineering, computer science and computer engineering, materials science, manufacturing and management technology.

For the Manufacturing Engineering program, OCATE will either provide or arrange for appropriately equipped classrooms at all off campus sites and provide technical support

for one-way video and two-way audio to these sites. OCATE will also arrange for proctors at each site. The proctors will collect homework, distribute homework and handouts and proctor all exams. OCATE will also assist in disseminating materials explaining the program to prospective students. They will provide appropriate TV facilities and schedule transmission time.

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

Yes, because of the unique, inter-institutional nature of the program, it is proposed that an administrative committee with the following membership coordinate the program's operation:

- The academic program director*
- One representative appointed by the Dean, OSU/Graduate Studies*
- One representative appointed by the Dean, PSU/Graduate Studies*
- One representative appointed by the Dean, OSU/COE*
- One representative appointed by the Dean, PSU/SEAS*
- One representative from OCATE
- One industrial representative from the OJGSE Manufacturing Engineering Technical Advisory Board

* must hold academic rank at OSU or PSU

Additionally, the academic program director will serve as the academic advisor for all students admitted to the Manufacturing Engineering program. From the perspective of the respective graduate schools, this person will assume the administrative responsibilities normally performed by a department head and/or graduate committee chairperson. That is, this individual will function as a department head from the two graduate schools perspectives, but will have neither a faculty nor a budget.

All appointments, with the exception of the academic program director, shall be made annually. Representatives may be reappointed. The academic program director will be jointly appointed by the Deans of OSU College of Engineering and PSU School of Engineering and Applied Science, based on nominations from the faculty. Nominees must be tenured faculty members in one of the participating departments with expertise in at least one of the targeted subspecialities of Manufacturing Engineering. The academic program director shall be appointed for a two-year term and shall receive suitable release time from regular instructional and research activities. The FTE for this position will be dependent upon the number of students in the program and could range from .25 to 1.0. PSU and OSU are prepared to support the FTE required for the position. The position of academic program director will alternate between Oregon State University and Portland State University. Duties of the position will include, but will not be limited to, the following:

- Coordination of course scheduling, including personnel, location, and times.
- Supervision and development of appropriate public relations information.
- Evaluation of instructors and technologies involved in instruction.
- Provide a single source of information for potential students.
- Audits of student programs and academic progress.
- Coordination of computer systems and software availability.

The first five members of the administrative committee listed above (the five who hold academic rank at one of the sponsoring institutions) will form an academic committee. For all procedural purposes (admissions, appeals, curricular matters, etc.), this committee will replace the students "home" department at Oregon State University and Portland State University.

Institutional operation will utilize the existing policies and procedures of the Graduate School of the "home" institution as defined in "GUIDELINES FOR ESTABLISHING JOINT CAMPUS GRADUATE PROGRAMS" which was established on May 22, 1992. The "home" institution will be selected by the student at the time of admission, and student will subsequently apply for admission to that institution and that institution's Graduate School.

All guidelines for the operation of the program will be taken from the previously referenced "GUIDELINES FOR ESTABLISHING JOINT CAMPUS GRADUATE PROGRAMS" except the following:

1. A joint faculty will be formed. This joint faculty will be composed of regular faculty from each campus which will also hold adjunct and graduate appointments on the alternate campus. As such, all joint faculty will hold either a regular or adjunct appointment at both institutions and are subject to all the normal review procedures for appointment at both OSU and PSU. All courses taught by joint faculty, regardless of their home institution, will count toward meeting the joint residency requirement. All courses taught by non-joint faculty will not count toward the joint residency requirement.

2. The degree will be awarded jointly by both OSU and PSU.

The administration committee is comprised of representatives from the academic institutions, OJGSE and OCATE. It is responsible for monitoring and evaluating the overall progress of the program and suggesting changes where appropriate. Issues of concern to all parties, such as the scheduling of TV broadcast time, additional classroom sites and program promotion will be handled by the administrative committee.

Issues which are strictly academic in nature will be the purview of the academic committee. For example, the academic committee will set admission standards (consistent with graduate school standards), standards for suspension for academic considerations and will consider student petitions.

3. Objectives of the Program

a. **What are the objectives of the program?**

The objective of this program is to provide an advanced-level, practice-based academic opportunity in Manufacturing Engineering for engineering professionals. The program addresses a well defined area of both an Oregon and national need, and is designed specifically to facilitate the requirements of currently employed engineers and individuals returning to obtain an advanced education in Manufacturing Engineering.

b. **How will the institution determine how well the program meets these objectives? Identify specific post-approval monitoring procedures and outcome indicators to be used if the program is approved.**

The progress of the program will be constantly and continually monitored by an OJGSE Manufacturing Engineering Technical Advisory Board (TAB). The TAB will provide feedback on the success of the candidates upon completion of the program, and will

work to modify the program curriculum, as appropriate. TAB membership currently consists of individuals from the following companies:

Anderson Consulting
Boeing
Blount/Oregon Cutting Systems
Gunderson
Harris Group
Hewlett Packard
Intel
James River
Precision Castparts
Sequent Computers
Tektronix

Moreover, as a joint program, this degree program will be subject to review by the Graduate Schools at both institutions. It is hoped the Graduate Schools will coordinate their reviews, but there is no formal requirement to do so.

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

Development of the proposed program is a direct missive from the OJGSE (see appendix A).

d. **What are the employment opportunities for persons who have been prepared by the proposed program?**

These are excellent employment opportunities for graduates of this program. Many of those anticipated to enroll will be currently employed and are seeking to improve their productivity potential for their employer. Other graduates will undoubtedly find numerous opportunities because the program has been designed to specifically meet the needs of the manufacturing community.

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

List the closely related programs and areas of strength currently available in the institution which would give important support to the proposed program.

The proposed Manufacturing Engineering program will have strong, positive interactions with the graduate programs in engineering at both Oregon State University and Portland State University. Students enrolled at each institution in existing programs will have the opportunity to develop minors in Manufacturing Engineering. Students enrolled in the Manufacturing Engineering program will be required to develop an integrated elective area in one or more of the currently existing programs.

5. Course of Study

a. **Describe the proposed course of study.**

The proposed course of study resulted from several meetings involving representatives from OSU, PSU, OCATE, and members of an industry-based TAB. Over a period of approximately six months, various program options were developed and evaluated by TAB members and academic instructors. The following program, which is designed to meet the requirements of both institutions, represents an unanimously approved result of that effort:

Proposed ME in Manufacturing Engineering

TOTAL REQUIRED CREDIT--45 credit hours
CORE COURSES: 30-36 credits

	Credit	OSU Course	PSU Course
ANALYSIS			
Statistical Analysis	(3)	ST 521	MTH 559
Analysis/Numerical Methods	(3)	ME 575	ME 551
APPLIED STATISTICS			
Statistical Process Control	(3)	IE 551	ME 587
Design of Industrial Experiments	(3)	IE 552	ME 588
MANUFACTURING MANAGEMENT			
Manufacturing Operations Analysis	(3)	IE 561	EMGT 550
Production Systems Design	(3)	IE 562	EMGT 551
Project Management	(3)	IE 563 *	EMGT 545
Communication and Team Building	(3)	BA 552 **	EMGT 510CT
CONCURRENT ENGINEERING			
Concurrent Engineering	(3)	ME 518 **	ME 510CE
MANAGEMENT (3-9)			
Strategic Planning	(3)	BA 559 **	EMGT 520
Human Resources	(3)	BA 553 **	MGMT 522
Corporate and Cost Accounting	(3)	BA 515 **	ACTG 511

* Course description in catalog to be changed
** Courses to be adapted to Manufacturing Engineering Program. May require special version and new course request.

TECHNICAL SPECIALTY (9-15 credits in any one of the following areas)
Mechanical Engineering
Industrial Engineering
Electrical Engineering
Computer Engineering
Engineering Mgt.
Computer Science

TECHNICAL SPECIALTY (9 to 15)-- Nine to fifteen credits of graduate technical courses in Mechanical Engineering, Industrial and Manufacturing Engineering, Electrical and Computer Engineering, Engineering Management, or Computer Science. Three to six of these credits may be project work. (For example: 3 to 6 hours of ME 506 Projects may be included)

FINAL EXAMINATION: Each graduate will be required to complete a final oral examination of approximately two hours duration. The examination committee will be composed of three faculty, one representing OSU, one representing PSU and the academic program director. The faculty will be members of the joint faculty and will be selected by the academic program director with approval of the academic committee. With the approval of the academic committee, an alternate joint faculty member may substitute for the academic program director.

The exam will be scheduled in cooperation with the graduate school on the students home campus. The results of the exam will be reported to that graduate school.

Within 30 days of the completion of each term the academic program director will provide each of the four Deans with a summary report of all examinations and their results.

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

Of the twelve courses listed as part of the program core, eleven currently exist at both institutions.

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

The only course currently missing is "Communications and Team Building". Efforts are currently underway to either adapt an existing course or develop a new course to fill this gap.

Technical specialty courses will be developed based on need and as faculty expertise grows. Many existing courses in the departments of Mechanical Engineering, Industrial and Manufacturing Engineering, Electrical and Computer Engineering, Engineering Management, and Computer Science at both OSU and PSU will be utilized, and will be specified through consultation of individual students with their academic advisors, which for most students will be the academic program director.

d. **Delivery of Courses**

All courses in this program will be delivered electronically. The remote(receive) sites will be Oregon State University, Portland State University, OCATE(Beaverton), the Oregon Institute of Technology(OIT) Metro Campus in Clackmas and other sites in Washington, Clackamas and Multnomah counties. Degree candidates in this program may receive 100% of these instructions by electronic distribution.

6. Admission Requirements

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

The additional admission requirements are as follows:

> An undergraduate degree in engineering or a closely related discipline from an accredited institution.

Under special conditions, applicants, who partially satisfy the above admission requirements may be considered for conditional acceptance, provided they meet all institutional requirements for the campus for which they apply.

All admission, granting of exceptions to the stated requirements, and review of appeals will be determined by the Academic Committee as described above.

The Academic Committee will establish procedures which will prevent a student whose application is rejected by one campus from applying to and being admitted by an alternate campus.

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

Although no enrollment limitations are anticipated at this time, limitations may be imposed to protect the integrity of the program.

7. Relationship of Proposed Program to Future Plans

a. **Is the proposed program the first of several steps the institution has in mind in reaching a long-term goal in this or a related field?**

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

This program represents the first of several anticipated joint graduate degree programs. As such, there are no well-established procedures for all administrative and academic mechanisms. Program changes should be anticipated as this program's experience reveals opportunities for improvement.

8. Accreditation of the Program

a. **Is there an accrediting agency or professional society which has established standards in the area in which the proposed program lies?**

None

b. **If so, does the proposed program meet the accreditation standards? If it does not, in what particulars does it appear to be deficient? What steps would be required to qualify the program for accreditation? By what date is it anticipated that the program will be fully accredited?**

N/A

c. **If the proposed program is a graduate program in which the institution offers an undergraduate program, is the undergraduate program fully accredited? If not, what would be required to qualify it for accreditation? What steps are being taken to achieve accreditation?**

The Industrial and Manufacturing Engineering Department at OSU currently offers a B.S. in Industrial Engineering with a Manufacturing Engineering option which is Accreditation Board for Engineering and Technology(ABET) accredited. In addition, the Departments of Mechanical Engineering at OSU and PSU have ABET accredited undergraduate programs.

NEED

9. Evidence of Need

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

Manufacturing Engineering is an important and growing aspect of technical education, research and economic development in the United States. Concerns about U.S. competitiveness in manufacturing are growing daily and the global economy continues to emphasize the contributions of value-added manufacturing operations. Some of the important elements in today's changing economic environment are the demand for

higher product quality, reduced time from concept to availability for sale, increased product, sophistication and short product life cycles. The half life of any products has decreased to the point that 50 percent of their sales occur within three years of initial design. These factors have resulted in the absolute need for engineers who are prepared to initiate, design, plan for production, and control the manufacture of quality products. Economic survival in this environment requires the education of professionals who can integrate all the engineering and production functions required to manufacture a constantly changing array of new products.

Oregon State University is recognized as an educational leader in undergraduate manufacturing engineering. The Department of Industrial and Manufacturing Engineering established a Bachelor of Science option in Manufacturing Engineering in 1981 and received ABET accreditation for the program in 1984. This five-year program requires each student to complete two six-month internships in participating companies which also provide personnel to assist in some phases of the program's operation. Generally referred to as the Manufacturing Engineering Co-Operative Program (MECOP) this university-industry partnership is often mentioned as a "national model" in undergraduate manufacturing engineering education, and has received significant financial support from both the National Science Foundation and the Society of Manufacturing Engineers. Currently, the MECOP model is being refined to include programs in Mechanical Engineering, Chemical Engineering, Electrical and Computer Engineering, and Computer Science at OSU. Renamed the Multiple Engineering Cooperative Program, the highly active Industrial Advisory Board continues to support development in undergraduate manufacturing engineering for Oregon industries. A list of currently participating companies is provided in Appendix A.

MECOP has been extremely successful in both attracting students and producing graduates who are in demand by Oregon companies. In the last academic year, 79 students were out on spring-summer cooperative internships and approximately 45 students will graduate from the program in 1994. Historically, over seventy percent of the graduates have accepted immediate employment in Oregon or with Oregon-based firms. (Intel currently employs over 30 MECOP graduates.)

Portland State University currently has strong and rapidly growing graduate programs in engineering that emphasize manufacturing. The Mechanical Engineering Department includes "Design and Manufacturing" as one of its three primary areas of specialization, and about sixty percent of the present graduate student body study in this area. The Mechanical Engineering Department has recruited its last two faculty positions in manufacturing, adding to the existing faculty to build a strong core of expertise. Most of the recent major equipment acquisitions have targeted manufacturing areas.

PSU's Engineering Management graduate program also has a manufacturing emphasis, as reflected in the current faculty expertise, the curriculum, and the student body. The student population in this program has grown dramatically in the last few years, and currently enrolls about 100 students.

These successes have produced a high level of interest for a graduate degree program in manufacturing engineering. A continually increasing number of inquiries comes from practicing engineers throughout the greater Portland area and the Williamette Valley. Interestingly, more than forty percent of these companies are classified as "small" manufacturers who rely more heavily than larger companies on technical education and support from local universities. A significant number of engineers with B.S. degrees in Mechanical, Electrical and Chemical Engineering have transitioned to manufacturing related positions in a wide range of Oregon companies and are interested in continuing their education in this area of professional practice.

Additionally, national attention on advanced research and graduate students within manufacturing engineering has increased sharply. The National Science Foundation (NSF), Department of Defense (DOD), Department of Commerce (DOC), Department of Energy (DOE), and National Aeronautics and Space Administration (NASA) are all currently participating in a National Program for Defense Technology Conversion in which Manufacturing Engineering education and research are primary focal areas.

b. **What is the estimated enrollment and the estimated number of graduates of the proposed program over the next five years? If the proposed program is an expansion of an existing one, give the enrollment in the existing program over the past five years.**

Estimated enrollment in the program is 45-60 students per year (see appendix B). The program is designed to allow graduation with the M.E. degree after three years of part-time study. On this basis, about 15-20 degrees will be awarded each year.

Is the proposed program intended primarily to provide another program option to student who are already being attracted to the institution, or is it anticipated that the proposed program will draw its clientele primarily from student who would not otherwise come to the institution where the proposed program not available there?

Most of the students who enter this program will probably be attracted by its unique joint approach and the high interest in manufacturing engineering that is not currently served.

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

Stated above.

d. **What evidence is there that there exists a regional or national need for additional qualified persons such as the proposed program would turn out?**

Stated above.

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

This program demonstrates the value in sharing resources between institutions to better serve the need of the citizens of Oregon.

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

From the previous discussion, it is clear the industry, in general, and the manufacturing industry, in particular, will benefit most from this program.

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

This program has been designed primarily to accommodate the working professional. Some of its aspects are:

- Extensive use of television and other electronic technologies will enable students to enroll and participate over a wide geographic area.

- Courses will be scheduled for the convenience of currently employed

engineering professionals.

- Curricula and course development activities will be enhanced by the involvement of an industry-based Technical Advisory Board.

DUPLICATION OF EFFORT

10. Similar Programs in the State

a. **List any similar programs in the state.**

There are no similar programs in Oregon, Washington, or Idaho.

b. **If similar programs are offered in other institutions in the state, what purpose will the proposed program serve? Is it intended to supplement, complement, or duplicate existing programs?**

c. **In what way, if any, will resources of any other institutions be utilized in the proposed program?**

RESOURCES

11. Faculty

a. **List any present faculty who would be involved in offering the proposed program, with pertinent information concerning their special qualifications for service in this area. Attach an up-to-date resume for each individual.**

The following faculty would be directly involved in offering the proposed program:

OREGON STATE UNIVERSITY

Department of Industrial and Manufacturing Engineering
- Kimberly Beaumariage
- Terrence Beaumariage
- Sheikh Burhanuddin
- Eugene Fichter
- Kenneth Funk
- Logen Logendran
- Edward McDowell
- Sabah Randhawa
- R. Bruce Taylor
- Thomas West

Department of Mechanical Engineering
- T.C. Kennedy
- Robert Paasch
- Richard Peterson
- Gordon Reistad
- William Reiter
- David Ullman

PORTLAND STATE UNIVERSITY

Department of Mechanical Engineering
- Faryar Etesami

Dongik Joo
Graig Spolek
David Turcic
Hormoz Zareh

Department of Engineering Management
Richard Deckro
Dundar Kocaoglu

b. **Estimate the number, rank, and background of new faculty members that would need to be added to initiate the proposed program; that would be required in each of the first four years of the proposed program's operation, assuming the program develops as anticipated in Item 9-b. What kind of commitment does the institution make to meeting these needs? What kind of priority does the institution give this program in staff assignment?**

No new faculty will be required.

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

The only support position required will be that of the Academic Program Director, as previously discussed.

12. Library

a. **Describe in as objective terms as possible the adequacy of the library holdings that are relevant to the proposed program (e.g., if there is a recommended list of library material issued by the American Library Association or some other responsible group, indicate to what extent the institutions's library holdings meet the requirements of the recommended list).**

Current library holdings at the two institutions are adequate to support the program.

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

None.

13. Facilities and Equipment

a. **What special facilities in terms of building, laboratories, equipment are necessary to the offering of a quality program in the field and at the level of the proposed program?**

The initial year(s) of the program will require significant computing capability at each receiving location. Personal computer-based workstations for statistical analysis, numerical analysis, discrete simulation, and intermediate-level computer aided design (CAD) are necessary for all students.

b. **What of these facilities does the institution presently have on hand?**

Currently OSU, PSU, and OCATE are developing a plan to provide adequate computer support. It is envisioned only minimal additional resources will be required.

c. **What facilities beyond those now on hand would be required in support of the program?**

A variety of computational capabilities must be added to the system to render the program truly compatible with its objectives. Some of the key elements are:

- Expand computational opportunities for professional engineers to allow them to utilize their industrial computers in seamless applications.
- Enable all students to communicate freely with electronic mail.
- Allow working professionals to receive televised courses on their desktop computer, and communicate in real time with the instructor.

PSU, OSU, and OCATE are currently developing a plan to meet these objectives.

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

The Network for Education and Research in Oregon (NERO) will enable most of the requirements to be met. It features a sophisticated system of Wide Area Networks to allow students at remote sites to communicate easily with instructors and fellow students. Television signal transmission using ATM (Asynchronous Transfer Mode) will allow students to receive the courses at their desks. High speed LAN's (Local Area Networks) will enhance the computational power of existing computers. Federal funding for this system has already been approved.

14. Budgetary Impact

a. **Please indicate the estimated cost of the program for the first four years of its operation.**

Fundamentally this program will require only minimal new resources to offer. The resources that are being provided by OJGSE are intended primarily to facilitate the transition to electronic based instruction, a new mode of teaching for most of the instructors. The implementation of this program should result in significant faculty productivity improvements.

The majority of the courses in this program are currently being offered on both campuses. For example, nine of the twelve courses planned for the first year of operation are engineering courses. Under traditional operation both Oregon State University (OSU) and Portland State University (PSU) would be required to staff nine courses, for a total of eighteen courses. Under this program, using electronic delivery of instruction, OSU will need only to provide instructional staffing for five courses while PSU will staff the remaining four. This results in a savings of approximately one and one half instructing FTE. Factoring in faculty salary, OPE and overhead, this translates into an annual savings of slightly over $150,000. A portion of this saving will need to be used to support the coordinator, remote site assistants, and technical support personnel. However, there should still be a substantial net savings.

Considered from another perspective, a typical OSU graduate engineering course might have an on campus enrollment of 15 students. By using electronic delivery we can add an additional 10 to 20 students at PSU and OCATE. A course that currently has an on campus enrollment of 15 will become twice as large. Because transmission costs are paid by OCATE, this provides signficant increases in faculty productivity with minimal additional cost to any of the participating academic units.

The supplementary budget OJGSE has approved for this program is shown below. These funds are to be used to facilitate the implementation of this program. Specifically these monies are being used to fund faculty release time to initially prepare courses for TV delivery, additional material costs, such as postage and FAX, and to provide other support such as teaching assistants. A portion of the money being used is to provide additional equipment (specifically computers and software) as required to facilitate delivery of this program.

FUNDS AVAILABLE Academic Year				
	94-95	95-96	96-97	97-98
Instructional-OJGSE	$151K	$154K	$190K	$135K
Equipment/ Supplies-OJGSE	$40K	$103K	$80K	$120K
Total-OJGSE	$191K	$257K	$270K	$255K
Productivity Savings	$150K	$150K	$150K	$150K
Total Funds Available	$341K	$407K	$420K	$405K
PROGRAM COSTS				
Academic Program Coordinator	$ 33K	$ 41K	$ 52K	$ 64K
Instructional Release Time	$154K	$183K	$184K	$170K
Teaching Assistants	$ 31K	$ 37K	$ 37K	$ 34K
Clerical	$ 46K	$ 55K	$ 55K	$ 51K
Equipment & Supplies	$ 77K	$ 91K	$ 92K	$ 85K
TOTAL COSTS	$341K	$407K	$420K	$405K

It must be emphasized that this budget represents supplemental funds and does not include the base cost of instruction which is covered by the regular instructional budget.

b. **If a special legislative appropriation is required to launch the program (as shown in Item 4-b of the estimated budget), please provide a statement of the nature of the special budget requested and the reasons a special appropriation is needed. How does the institution plan to continue the program after the initial biennium?**

The supplemental funds for this program are derived from SB 1076, which appropriated $2,000,000 for the OJGSE.

c. **If federal or other grant funds are required to launch the program (Items 4-c and 4-d), what does the institution propose to do with the program upon termination of the grant?**

No federal funds are required to support the program. However, federal funds have been requested to supplement existing funding. For expansion or development of high speed LANS to enhance computing capability.

d. **Will the allocation of going-level budget funds in support of the program have an adverse impact on any other institutional programs? If so, which program and in what ways?**

No going-level budget funds will be utilized

SUMMARY OF ESTIMATED COSTS OR SAVINGS AND SOURCES OF FUNDS

Program/Unit ME in Manufacturing Engineering

Institution Oregon and Portland State University

	First Year	FTE	Second Year	FTE	Third Year	FTE	Fourth Year	FTE
Resources Required								
Personnel								
Faculty	$ 187		$ 224		$ 236		$ 235	
Graduate Assistants	$ 31		$ 37		$ 37		$ 34	
Support Personnel	$ 46		$ 55		$ 55		$ 51	
Fellowships & Scholarships	$		$		$		$	
Total	$ 264		$ 316		$ 328		$ 320	
Percentage of Total From State Funds	$ 100		$ 100		$ 100		$ 100	
Other Resources								
Library	$		$		$		$	
Supplies & Services	$		$		$		$	
Movable Equipment	$ 77		$ 91		$ 92		$ 85	
Total	$ 77		$ 91		$ 92		$ 85	
Percentage of Total From State Funds	$ 100		$ 100		$ 100		$ 100	
Physical Facilities								
Construction of New Space or Major Renovation	$		$		$		$	
Percentage of Total From State Funds	$		$		$		$	
GRAND TOTAL	$ 341		$ 407		$ 420		$ 405	
PERCENTAGE OF TOTAL FROM STATE FUNDS	$ 100		$ 100		$ 100		$ 100	
OSSHE	44%		37%		36%		37%	
Special Appropriation	56%		63%		64%		63%	

Source of Funds

State Funds-Going-level Budg.	$	$	$	$
State Funds--Special Approp.	$	$	$	$
Federal Funds	$	$	$	$
Other Grants	$	$	$	$
Fees, Sales, Etc.	$	$	$	$
Other	$	$	$	$

APPENDIX A

Oregon
STATE SYSTEM OF HIGHER EDUCATION

OCATE
OREGON CENTER FOR
ADVANCED TECHNOLOGY EDUCATION
OGC SCIENCE PARK, BLDG. E-3, SUITE 150
19500 NW GIBBS DRIVE
BEAVERTON, OR 97006-6900
(503) 690-1460 FAX (503) 690-1466

February 7, 1994

Dr. Edward D. McDowell
Industrial & Manufacturing Engineering

M.S. Manufacturing Engineering

At its meeting on June 1, 1993, the Engineering Council of the Oregon Joint Graduate Schools of Engineering approved the plan submitted by the Colleges of Engineering at OSU and PSU to establish a Master of Manufacturing Engineering degree. This plan had been developed with the advice of a Technical Advisory Board of industry and university personnel. The Council also approved the budget for the program for the 1993-1995 biennium.

Sincerely,

S. J. T. Owen
Vice Chancellor, OCATE

kjhm

APPENDIX B

APPENDIX - B

JOINT-CAMPUS PROGRAMS
MASTERS OF ENGINEERING IN MANUFACTURING ENGINEERING

I. Program Administration

1. **Describe the nature of cooperation between the departments/programs on participating campuses.**

A. Identify home department(s) or program(s).

The departments of Industrial and Manufacturing Engineering, and Mechanical Engineering of the College of Engineering, Oregon State University, and the Mechanical Engineering Department and the Engineering Management Program of the School of Engineering and Applied Science, Portland State University are proposing this program jointly. This is a cooperative program among the four participating academic units.

B. Explain how individual students will determine their home department or campus.

At the time of admission students will apply to either Oregon State University or Portland State University. The university to which they are initially accepted will become their home campus. Applicants will be required to choose a campus prior to applying and will not be permitted to apply to the alternate campus if their first application is rejected.

The Manufacturing Engineering Program will become the students home department.

2. **Describe the administrative organization of the proposed joint-campus program activity. Will this involve administrative units beyond the program units (Admissions Office, Registrars, Financial Aid, etc.)?**

This program will be administered jointly by the College of Engineering, Oregon State University, School of Engineering and Applied Science, Portland State University, the two Universities Graduate Schools, the Oregon Center for Advance Technology Education (OCATE) and Oregon Joint Graduate Schools of Engineering (OJGSE).

The program will be administered by a committee (the administrative committee) composed of:

a representative appointed by the Dean of the College of Engineering, OSU.

a representative appointed by the Dean of the School of Engineering and Applied Science, PSU.

a representative appointed by the Dean of the Graduate School, OSU.

a representative appointed by the Dean of the Graduate School, PSU.

a representative appointed by the Vice-Chancellor for OCATE.

a representative appointed by the Chairperson OJGSE Manufacturing Engineering Technical Advisory Board.

The academic program director.

This committee will be chaired by the academic program director.

The terms of the appointments are discussed in the proposal.

This committee will have overall responsibility for administering the program, including monitoring and evaluating the overall progress of the program and suggesting revisions where appropriate. It should be noted that the existence of this committee does not preclude program reviews by any of the involved academic units.

The Administrative committee will have responsibility for selecting remote receive sites, insuring adequate resources for the program, determining class offering times, selecting the elective courses, and program administration. Program administration will includes procedures for reserving TV time, registration procedures, program promotion and other administrative procedures.

The five academic members of the administrative committee will form the academic committee. This committee will be chaired by the program director. This committee will handle all academic aspects of the program. Specifically, this committee will:

set admission standards for the program. (applicants will need to meet or exceed the requirement of both graduate schools)

review all applications for admission. (this activity may be delegated to the academic program director with specific instructions).

determine procedures for the evaluation of faculty.

set standards for the termination of academic programs for academic cause.

hear student petitions.

For all procedural purposes this committee will replace a students home department. The academic program director will perform the functions normally performed by a department head. That is, the academic program director will be empowered to sign admission action forms and perform the other obligations of a department head.

Applications for admissions will be routed directly to the academic program director from the admissions office on the respective campuses. After being acted upon by the academic committee the applications will be forwarded to the admissions office or graduate school, as appropriate, on the home campus.

Student appeals are handled in a like manner. All appeals are first considered by the academic committee. If a student wishes to appeal a

decision of the academic committee, that student would then next appeal to the Dean of the Graduate School on their home campus. From their the procedure would follow the normal procedure for the home campus.

Within 30 days of the completion of each term the academic program director will provide each of the four Deans with a summary report containing at a minimum:
a summary of all applications and their disposition
a summary of all academic dishonesty actions
a summary of all student suspensions/probations
a summary of all student appeals and their disposition.
a summary of all graduate examinations and their results.

The students home campus will retain responsibility for providing students services such as student health care, admission to athletic events etc.

3. **What are the criteria for admission to the proposed program? What are the conditions and criteria for exceptions or provisional admission? How is the review of applications conducted, and by whom? Is the application review campus-specific or on a joint-campus basis?**

The minimum admission requirements are as follows:

a. An undergraduate degree in engineering or a closely related discipline from an accredited institution.
b. A combined GPA of 3.0 on the last 90 credit hours of graded undergraduate work plus all work completed there after.
c. International applicants will be required to demonstrate proficiency in English (TOEFL). A TOEFL score of 550 or greater will be required of all students whose native language is not English and who have not received a degree from an accredited institution in the United States. International applicants will be required to submit GRE scores.

Student not meeting the minimum requirement may, at the discretion of the academic committee and the Graduate Admissions Committee on the students home campus, be admitted provisionally. The academic committee will develop a set of specific conditions for provisional admission. These conditions will not be implemented until approved by the four academic deans.

The conditions imposed upon provisionally admitted student will vary depending upon the circumstances, but will typically require the student to complete 9 to 15 hours with a GPA of 3.25 or better and no grade below B.

Provisional admittance will be used in cases where a prospective students prior academic experience may not be an accurate indication of their ability, such as students who's bachelor degrees were awarded over 10 years prior to their date of application, or when the students undergraduate degree is not in engineering or a closely related field, but the individual has related work experience.

4. **What funds have been identified for support of graduate students? Describe the criteria and procedures for awarding assistantships etc.**

This program is designed to satisfy the needs of the practicing professional. It is envisioned the typical student in this program will be employed. Many of these student will qualify for employer tuition reimbursement programs. Other students may qualify for federal and state funds targeted for job retraining.

Consequently no special funds have been provided for student assistantships. Students in this program will however be regular graduate students and consequently will qualify for all assistance programs available to graduate students.

5. **What is the recruiting plan proposed for attracting students to the new program?**

OCATE publishes a quarterly catalog of course and program offerings. Once approved this program will be listed in this catalog. Also OCATE will purchase advertisements in the Oregonian and other papers as required.

In addition announcements will be sent to various companies and the Manufacturing Engineering TAB will used to assist in promoting the program.

6. **What is the number of new students expected in the joint-campus program each year? Explain how this will impact the number of resident campus majors. What is the total number of enrolled students (resident and Joint-campus) expected each year over a period of five years? What is the number of degrees expected to be awarded each year? What is the expected attrition level?**

Projecting enrollment is very difficult. However, recalling this program is a direct missive from OJGSE, a substantial number of new student are expected each year. Our expectation is that 25 to 35 student will be admitted in the programs first year. We expect this number to increase by 25% each year though the year 2000. Recent information would suggest these estimates may be low and should be considered conservative.

This degree program does not currently exist on either campus, consequently any impact on the number of resident majors will be positive. It is anticipated a small number of resident students in other programs may wish to transfer to this program.

We currently estimate approximately 100 to 150 students will be enrolled in the program at any time. However, this should not be considered an enrollment limit.

Projected enrollments (total students) are as follows:

Year:	94-95	95-96	96-97	97-98	98-99
Enrollment:	20-50	40-100	70-125	70-200	70-200

If necessary, an enrollment limit will be used to ensure program quality.

We expect approximately 65% of the admitted student to complete the program. This high attrition rate (35%) is based upon the assumption that the majority of the admitted student will be employed. Job changes, particularly those that require a move out of the region, is the principle reason we expect such a high attrition rate.

7. **How will data for the joint-campus program be collected and maintained? Who will record data, what will be recorder, and in what format?**

The academic program director will be responsible for collecting and maintaining data. The administrative committee will determine what data will be collected and in its format.

II. Student programs.

1. **What are the major requirement and milestones of the degree program?**

a. Core requirements

The core requirements for the program are as follows:

ANALYSIS	OSU Course Number
Statistical Analysis	ST 521
Analysis/Numerical Methods	ME 575
APPLIED STATISTICS	
Statistical process Control	IE 551
Design of Industrial Experiments	IE 552
MANUFACTURING MANAGEMENT	
Manufacturing Operations Analysis	IE 561
Production Systems Design	IE 562
Project Management	IE 563 *
Communication & Team Building	BA 552 **
CONCURRENT ENGINEERING	
Concurrent Engineering	ME 518 *
MANAGEMENT (3-9)	
Strategic Planning	BA 559 **
Human Resources	BA 553 **
Corporate and Cost Accounting	BA 515 **

* Course description in catalog to be changed
** Courses to be adopted to Manufacturing Engineering Program. May require special version and new course request.

b. Elective credit

Each student will be required to complete a technical specialty of from 9 to 15 credit hours. The six technical specialties to be included in the program are:

Mechanical Engineering
Industrial Engineering
Electrical Engineering
Computer Engineering
Engineering Mgt.
Computer Science

c. Major and Minor requirements.

This program is viewed as an integrated program such as the MBA. Consequently, there are no majors or minors.

d. Language requirements

None.

e. Examinations.

Each graduate will be required to complete a final oral examination of approximately two hours duration. The examination committee will be composed of three faculty, one representing OSU, one representing PSU and the academic program director. The faculty will be members of the joint faculty and will be selected by the academic program director with approval of the academic committee.
With the approval of the academic committee, an alternate joint faculty member may substitute for the academic program director.

2. **Describe procedures used for annual or periodic evaluation of student progress.**

Each students progress will be reviewed each quarter by the academic program director. The academic committee will also review each students progress annually.

III. Advising

1. **What initial advising is provided to incoming students?**

Initially, the academic academic program director will serve as the advisor for all incoming students. At some future time the academic committee may assign student to other advisors.

2. **How and when is the major professor determined?**

This is a professional program. No research is required, consequently there is no major professor. A student may select another joint faculty member as their advisor at any time.

3. **Do all students have an advisory committee? If so, when is it established and what is the committee composition?**

No, this is a professional program. Students will not have a an advisory committee. Student may consult faculty at any time.

4. **What is the role of the advisory committee? Does it provide program and research direction, or is it evaluative?**

Not applicable. See above.

5. **Describe the role of the advisory committee and other faculty in the development and evaluation of examinations?**

Not applicable. See above.

IV. Describe the criteria for faculty eligibility to serve on graduate committees.

All faculty serving on graduate committees will be joint program faculty. Consequently, they must meet all requirements of both graduate schools.

APPENDIX C

GRADUATE SCHOOL POLICY:

ELECTRONIC DELIVERY OF INSTRUCTION FOR GRADUATE COURSE WORK

1. **Courses making use of electronic delivery of instruction must have at a minimum the capability of two-way audio and one-way video Communication.**

   This is a minimum requirement of OCATE. All remote sites will comply. In certain cases two way video will also be available.

2. **An electronically delivered graduate level course must contain the same academic content as a corresponding campus course.**

   All courses to be offered in this program are regular courses. All courses will normally have on-campus as well as remote students.

3. **Electronically delivered courses must provide a graduate academic experience equivalent to an OSU campus based course. Distance learning must be supplemented by additional interaction between students and instructional staff. Interaction could include visits by the instructor on site. a facilitator available locally to the group, or campus visits by students. Whenever possible, the course should be simultaneous with an on campus course.**

   All courses are offered simultaneous with on campus courses. When transmission facilities are available, OCATE has a specific requirement for the instructor to originate a specified number of courses from the remote site(s). This ensures student faculty interaction.

   Moreover, the students receiving the course at either OSU or PSU are on a campus.

   Many students will have the opportunity to receive the courses at their place of employment (Currently Intel, Tektronix, Wacker Siltonix and several other campanies in the greater Portland area have facilities capable of receiving the courses.) These student will be afforded an opportunity to interact with the faculty.

4. **Before offering an electronically delivered course for graduate credit, the unit offering the course must ensure that all course-related materials (books, journals, computer facilities, and other resource material) available at the all receiving sites are comparable to those available on the OSU campus.**

   One of the functions of OCATE is to ensure that this is the case. They coordinate the ordering of texts and the distribution of material. This is also a joint degree program, thus all students should have access to all OSU and PSU resources. They will have the opportunity to use which ever is most convenient.

5. **For students admitted to OSU graduate programs, electronically delivered courses will count for residence credit if taught by regular, campus-based graduate faculty member and if no more than half of the residency requirements are met in this manner.**

   Only courses taught by faculty with OSU graduate faculty status will count toward meeting the universities residency requirement. All courses taught by faculty without OSU graduate status will be counted as transfer courses.

   This program requires waver of the requirement that no more than half the courses counting toward a graduate degree may be by electronic delivery be waived. As envisioned, many of the students in this program will receive all their course work by electronic delivery.

6. **The impact of electronic delivered courses on graduate program quality will be evaluated by the Graduate Council during regularly scheduled graduate program reviews. In addition, such courses should be frequently evaluated by the originating departments.**

   This program will be subject to regular review by both graduate schools as well as annual review by the administrative committee.

   All courses offered in this program are reviewed at the end of each term by all involved department heads as well as the academic program director.

7. **Electronically delivered courses must be so identified within the OSU the information database but will not be distinguished from normally delivered coursework on a student's transcript.**

   Students automatically registrar for a separate section of each course.

APPENDIX - D

The Multiple Engineering Cooperative Program - Industrial Advisory Board

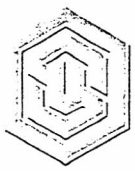
Adec
Advanced Control Tech
Althin Medical Inc
Boeing
Chef Francisco
Climax Portable Machine Tool
Electro Scientific Ind
Enoch
Freightliner
Fujitsu Computer Prod
Hewlett Packard
Il Morrow
Intel Corporation
Leupold & Stevens
Mentor Graphics
Nike
OECO Corp
Oregon Cutting Systems
Oregon Freeze Dry
Oremet Titanium
Planar
Praegitzer
Precision Castparts
Rogue Wave
Sentrol
Sequent Computers
Tektronix
Teledyne Wah Chang
US West Communications
Wacker Siltronic
Wagner Mining
Warn Industries

APPENDIX E

DEPARTMENT OF
INDUSTRIAL AND
MANUFACTURING
ENGINEERING

February 17, 1994

Attn: Deans of Colleges
Oregon State University



OREGON
STATE
UNIVERSITY

Covell Hall 118
Corvallis, Oregon
97331-2407

Attached is a proposal for a program which would lead to a Masters of Engineering degree in Manufacturing Engineering that the College of Engineering is submitting to the Graduate and Curriculum Councils for consideration. In accordance with the university's Category I Proposal approval process, we would like to request that you review this proposal and provide comment.

Your comments may be forwarded to either Dean Owen, College of Engineering or Ed McDowell, Industrial and Manufacturing Engineering. If we do not receive your comments by March 3, 1994, we will assume you have no comments and no objections to the proposal.

Sincerely,

Dean SJT Owen
Dean, College of Engineering

Ed McDowell
Coordinator, Masters of Engineering in
Manufacturing engineering Program

cc: Dean T. J. Maresh, Graduate School
Dr. W. Bruce Shepard, Dir. of
Undergraduate Programs

Telephone
503-737-2365
Fax
503-737-5241

COLLEGE OF BUSINESS

OREGON
STATE
UNIVERSITY

Bexell Hall 200
Corvallis, Oregon
97331-2603

Telephone
503-737-2551

Fax
503-737-4890

February 24, 1994

SJT Owen, Dean
College of Engineering

Ed McDowell, Coordinator
Masters of Engineering in
Manufacturing Engineering Program

Dear John and Ed,

The College of Business supports the proposed Masters of Engineering degree in Manufacturing Engineering. The program appears to be well conceived and to meet an existing need. The College of Business will support the needs of the program for business courses to the best of its ability consistent with available resources.

Sincerely,

Don

Donald F. Parker
Sara Hart Kimball Dean

cc: Thomas J. Maresh
W. Bruce Shepard

38.

COLLEGE OF
HEALTH AND
HUMAN PERFORMANCE
Office of the Dean

February 21, 1994

TO: John Owen, Dean
College of Engineering

FROM: Michael G. Maksud, Dean
College of Health and Human Performance

RE: Manufacturing Engineering Proposal

John, we have no objections to the proposed program. We applaud your collaborative efforts with Portland State University.

MGM:slh

OREGON
STATE
UNIVERSITY

Women's Building 123
Corvallis, Oregon
97331-6802

Telephone
503-737-3220

Fax
503-737-4230

[28] From: B. H. Wilkins at cla 2/24/94 4:56PM (452 bytes: 4 ln)
To: S. J. T. Owen at ENGR_PO, Edward D. McDowell at ENGR_PO
cc: Jerry O'Connor
Subject: Masters of Engineering
---------- Message Contents ----------

After consultation with Dr. Jerry O'Connor, CLA's Assistant Dean for Student Services, I am pleased to support your proposal for a Masters of Engineering degreee in Manufacturing Engineering.

40.

McDowell - I

OFFICE OF THE DEAN
COLLEGE OF
VETERINARY MEDICINE

March 2, 1994

OREGON
STATE
UNIVERSITY

Magruder Hall 200
Corvallis, Oregon
97331-4801

Dr. S.J.T. Owen
Dean, College of Engineering
OSU

Dear John:

I have reviewed the OSSHE Category I proposal, "Proposal for the Initiation of a New Instructional Program Leading to the Master of Engineering in Manufacturing Engineering Degree". The proposal is straight forward, doable, and utilizes existing personnel at two universities to offer a non-thesis, M.S. degree program in what appears to be an area of need. Although most of the program is focused on didactic courses, there is flexibility to consider "project work" in the program.

In my opinion, the program should achieve its goal of offering an advanced degree program (M.S.) in an area of need to professionals who are concurrently employed. The students should acquire advanced knowledge and skills that will assist them in their professional pursuits. I support the proposal as presented.

Sincerely,

Loren D. Koller, DVM, PhD
Dean

LDK:eb
cc: T. Maresh
B. Shepard

Telephone
503-737-2098
Fax
503-737-0502

Oregon State University
Budgets and Fiscal Planning Committee

Report: MASTERS OF ENGINEERING DEGREE IN MANUFACTURING ENGINEERING

March 16, 1994

This report is in response to a request from the Curriculum Council to review the Master of Engineering in Manufacturing Engineering proposal with a focus on the budget. It is based on a examination of the proposal and a presentation/question-answer session with Professors McDowell and West.

1. The Budgets and Fiscal Planning Committee supports the concept and implementation of the proposed Masters of Engineering in Manufacturing Engineering program. This is an innovative academic program that fills the need for trained engineers in the state and in particular, in the Portland metropolitan area. In addition, the program increases the faculty productivity of the OSU and PSU departments through course sharing.

2. The Budgets and Fiscal Planning Committee assumes that all costs associated with televising the courses and providing facilities for the classes and faculty-student interaction will be covered by OJGSE or OCATE or NERO. This includes the costs associated with technical support staff, classroom remodeling, equipment, etc.

3. Budgets and Fiscal Planning Committee recommends that:

a. A more detailed revised budget should be submitted that clearly states that the proposed budget is an incremental budget for the program. The revised budget should identify the sources of funding for the program (Oregon Joint Graduate Schools of Engineering (OJGSE)), the cost savings from course sharing, and the expenses associated with teaching and administering the program.

b. No University 30-050 general funds other than those provided by OJSGE, OCATE, or NERO be used to support activities that are solely related to this program.

c. The budget should reflect the inclusion of teaching assistants and other instructional support in the remote classrooms that are necessary in order for the program to conform to the Graduate School policy that "Distance learning must be supplemented by additional interaction between students and instructional staff".

d. The budget include clerical support for the program, services and supplies, and expenses related to the program such as travel by the director who is responsible for advising all students.

Curtis Cook
Bruce Sorte
Gary Beach

42.

DEPARTMENT OF
INDUSTRIAL AND
MANUFACTURING
ENGINEERING

OREGON
STATE
UNIVERSITY

Covell Hall 118
Corvallis, Oregon
97331-2407

Telephone
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Fax
503-737-5241

DATE: March 22, 1994

TO: Cheryl Jordan, Chair
University Curriculum Council

FROM: Ed McDowell
Academic Program Director
ME in Manufacturing Engineering

SUBJECT: Student Contact

Faculty teaching electronically delivered courses in the Oregon Center for Advanced Technology Education (OCATE) program are required to originate a minimum of three lectures each term from the remote locations. They are encouraged to originate additional lectures from the remote sites if their schedules permit.

Faculty are also required to establish and hold office hours at the remote sites. These office hours are usually scheduled to precede lectures originating from the remote sites. Additional office hours are scheduled on the "home" campus to facilitate telephone contact with the instructor.

COLLEGE OF
ENGINEERING

OREGON
STATE
UNIVERSITY

Covell Hall 101
Corvallis, Oregon
97331-2409

Telephone
503-737-4525

Fax
503-737-3462

March 22, 1994

TO: Cheryl Jordan, Chair
University Curriculum Council

FROM: Tom M. West
Associate Dean

SUBJECT: B.A. Course Numbers in Category I Proposal

Ed McDowell asked that I contact Erik Larson concerning the B.A. course numbers on page 6 of the ME in Manufacturing Engineering Category I proposal. Erik has not returned our voice mail messages, so I contacted the College of Business Advising Office and spoke with Diane Denning. Diane said that the four B.A. course numbers listed in the proposal will be retained in the new catalog.

kjhm

ASSOCIATED STUDENTS • OREGON STATE UNIVERSITY ASOSU SENATE 53-R-08

RESOLUTION TO GIVE THE STUDENTS AT OREGON STATE UNIVERSITY VETERAN'S DAY OFF

WHEREAS, This campus has a lot of veterans and people in the military ROTC programs, and

WHEREAS, The federal government has set aside a federal holiday, November 11, to recognize these people and their efforts for their country, and

WHEREAS, Of the other seven schools in OSSHE five of them give their students Veteran's Day off from classes. The only two not to do so, not including OSU, are OHSU and UO, and

WHEREAS, Oregon State University should also recognize these people as the federal government does, therefore

BE IT HEREBY RESOLVED THAT THE 53RD ASOSU SENATE suggest to the Faculty Senate that November 11th be declared a holiday for OSU. On this day no classes shall be held but facilities essential to students such as; Kerr Library, Dixon Recreation Center, the MU Recreation Center, and all computer labs on campus, shall remain open.

Sponsored by: Andrew Goodemoot, ICC Senator

Supported by:

Anacleto Arevalo, Liberal Arts Senator
Brad Barcroft, Athletics Senator
Monica Crum, Liberal Arts Senator
Ed DeWilde, Forestry Senator
Michael Hamann, Student, Veteran
Russell Katz, Student
Devin Layman, IFC Senator
Hari Nair, ISOSU Senator
Chris Pittman, ASOSU Exec. Director of Committees
Scott T. Reese, Student, NROTC Cadet
Summer Stinson, MUPC Senator
Jennifer Tousignant, Home Ec. Senator
Cindy Wallace, Panhellenic Senator
Mike Kelly, Student
Mark Babrick, Engineering Senator
Troy Conklin, Student
Craig DeBon, Business Senator
Peter Dunn, Student, AROTC
Jeramy Hebebrand, Student, AROTC
Chris Larsson, Liberal Arts Senator
Robert J. Mitchell, Student, Veteran
Pierre Osborne, OTA Senator
Jason Scott Pittman, Student, Veteran, NROTC Cadet
Michelle M. Stevens, Student
Kris Terry, Science Senator
Roni Vawter, RHA Senator
Ben Watkins, Engineering Senator

Copy to: Faculty Senate

Brian Clem
Brian Clem, ASOSU President

Robin D. Kelley
Robin Kelley, ASOSU VP for Senate

Approved on: Feb. 21, 94

IFS Report
April 1-2, 1994
Southern Oregon State College

Present from OSU: Francis & Wilcox

1. Sara Hopkins-Powell, Assistant to the Provost at SOSC, welcomed the group and gave an overview of current issues (e.g. productivity and budget cuts) being discussed at SOSC. Some strategies that are being considered at SOSC include analyzing the number of upper division courses relative to the number of majors in a program; going from a 12 credit to a 15 credit per term teaching load for faculty; going to a 4 credit course standard (U of O is also doing this); and exploring a 3 year baccalaureate degree.

2. John Daggett, Superintendent, Ashland School District, discussed public school issues. He would like to see a greater "K-16" partnership.

3. State Senator Len Hannon, member of the Ways and Means Committee, spoke with the group. He is against "privatizing" OSSHE and will argue this to the Board at its April meeting—he believes we must assure accessibility to higher education for Oregonians. He indicated that prior to WWII the State funded higher education at about 65%; it is currently funded at about 26-27%. He says that at this stage we are getting "blood savings" out of the turnip and that we're losing the best and brightest students out of the state. He is also against going to a public corporation model for OSSHE.

   He observed that the Chancellor and the Board are visibly absent from advocating for higher education. He called it an "atrocity" that Bartlett said that higher education needed an additional $15 million just to survive the current biennium, and then offered it up. Hannon supports funding additional revenue (as opposed to candidates who say that we have to live with what we have). He stated that the Board and the Chancellor are not strong advocates of higher education—they won't "rock the boat." He predicts there is a slim to no chance of the Legislature funding additional revenue for higher education because there is no pressure from the public to do so. However, he perceives Mark Nelson as a very strong advocate for higher education in Salem who did more for the higher education budget than did the Chancellor and the Board.

   Hannon is against regionalizing the colleges because he believes it would lead to cannibalism among the 8 schools at the Legislature. He thinks the Chancellor should propose closing 1 campus, especially one in the Portland area, as a way to force the budget issue. He thinks that higher education in Oregon has a "perception problem." Legislators don't want to live up to the 135 year commitment to higher education; new people in the Senate don't have long term loyalty and commitment to higher education.

3. Diane Christopher, a new member of the State Board of Higher Education, and Bobby Lee, one of two student members of the Board, met with the group. Christopher reported that revision of the Board's policy on

presidential searches will be on the next agenda of the Board and will likely change as a result of IFS response.

The proposal to convert to a public corporation model will be recommended to the Board by the 2010 Panel at the April Board meeting in Ashland. She expects Board approval and recommendation to the Governor's office in early May. Privatizing has been ruled out as a possibility; the Board wants higher education to remain a state agency. However, the Board will approve a budget for higher education in July with or without the public corporation model. Under the public corporation model, the State Board would remain and would assume responsibility for additional functions such as purchasing, personnel, and benefits. Additional Board members with expertise in these areas might then be added. The question still remains regarding who will appoint Board members under the public corporation model.

4. IFS President Danley distributed copies of a letter sent to Board President, Janice Wilson, regarding our objections to recent changes in Board policy regarding presidential search processes. All institutions except WOSC, OHSU, and U of O have passed similar motions. As noted above, this issue will be on the agenda of the State Board at its April meeting. The Board is expected to accept the IFS recommendation.

5. Brierty reported on the subcommittee work on the IFS constitution. Danley is pressing for action on the issue of equal representation to IFS among the colleges and universities. The colleges would like to increase their representation from 2 to 3 to be equal to the universities; alternatively, the representation from the universities could be reduced from 3 to 2. Several issues were raised. Increasing representation from the colleges would add to their financial burden. Decreasing representation from the universities would provide fewer people to serve on committees and so forth while the amount of work has increased in recent years. Warnath, WOSC, argued that the original intent of IFS was to speak as a single voice for the faculty in general rather than as representing individual institutions per se. Francis asked whether electing representatives at large was considered as a model.

   Brierty would like an indication of how each Senate would respond to a motion to change IFS representation so he can determine whether to proceed. OHSU would support such a change; U of O would not; PSU probably would not. OSU's IFS senators would not support this change. The earliest vote on this issue would be at the October meeting of IFS.

6. Harris reported on her research of the open meeting laws. IFS comes under this. The law requires public notice of meetings, action can be taken only by vote on formal motions, and meetings must be held where people can attend. The issue of how many people must vote affirmatively to take action is a separate issue (the majority of members must approve).

7. Terdahl reported on the final report of the 2010 Panel. Presidents Miles and Ramaley attended all of the 2010 meetings; Brand was "pleased" with the final report. The emphases are: access is critical; quality must be

maintained; and technology has been de-emphasized as a magic solution to higher education problems. There will be a statement included that indicates that the State of Oregon has an obligation to revisit higher education. Also, the report does not imply that the situation in Oregon is merely a part of a national problem. Terdahl said that he thought that Les Swanson did a good job of managing the Panel to draw out all opinions.

8. There was a lengthy general discussion of the public corporation model. OHSU is investigating this independently of the Board. OHSU estimates it could save $6 million/year by going to this model because it could get out from under PERS, pay less in benefits to staff (particularly nurses) and increase their salaries, and avoid State purchasing requirements.

   Questions were:
   a. What would be the impact on tenure?
   b. What would be the impact on retirement?
   c. How would the number of students prepared versus State support be negotiated?
   d. Could programs that don't generate money be underbid by private agencies?

   Sargent argued that if the savings would all come from purchasing, then we shouldn't change our form of doing business, but rather we should change internal purchasing procedures.

9. Wilcox will investigate the legal issues surrounding the ability of IFS to release a position statement regarding the challenge to the PERS benefits of state employees. At question was whether state employees could discuss an issue up to (but not after) the time it becomes an official ballot measure.

10. Future meeting dates were decided and the meeting was adjourned.

EXTENSION SERVICE
4-H Youth Development
State Office

OREGON
STATE
UNIVERSITY

Ballard Extension Hall 105
Corvallis, Oregon
97331-3608

Telephone
503-737-2421

Fax
503-737-4423

April 6, 1994

TO: Vickie Nunnemaker

FROM: Duane P Johnson, Chair, Faculty Recognition and Awards Committee

RE: Nomination of William A. Hilliard for Distinguished Service Award

The Faculty Recognition and Awards Committee has selected William A. Hilliard, editor for the Oregonian, for the Distinguished Service Award. This selection has been approved by President Byrne as of this date and now must be considered for approval by the Faculty Senate.

The nomination of William A. Hilliard is based on nearly forty two years of notable service to Oregon, and nation. As mentioned in a letter of support: "Bill Hilliard is Oregon's most distinguished journalist. Mr. Hilliard has influenced virtually every major issue in our state during the last two decades. His leadership and vision has contributed enormously to Oregon's civic progress and social growth. And his quiet personal dignity has given Oregon hope and inspiration in times of turmoil."

His stature and leadership is demonstrated through his involvement as a member of the Board of Trustees of the National Urban League; Board of Trustees of the Urban League of Portland; Board of Trustees, Williamette University; and Presidents Advisory Council, Pacific University. He has just been elected to serve as President of the American Society of Newspaper Editors.

William A. Hilliard has distinguished himself as an inspiration and force to set a tone of decency, justice and fairness. Hilliard has been a major force in pushing for multicultural understanding and as an advocate for diversity. A strong advocate of education and higher education he has been instrumental in forming the agenda to address the educational needs and motivation of minority youth.

As indicated in a letter of support " Throughout his distinguished career, Bill Hilliard has received many honors in recognition of personal and professional achievements. His stewardship to Oregon, however, has seldom been properly acknowledged. I can think of no more appropriate recognition than the Distinguished Service Award from Oregon State University."

The Committee believes that this nominee has made exceptional contributions of service, both direct and indirect, to Oregon State University, Oregon and the nation; therefore, we encourage the Faculty Senate to act to confirm this nomination for OSU Distinguished Service Award.

OREGON STATE UNIVERSITY EXTENSION SERVICE

Agriculture, Home Economics, 4-H Youth, Forestry, Community Development, Energy, and Extension Sea Grant Programs, Oregon State University, United States Department of Agriculture, and Oregon counties cooperating. The Extension Service offers its programs and materials equally to all people.

FACULTY SENATE BALLOT

1994 OSU DISTINGUISHED SERVICE AWARD

The Faculty Recognition and Awards Committee is recommending that the following individual receive the 1994 Distinguished Service Award.

Please indicate your vote on this nomination.

Mr. William A. Hilliard

____ I support this nomination

____ I oppose this nomination

ONLY SENATORS (OR THEIR PROXIES) AND EX-OFFICIOS MAY VOTE

CONFIDENTIAL

DATE: February 24, 1994

TO: OSU Faculty Senators

FROM: D. Curtis Mumford Subcommittee Sally Francis
Sally Francis, John Morris, Terry Miller, Bill Lunch

RE: Nomination for the 1994 D. Curtis Mumford Faculty Service Award

The Faculty Senate Executive Committee and Subcommittee recommend that the Senate confirm Kathleen F. Heath, Department of Exercise and Sport Science, as its 1994 recipient of the D. Curtis Mumford Faculty Service Award.

Kathleen F. Heath came to OSU as an Instructor in 1967, having served as an instructor at the University of New Mexico for three years following completion of an M.S. at the University of Illinois. She subsequently earned a Ph.D. at the University of Oregon in physical education and currently holds the rank of Associate Professor. Since 1985 she has served as Assistant Dean and Head Adviser for the College of Health and Human Performance.

Dr. Heath has served the faculty of OSU in innumerable ways and with distinction. In his letter of nomination, Dean Maksud noted that it is, ". . .not only the quality of her academic service but its history. She has been doing 'it' since 1967 when she arrived at Oregon State University! Dr. Heath has truly dedicated her professional life to serving the faculty of Oregon State University."

Dr. Heath served as President of the Faculty Senate in 1992, as a member of the Executive Committee of the Faculty Senate from 1990-93 and 1979-81, and as an elected Senator in 1975, 1978-80, 1983-86. She served as a senator of the Interinstitutional Faculty Senate from 1983-85. Recently, Kathy served on the Leadership Implementation Team and was its co-chair. She has been a member of the Academic Advising Council since 1984 and served as Chair 1991-93. Other university service roles include NCAA Certification, Equity, Gender Minority Welfare Committee Chair, Legislative Planning Committee, University Council, OSU Libraries Expansion Project Faculty Advisory Committee, Promotion and Tenure Committee, Administrative Appointments Committee, and the Budgets and Fiscal Planning Committee.

Kathy's service related to curriculum and academic policy is equally extensive. She served on the University Curriculum Council 1986-91 and was its Chair 1989-91. She has served as a member of the International Degree Committee, Ad Hoc Committee for Simplifying Academic Deficiencies Procedures, Ad Hoc Committee for Baccalaureate Core Equivalency and Implementation, Academic Regulations Committee, Calendar Conversion Council, Ad Hoc Committee on Registration Priority, and Accreditation Steering Committee. That Kathy was elected or appointed to chair a number

of these committees is evidence of the respect of her peers.

The Mumford Award was instituted to recognize exceptional service to the faculty of OSU. A former OSU Faculty Senate President stated, "Although I was aware of some of her activities, a review of her dossier makes it most apparent that she has been a consistent worker for faculty, working to define and enhance rights and clarify faculty responsibilities. The many activities involved with a range of committees is above and beyond any job responsibilities or even those of Faculty Senate presidency." Several of her colleagues who wrote letters in support of her nomination for the award emphasized her participation in the Leadership Implementation Team which required "...individuals who were willing to put the overall good of the university above individual interest...."

The Executive Committee is very pleased to present to the Faculty Senate this recommendation that Kathleen F. Heath be selected as the 1994 recipient of the D. Curtis Mumford Faculty Service Award.

CONFIDENTIAL

BALLOT

D. CURTIS MUMFORD FACULTY SERVICE AWARD

The Faculty Senate Executive Committee, upon a review and recommendation from the D. Curtis Mumford Faculty Service Award Subcommittee (Sally Francis, Bill Lunch, Terry Miller and John Morris), is nominating **Kathleen F. Heath** for this important award.

Please indicate your vote on this nomination and return to the Faculty Senate Office.

____ I support this nomination for the Mumford Award

____ I oppose this nomination for the Mumford Award

Note to Senators: Since Kathy Heath will be presenting an Action Item at the April meeting and does not know she has been nominated by the Subcommittee, this issue will not be discussed on the Senate floor. After reading the biographical sketch, please mark your ballot, place it in an envelope and return it to the Faculty Senate Office no later than April 8. If the Senate feels she is worthy of this honor, she will be notified by the Faculty Senate President. Until that time, the nomination is to remain CONFIDENTIAL. If you have questions about this nomination, you may contact a member of the subcommittee.

REPORTS TO THE FACULTY SENATE

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331-6203

503-737-4344

FACULTY SENATE OFFICE
Social Science 107

Thursday, May 5, 1994; 3:00 pm - 5:00 pm
Construction & Engineering Hall
LaSells Stewart Center

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 Senators.

A. SPECIAL REPORTS

1. Proficiency-based Admissions and Implications

   David Conley, Director of the OSSHE Proficiency-based Admission Standards Study (PASS) and Associate Professor of Educational Policy and Management at the University of Oregon, will address proficiency-based admissions and the new kind of student that will be coming out of the high schools due to educational reforms.

2. Institutional Advancement Activities

   Lynn Spruill, Chief Institutional Advancement Officer, will report on activities administered by his office.

B. ACTION ITEMS

1. Category I Proposal (pp. 1–4)

   Cheryl Jordan, Curriculum Council Chair, will present a Category I proposal to Establish an Exchange Program with the Former Soviet Union (FSU) through American Collegiate Consortium (ACC).

2. Academic Regulations Recommendations (pp. 5–16)

   Court Smith, Academic Regulations Committee Chair, will present a recommendation to revise AR 17; the Executive Committee recommends approval. AR 25b and AR 26 will be presented as discussion items. All approved recommendations would be effective with the beginning of Fall term 1994.

3. Veteran's Day Resolution

   A motion was made and ultimately referred to the Faculty Senate Executive Committee at the April meeting as a result of an ASOSU resolution to allow students to not attend classes on Veteran's Day. The following recommendation is the Executive Committee response to the referral and is submitted to the Faculty Senate for approval.

   At its April meeting the Faculty Senate rejected a motion to recommend Veteran's Day become an official OSU holiday. Various views were expressed in the Senate's debate,

but the consensus of the majority seemed to be that the University's calendar could not afford an additional holiday during a ten-week term in which two days are already lost to Thanksgiving weekend. While recognizing the contributions and sacrifices of American veterans, the Executive Committee of the Faculty Senate cannot support an alternative motion that would impose restrictions on individual faculty across the campus. To mandate that no tests be given nor papers be due nor students be in any way penalized for missing class on that day would be as restrictive in at least some courses (labs that meet on that day, courses in which quizzes are routinely given on that day of the week, and so on) as an official holiday would be. Students who wish to attend Veterans' Day activities will, of course, have the option all students currently have: to make arrangements with their professors to miss class on days when they have legitimate conflicts.

The Executive Committee therefore recommends that no change be made regarding the University's observance of Veterans' Day.

C. ANNUAL COMMITTEE REPORTS

All Senate committees and councils are to report to the Senate and describe their work for the year. In most instances, the reports are for the information of the Seante, and committee chairs may not be present at the Senate meeting. These reports may contain specific recommendations and 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 the Senate president, if appropriate.

Committee on Academic Standing, Anita Green, Chair (p. 17)
Committee on Bylaws and Nominations, Kathleen Heath, Chair (pp. 18–19)

D. INFORMATION ITEMS

1. Annual Committee Reports

Committee chairs are reminded that annual reports are due in the Faculty Senate Office no later than May 18 to be included in the June Faculty Senate agenda.

2. AAUP and AOF Joint Meeting

AAUP and AOF will hold a joint meeting on Saturday, May 7th, beginning at 9:00 am in the MU East Snell Forum. Topics include: The State System of Higher Education as a public corporation; other parts of the 2010 Plan; and the attack on PERS. Participants include: John Kitzhaber; OSBHE members Les Swanson and Herbert Aschkenasy; Chancellor Bartlett; Presidents Brand and Meyers; Grattan Kerans and Mark Nelson.

E. REPORTS FROM THE EXECUTIVE OFFICE

Roy Arnold, Provost & Vice President for Academic Affairs

F. REPORTS FROM THE FACULTY SENATE PRESIDENT

President Michael Oriard

G. NEW BUSINESS

Please recycle this agenda

April 19, 1994

TO: Faculty Senate Executive Committee

FR: Academic Regulations Committee, Court Smith, Contact Person

RE: Academic Regulations Recommendations

ACTION ITEM:

AR 17 E-grade.

Background: This regulation change has been coordinated with the Academic Advising Council. The purpose of the change is to reduce the number of petitions and the amount of time and paperwork that goes into the E-grade.

Replace AR 17 with

The grading system consists of twelve basic grades, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F. The grade of A denotes exceptional accomplishment; B, superior; C, average; D, inferior; F, failure. Other marks are ~~E, final examination not taken;~~ I, incomplete; W, withdrawal; R, thesis in progress; P, pass; N, no-credit; S, satisfactory; U, unsatisfactory.

~~A student who has done passing work to the time of the final examination but who does not take it will receive an E grade. The student must petition the Academic Requirements Committee for permission to remove the E grade and must present an acceptable reason for having missed the examination. If the petition to remove the E is denied by the committee, the student will be assigned an F for the course or the committee may direct the instructor to submit a grade for the course on the basis of an F for the final examination. An E not removed within the first term after the student's return to the institution will be changed to an F for the course unless a petition for extension of time is approved.~~

~~When the quality of the academic work is passing and the scheduled final examination has been taken but a requirement of the course has not been completed for reasons acceptable to the instructor, a report of I (incomplete) may be made and additional time granted.~~ When a requirement of a course has not been completed for reasons acceptable to the instructor and the rest of the academic work is passing, a report of I (incomplete) may be made and additional time granted. The I is only granted at the discretion of the instructor. If a student misses the final without notification and approval acceptable to the instructor, the instructor will report the grade that is appropriate for the requirements of the course. The instructor states the deficiency and the deadline for completing the missing work on the grade roster. The additional time awarded shall in no case exceed one calendar year. To remove the I grade, the student must complete the deficiency within the allotted time and the instructor will then submit the appropriate grade. If the student fails to complete the work within the allotted time, the instructor has the option of either submitting a substitute grade or allowing a permanent grade of I to remain on the student's record. The I grade will have no effect on the student's grade point average.

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.

DISCUSSION ITEMS:

1. AR 25 b

Background: A faculty member requested that the Committee review the 192 hour graduation requirement. In doing this the Committee coordinated its review with the Curriculum Council. The Committee also reviewed other credit hour requirements that changing to 180 credit hours might affect, such as the credit hour requirements for residency, subsequent and concurrent degrees, upper division graduation requirements, lower division transfer limits, master's degree, and maximum and minimum registration. These credit hour requirements would not need to change under this proposal.

After coordination and further review of the issues involved we recommend that the requirement be changed to 180 hours. The reasons for this recommendation are:

180 hours is the more commonly used requirement.

This change could increase access to class spaces.

Expenses for some students could be reduced.

The rate of progress to graduation could be faster.

This change could have a number of benefits with respect to advising.

AR 25b Credits: Minimum ~~192~~ 180, which must include:

AR 25b(1) and (2) remain unchanged.

Implications: While this is a small change in the amount of text, it has several impacts that need to be recognized.

The requirements of several programs currently exceed the 192 hour minimum. Changing the minimum does not preclude programs from exceeding it. The 180 hour minimum means that these will exceed the graduation requirement by even more. The requirements of many programs leave room for very few, if any, electives. Programs tend to expand toward the maximum credit hour limit. Our hope in presenting this recommendation is that the ratio of electives to requirements will be preserved or even, in some cases, increased. We do not intend that electives be sacrificed for this change. We intend that this change stimulate discussion about University, college, and departmental requirements.

If this change is accepted, implementation will have to be carefully coordinated with the Curriculum Council. The Curriculum Council is aware of the potential implications of such a change and indicates that the discussions this could engender are desirable.

2. AR 26: Concurrent and Subsequent Baccalaureate Degrees

Background: The Committee was asked the question of whether the Baccalaureate Core should be required for subsequent degrees. The Committee held discussions with the Baccalaureate Core Committee and Academic Advising Council on this question. We found no consensus, and our own committee was split. Therefore the Committee recommends that the Faculty Senate set the policy by voting first to accept or reject b (1), and then decide on the whole regulation.

The regulation as it is rewritten tries to be more consistent with AR 25, which specifies the requirements for graduation. Other than the Baccalaureate Core issue, the regulation mainly updates the old wording, but does not change the concept of concurrent and subsequent degrees that is in place.

Replace AR 26 with the following:

a. Concurrent Baccalaureate Degrees: An undergraduate student may be granted two or more baccalaureate degrees (for example the B.A. or B.S. ~~with same or different majors~~) at the same graduation exercise provided that the student:

(1) meets ~~the~~ institutional, college, and departmental requirements ~~of the curricula represented by the degrees~~ for the degree;

(2) completes for each additional degree a minimum of 32 credits more than the requirements of the curriculum requiring the least number of credits;

(3) completes each additional 32 credits in residence~~, or as a minimum, 24 of the 32 credits in residence if authorized by approval of a petition to the Academic Requirements Committee~~.

b. Subsequent Baccalaureate Degree~~(s)~~: ~~(1)~~ A student who has received a previous baccalaureate degree~~(s)~~ from ~~Oregon State University~~ either OSU or another accredited university may be granted ~~additional baccalaureate degree(s) subsequently provided that the requirements for concurrent degrees (AR 26a) are satisfied. The minimum of 32 term credits specified in AR 26a(2) may be completed at any time.~~[2] a subsequent baccalaureate degree provided that the student meets:

(1) <TO BE VOTED ON BY THE FACULTY SENATE SEPARATELY> the Baccalaureate Core requirements or their equivalent (See AR 25a);

~~(2) A student with a baccalaureate degree(s) from an accredited institution other than Oregon State University may be granted a baccalaureate degree from Oregon State University upon satisfying the institutional, college, and departmental requirements of the curriculum represented by the degree. Such a student may also obtain concurrent degrees from Oregon State University by satisfying the requirements for concurrent degrees (AR 26a).~~

(2) the requirements for foreign language proficiency (AR 25c), required for a B.A. degree;

(3) a minimum of 2.00 on OSU cumulative grade point average;

(4) the Academic Residence requirement with a minimum of 32 credits taken in residence, and a minimum of 15 must be upper division (See AR 25e). These 32 credits may be taken at anytime prior to or subsequent to the granting of a previous OSU baccalaureate degree;

(5) requirements of the major college and receives the Dean's certification.

AR 26c remains unchanged.

We further recommend that approved changes become effective Fall Term 1994.

c. V. Nunnemaker, Faculty Senate Office
Brian Clem, President, Associated Students OSU
W. Bruce Shepard, Undergraduate Academic Programs
Janet Nishihara, Chair, Baccalaureate Core Committee
Cheryl L. Jordan, Chair, Curriculum Council
Kim K. McAlexander, Chair, Academic Advising Council
Academic Regulations Committee
Mary Burke, Microbiology
Jodi Engel, Education
Sharon Martin, Business
Debra Rose, Exercise & Sport Science
Liz Brown, Graduate Student Senate
Mark Stoney, Associate Students, OSU
Pierre Osborne, International Students, OSU
Barbara Balz, Registrar

DEPARTMENT OF APPAREL, INTERIORS,
HOUSING AND MERCHANDISING

OREGON STATE UNIVERSITY
Milam Hall 224 · Corvallis, Oregon 97331·5101
Telephone 503·737·3796

April 20, 1994

MEMORANDUM

TO: Michael Oriard, Faculty Senate President

FROM: Cheryl Jordan, Chair
Curriculum Council C. Jordan

RE: Category I Proposal for Faculty Senate Agenda

Enclosed is a copy of the Category I proposal to establish a study abroad exchange program with the Former Soviet Union through the American Collegiate Consortium (ACC). This program offers undergraduate study and exchange opportunities with fourteen republics of the Former Soviet Union which would enhance the new International Degree program at Oregon State University. This proposal was approved by the Curriculum Council at their April 15, 1994 meeting with assurance from OSU Office of International Education that this ACC administered program will be reviewed annually regarding its academic merit and operation. The Council recommends that the proposal be approved by the Executive Committee and the Faculty Senate.

I would appreciate your efforts to inform me of the earliest possible date at which Faculty Senate may discuss this proposal.

Thank you for your cooperation.

6.

(under PPOX C1)

4/14/94 → Curriculum Council

4/15/94

APPROVED

4/19 - Faculty Senate

STUDY ABROAD PROPOSAL GUIDELINES

I. General Background Information

1. Exchange institution and contact person(s)
2. Objectives of the exchange
3. Anticipated number of participants
4. Academic program

II. Program Evaluation Criteria

1. Enhances general education and/or academic major;
2. Enhances awareness of cultural diversity for OSU students abroad and on the home campus;
3. Involves foreign language study;
4. Expands geographic diversity of available study abroad opportunities;
5. Expands the diversity of academic programs available through study abroad;
6. Assures academic credibility and rigor;
7. Provides ongoing program review and evaluation;
8. Satisfies institutional and legal requirements and addresses safety and security concerns;
9. Demonstrates faculty interest and involvement;
10. Demonstrates student interest and provides plans for recruitment.

III. Student Housing Options

IV. Projected Costs

1. Government subsidies for students
2. Student budget
3. OIE administrative budget

V. Letters of Support

PROPOSAL TO ESTABLISH AN EXCHANGE PROGRAM WITH THE FORMER SOVIET UNION (FSU) THROUGH AMERICAN COLLEGIATE CONSORTIUM (ACC)

I. General Background Information

One of the goals of the Office of International Education is to identify an excellent academic exchange program with the Former Soviet Union (FSU) which would give undergraduate OSU students of any major an enriching academic and cultural opportunity in the FSU and would give FSU students of any academic major a similar opportunity to attend OSU and bring their heretofore unrepresented cultural diversity to our campus and community. OSU's involvement with the FSU began several years ago with an exchange partnership with Kiev Polytechnic Institute in Ukraine. It was an admirable beginning in opening the doors to exchanges with the Soviet Union, but the massive changes in the FSU and the demands of qualified OSU students for broader spectrum offerings in the FSU led the OIE to examine the many programs that are available. The American Collegiate Consortium (ACC) was clearly the best. It offers undergraduate study opportunities in fourteen of fifteen republics of the FSU and it is able to tailor curricula to the specific academic needs of participants. It has rigorous academic standards and strong, experienced administrative support both in the United States and in the FSU. The programs are heavily subsidized by both the United States and FSU governments, demonstrating a genuine commitment to the success of the exchange concept. ACC is composed of a large number of schools including small private liberal arts colleges as well as large, public land grant universities. The outgoing and incoming students, as well as the campus-at-large and the Corvallis community, stand to gain immeasurably academically and personally from participation in this program.

1. American Collegiate Consortium Contact Person(s):

Jennifer L. Andich
Executive Assistant
American Collegiate Consortium
for East-West Cultural and Academic Exchange
Middlebury College
Middlebury, VT 05753
Phone: (802)388-0222 (Office)
Fax: (802)388-0224
E-mail: andich@MIDD.MIDDLEBURY.EDU

Dr. Gail Stevenson
Resident Director
American Collegiate Consortium
for East-West Cultural and Academic Exchange
ul. Valovaya, 11/9, kv. 23
Moscow, Russia 113054
Phone: 235-29-17

Fax: 2135-29-17
E-Mail: Consort@sovam.com

Michael Pickles
Assistant Resident Director, Central Asia
American Collegiate Consortium
for East-West Cultural and Academic Exchange
Center 1, Dom1, Apt. 14
Tashkent, Uzbekistan 700047
Phone: (3712)32-31-43
Fax: (3712)32-31-43

2. OSU designated administrative person:

Irma Delson
East European Programs
Office of International Education
Snell Hall, 4th Floor
Oregon State University
Phone: (503)737-6472
Fax: (503)737-6482
E-mail: delsoni@ccmail.orst.edu

3. Objectives of the exchange

a) To promote international exchange and understanding among students of all disciplines from the United States and the Former Soviet Union;

b) To increase opportunities for students of all disciplines to study abroad during their undergraduate years to broaden the context from which they learn to think critically, analytically, and reflectively.

4. Anticipated number of participants

The ACC program is structured so that the membership fee paid each year allows a total of six participating students from either OSU and/or FSU. The configuration can change from year to year (i.e., 3 FSU:3 OSU; 2 FSU:4 OSU; etc.). Arrangements can be made to have a higher number of students participate in any given year.

5. Academic program

This is a year-long exchange program. Participants from OSU need a minimum of third year proficiency in Russian language. Students from any discipline can participate. Currently, there are 76 universities and institutes in the FSU that are participating, with more partnerships in negotiation. Students from OSU will be able to select a location and an institution of higher education that uniquely matches their specific areas of academic, cultural, and linguistic interests. Individualized curricula will be developed for each student

based on the student's prior academic preparation, academic interests and goals, and advice of academic advisors from OSU. ACC, through Middlebury College, will make all arrangements. Predeparture advising will be, as with all overseas programs, a critical and integral part of the academic preparation for participation. Transcripts of coursework and credit will be generated through ACC and interpreted at OSU.

In addition, this program ideally suits the new International Degree program in concept and in specific opportunities. Students will be placed in republics of the FSU including the Baltic States and Asia. All academic majors can be accommodated, and the range and depth of of cultural exposure promises exceptional opportunities for integrated theses as required by the International Degree.

II. Program Evaluation Criteria

1. Enhances general education and/or academic major:

This program will give its participants an unparalleled opportunity, regardless of academic major, to broaden their perspectives personally and academically. Any subject studied in such a different environment takes on new meaning and enhances understanding of that which is familiar.

2. Enhances awareness of cultural diversity for OSU students abroad and on campus:

As a reciprocal exchange, students abroad and on campus will have more and deeper exposure to the mentalities and worldviews of each others' cultures. Additionally, there is reason to expect significant "ripple effect" through the communities in which the students live and study.

3. Involves foreign language study:

A precondition for participation for OSU students is a minimum of third year level Russian language proficiency. All students will receive intensive Russian language tutoring, onsite, and, if appropriate because of their geographic placement in the FSU, in another language.

4. Expands geographical diversity of available study abroad programs:

OSU has had a program in Kiev which was for OSU students of Russian and Kiev students of engineering, only. That program is now a summer program for OSU students. With the ACC, we now have the possibility not only of Russia as an exchange site, but also thirteen other republics of the FSU. This includes Central Asia, the Baltic States, etc. The diversity this program represents is enormous.

5. Expands the diversity of academic programs available through study abroad:

Sending and receiving students through an exchange of this type with the FSU significantly expands the diversity of academic programs available to OSU students. See appendix for

detailed information about the majors represented in the 1993-94 student group.

6. Assures academic credibility and rigor:

OSU students will be required to meet equivalent requirements for this program as for any other study abroad program -- minimum GPA of 2.75, appropriate language preparation, focused academic goals. ACC, through Middlebury College, will assure the academic credibility of the curricula in the FSU. Incoming FSU students will be required to meet all regular academic requirements of international students, including TOEFL. OSU will assure the academic credibility of the curricula here.

7. Provides ongoing program review and evaluation:

The program will be reviewed annually for suitability as a good academic, study abroad, and cultural diversity match for Oregon State University. Academic rigor will be monitored by OSU Russian faculty, academic advisors, and International Degree advisors (where applicable) of program participants. OSU participants will receive written evaluations of academic performance from each FSU faculty member from whom instruction is received while participating on the ACC program. The Consortium, through Middlebury College, will provide written copies to the OIE. Student evaluations will be solicited and collected from participants by the OIE.

8. Satisfies institutional and legal requirements and addresses safety/security concerns:

Students will follow the same preparation as all other OSU study abroad participants and ACC participants. They will receive in-depth orientation programs in Oregon, in Vermont, and in Moscow. They sign a release and assumption of risk form, obtain insurance for their time overseas, and discuss appropriate conduct within the culture and laws of the host country. On-site resident directors of ACC will remain in touch with OSU students throughout their time in the FSU and will be attuned to issues of safety and security.

9. Demonstrates faculty interest and involvement:

The three representatives of ACC visited OSU in December 1993. During their visit, they met with representatives of the OIE, CLA, Forestry, Business, and Agriculture. All who met with them were enthusiastic and supportive of a formal relationship between OSU and the ACC. (See attached letters in Appendix II). Many departments and faculty have been seeking partnerships and potential partnerships with institutions in the FSU; this consortial opportunity best fits the diverse needs of a school such as OSU.

10. Demonstrates student interest and provides plans for student recruitment:

Interest in the FSU has grown in recent years and, in particular, in the non-Russian regions. Prior to the ACC, opportunities were not available to anyone in many parts of the FSU. We have qualified students who are waiting to apply to places such as Estonia and Kazakhstan.

III. Student Housing Options

Students will reside in student housing at their university or institute. There will be partial governmental subsidy for this arrangement.

IV. Projected Costs

1. There is a $3,000 per year institutional membership fee to join the American Collegiate Consortium. This allows OSU to receive and/or send up to a total of six students to/from the FSU. If we send/receive over a total of six, we will be charged $500/student beyond the initial six. George Keller's office has agreed to pay the first year's fee (1994-95) to get the program started. OSU students participating in the program will be assessed a program fee to be applied to membership in the ACC and to be used for some expenses not fully covered for the incoming FSU students. This program is partially subsidized through USIA grants under the mandate of the"1000 to 1000" academic and cultural exchange between the Former Soviet Union and the United States of America. Through these U.S. government grants, OSU students are provided full tuition and board at the FSU institution, round-trip airfare between New York and Moscow, medical insurance, a monthly stipend from the FSU host institution for food, and visa processing fee.

2. Budget for OSU Student

$3,078	- OSU tuition
2,500*	- Program fee (includes partial ACC membership fee, partial room and board support for incoming FSU student, and administrative costs.
$5,578	
	Additional costs to OSU student:
1,000	- $100/month spending money in FSU
600	- Roundtrip airfare Portland - NYC - Portland
$7,178	Total

*Program Fee Breakdown

$ 200	Administrative fee to OIE
1,000	Consortium membership support
1,000	Vacation/holiday housing/food support for exchangees
300	Emergency/contingency fund for exchangees
$ 2,500	Total

APPENDIX I

ACC Year 6 (1993-94)

FSU students

-171 students to the USA; 66 females, 105 males

-Studying at 48 American colleges and universities

-Representing 80 institutions from 14 countries

-Majors include: Accounting (2), Aerodynamics (1), Agriculture (13), Astronautics (1), Biology (6), Business (3), Chemistry (2), Computer Science (1), Economics (28), Education (10), Engineering (1), English Language or Foreign Philology (31), Film Directing (1), Forestry (3), History (5), Horticulture (1), Humanities (1), International Economic Relations (22), International Relations (1), Journalism (1), Marine Biology (1), Mathematics (8), Music (1), Philosophy (2), Physics (9), Pre-Law (13), Pre-Med (1), Russian (7), Veterinary Sciences (5).

American students

-75 students to the FSU; 42 females, 33 males

-Studying at 30 institutions in 4 countries

-Representing 36 American colleges and universities

-Majors include: Accounting (1), Anthropology (2), Art (2), Biology (1), Chemistry (1), Comparative Literature (3), Economics (3), English (2), Film (1), French (1), Government (5), History (3), Independent (1), International Relations (6), Multi-Language (1), Music (1), Physics (1), Political Science (3), Pre-Med (1), Psychology (1), Religion (2), Russian Language or Literature (38), Russian or East European Studies (18), Sociology (1), Speech (1). (This list includes 25 double majors with Russian.)

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

OREGON STATE UNIVERSITY

Kidder Hall 210
Corvallis, Oregon
97331-4603

(503) 737-2146
FAX (503) 737-3563

MEMORANDUM

Vreneli Farber

DATE: February 17, 1994

TO: Christine Sproul, Office of International Education

FROM: Vreneli Farber, Department of Foreign Languages & Literatures

RE: American Collegiate Consortium

I am writing on behalf of the Russian Studies faculty (Vreneli Farber, John Farrell, Bill Husband, Deone Terrio, Scott Samuel) to express our strong endorsement of the program offered by the American Collegiate Consortium. As you know, we all had an opportunity to meet with the representatives of the ACC when they were on campus and to hear their explanation of the study program in Russia. We have reviewed their materials and are very favorably impressed by the careful and thorough organization of the program, by the quality of study offered, by the adaptability of the program to students' interests and needs, and by the very reasonable cost for OSU students. It is our impression that this program will provide our students with an excellent learning and cultural experience that is closely monitored by ACC.

In addition, this program would stimulate more students to study Russian -- and to begin doing so in their freshman year-- because they would have the opportunity to spend a year in Russia. They would not only further their knowledge of the language, but also be able to put it to use taking courses in their major taught in Russian. We are attracted by the fact that ACC will handle all the arrangements, problems, and crises that accompany a study-abroad program and that this burden will not fall on us or the OIE.

In short, we would very much like to see OSU become a member of the ACC.

14.

DEPARTMENT OF
POLITICAL SCIENCE

16 February 1994

Faculty Senate
Oregon State University
CAMPUS

OREGON
STATE
UNIVERSITY

Social Science 307
Corvallis, Oregon
97331-6206

To the Members of the Faculty Senate:

I am writing to convey my support for the proposed affiliation between Oregon State University and the ACC/Middlebury Consortium.

My support is based upon my conviction that affiliation with the Consortium will benefit OSU students by making available to them a well administered student exchange program with various placement options in Russia, and benefit the OSU community by bringing Russian students to our campus.

My support for this proposed affiliation is strengthened by my experiences during my recent stay in St. Petersburg, Russia. Between 31 August and 22 December 1993 I was in St. Petersburg on administrative assignment from the College of Liberal Arts. Part of my assignment was to observe and assess the foreign study program administered there by the Russian-American Center for International Education (RACIE). The fall term RACIE program in St. Petersburg was a failure. As I summarized the failure in my report to Dean Bill Wilkins: "Simply stated, this situation resulted from a program that is over-sold and under-organized" (see Evaluation of Russian-American Center for International Education student program in St. Petersburg, Russia, in my possession).

I stated at the conclusion of my evaluation: "[T]he ordinarily difficult circumstances in Russia, now rendered even more challenging by current instability and uncertainty, require extraordinar[ily] well run exchange programs." In my estimation, the ACC/Middlebury Consortium meets this requirement.

Sincerely,

James C. Foster
Associate Professor & Chair

Telephone
503-737-2811
Fax
503-737-2434

pc: Bill Wilkins
Irma Delson

COLLEGE OF FORESTRY
Office of the Dean

February 3, 1994

Chris Sproul
Assistant Director
Office of International Education
OSU CAMPUS

Dear Chris:

The College of Forestry is supportive of OSU joining the American Collegiate Consortium headed by Middlebury College and focused on programs in the Newly Independent States of the former Soviet Union. From what we have heard and read about the program it appears to be a very strong and well administered program.

We also would be interested in students from the Newly Independent States enrolling in the College of Forestry. We have been developing contacts in that part of the world, have several faculty who have visited some of the states, and currently have one student from the Ukraine. These states are of increasing concern to us.

It is unlikely that we will have many domestic forestry students who seek to go to that part of the world, but our students have been increasing their interest in international forestry and over time we might have a few who are interested.

Please keep me abreast of actions that OSU is taking regarding the American Collegiate Consortium.

Sincerely,

Perry J. Brown
Associate Dean
Instruction, Continuing Education,
and International Programs

PJB:dk

OREGON STATE UNIVERSITY

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16.

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

OREGON STATE UNIVERSITY
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(503) 737-2146 · FAX (503) 737-3563

February 9, 1994

To: Irma Delson

From: Dianne W. Hart
Senior Instructor of Spanish
Coordinator of the International Degree Program

Re: American Collegiate Consortium/Middlebury College

Oregon State University has recently begun the new and ground breaking International Degree Program that allows students to bring a strong international perspective to their own disciplines of study. An integral part of that program is a ten-week period abroad to study, work, do research or do an internship. The opportunities presented by the American Collegiate Consortium and Middlebury College will provide our students much needed access to parts of the world that had for years not been open to them. The challenge and excitement that such an exchange presents will be obvious to them, as well as to the faculty, and will greatly strengthen the range of opportunities allowed them by the International Degree.

I enthusiastically support the approval of the program initiative.

DEPARTMENT
OF
HORTICULTURE
Anita L. Green
Undergraduate Advisor

OREGON
STATE
UNIVERSITY

Agricultural & Life Sciences
Room 4017

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503-737-3479

April 11, 1994

TO: Michael Oriard, President
OSU Faculty Senate

FROM: Anita L. Green, Chairman, Horticulture
Committee on Academic Standing

SUBJ: 1993-94 Committee on Academic Standing Annual Report

Prior to the beginning of fall term the Committee began deliberations with the Academic Regulations Committee to revise Academic Regulation 22. This revision became necessary with the implementation of phone registration, electronic record-keeping and the necessity to reduce work load of Registrar's Office staff. The revision was completed and the new Academic Regulation 22 went into effect immediately.

Students were placed on probation, given warning or suspended as necessary the end of fall term. The time between winter and spring quarters is too short to give timely notice for suspensions. Students were notified regarding warning or probation status based on their term GPA or their OSU cumulative GPA.

Quarterly reports from the Registrar's Office will be forwarded in July reflecting actions reviewed by the Committee.

jt

18.

COLLEGE OF HEALTH AND
HUMAN PERFORMANCE

April 8, 1994

TO: Michael Oriard, President of Faculty Senate

FROM: Kathleen Heath, Chair Committee on Bylaws and Nominations

SUBJECT: Committee on Bylaws and Nominations Annual Report, 1993-94

OREGON
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The Committee on Bylaws and Nominations (John Block, Kathleen Heath, Henry Sayre, and Bill Smart) conducted the following business.

At the November 4 Faculty Senate meeting, the Committee submitted nominees for elections. Faculty Senate President-Elect: Sally Francis and Henry Sayre. Faculty Senate Executive Committee: Leslie Davis Burns, Dianne Hart, Jo-Ann Leong, Jon Root, Robin Rose, and Beth Strohmeyer. Interinstitutional Faculty Senate: Larry Curtis and Janet Nishihara.

Two changes in the Bylaws were approved by the Senate at the November meeting. Academic Advising Committee was changed to Academic Advising Council and Academic Deficiencies Committee was changed to Committee on Academic Standing.

The Committee submitted twenty changes in the Bylaws for consideration by the Senate at the April meeting. While most were "housekeeping items", there were two substantial changes. The first, in Article III, Section 1, was a proposal to include all "no-rank faculty" in the definition of faculty in the Bylaws. The change was to delete "individuals whose principal activity involves academically related advising or counselling of Oregon State University students" and replace it with faculty in academic support, administrative support, and student support units who are assigned professional position titles without rank. The second change, in Article VI, Section 4, deletes the FTE allocated to the Senate President-Elect and reduces the total FTE from .75 to .50. This represents current practice as the total FTE devoted to Senate was reduced in the budget cuts. A summary of the April revisions is attached for the record.

All changes submitted were approved by the Senate by a written ballot. A two-thirds vote by a written ballot of the members present at a regular Senate meeting was required.

KH:mm

attachment

BYLAWS REVISIONS - 4/94

1. Correct frame work to framework. (Article II, Sec. 1)

2. Change Object to Objects to be consistent with Article II, Sec. 2. (Article III, Sec 1)

3. Includes no-rank faculty in academic support, administrative support, and student support units who are assigned professional position titles without rank, instead of those just in advising or counselling. (Article III, Sec. 1)

4. Capitalize State. (Article IV, Sec. 2)

5. Remove the School category as there is only one School, and it is included in the College of Home Economics and Education. (Article V, Sec. 1)

6. Includes the procedure for nominations from the Student Affairs apportionment group and the off-campus Extension Faculty. This was not changed in the Bylaws earlier. (Article V, Sec. 3)

7. Includes the election procedure for the Student Affairs apportionment group. This is not included in the current Bylaws and should be. (Article V, Sec. 4)

8. Adds University Day as responsibilities that the Senate President-Elect has. (Article VI, Sec. 2)

9. Deletes the FTE allocated to the President-Elect. This deletion was part of the budget cuts. (Article VI, Sec. 4)

10. Reduces the total FTE released time from .75 to .50 as is the current practice. (Article VI, Sec. 2)

11. Changes object to objects to be consistent with Article II, Sec. 2. (Article VIII, Sec. 2)

12. Change Committees to committees. Makes this section more consistent. (Article VIII, Sec. 3)

13. Change object to objects to be consistent with Article II, Sec. 2. (Article VIII, Sec. 3)

14. Change Past Presidents Council to read Past Presidents' Council. (Article VIII, Sec. 5)

15. Defines who has the responsibility to declare a position vacant. The apportionment unit should have this responsibility. (Article IX, Sec. 2)

16. Change object to objects to be consistent with Article II, Sec. 2. (Article XII, Sec. 1)

17. Delete "of any rank" and define faculty as the Bylaws do in Article III, Sec. 1. (Article XIII, Sec. 3)

18. Change the word Chairman to Chair. (Article XIII, Sec. 3)

19. Changes "distributed" to "made available." Currently, it is not common practice to distribute minutes to all faculty due to recent budget cuts. However, they are made available on GOPHER, in the Kerr Library Reserve Book Room, the Faculty Senate Office and from Faculty Senate Senators. (Article XIV, Sec. 3)

20. Deletes the school category as in Number 5. (Article XIV, Sec. 4)

Some Commonly-Asked Questions About the Proficiency-based Admission Standards System (PASS):

February 23, 1994

DISCUSSION DRAFT
PLEASE COMMENT

Submit comments to:

Dr. David Conley,
Director, PASS Project
Office of the Vice Chancellor for Academic Affairs
Oregon State System of Higher Education
P.O. Box 3175
Eugene, OR 97403-0175
503-346-5799

Q. What is a proficiency-based admission system?

A. A proficiency-based system requires students to demonstrate that their knowledge and skills meet or exceed the standards that will be stipulated for admission. Under the current system, students do not have to provide evidence of what they know or can do, but only show that they have taken the required number of courses and exceeded the minimum gradepoint average. The new system ties admission directly to a student's demonstrated proficiency, not "seat time," credit hours, or other indirect measures of learning.

In a proficiency-based system, clear performance standards are established and students are assessed in relation to these standards. Secondary schools design an instructional program that prepares students for these assessments.

Q. Why is this change in admission procedures being made?

A. The Oregon State System of Higher Education (OSSHE) is changing its admission procedures for two reasons:

1) School reform legislation enacted in 1991 requires all Oregon secondary schools to begin offering Certificates of Initial Mastery (CIM) in 1996 and Certificates of Advanced Mastery (CAM) in 1997. These certificates will be performance-based. In other words, students will progress as they demonstrate their mastery of defined skills and knowledge. As a result, the educational system will need to be redesigned to allow them to move from level to level as they are ready intellectually and socially. This approach, sometimes called a "seamless system," will result in the need to admit students on criteria other than participation in twelve grades of schooling and receipt of a diploma.

OSSHE is obliged to employ admission procedures that are compatible with the program of the public education system. A proficiency-based approach will allow students to move to higher education as they are ready, and to apply the results from many of the CIM and CAM assessments to college admission requirements.

2) The current admission system is not identifying students prepared to do college-level work as well as it might, and there is little possibility that this admission system can be modified in a way that will result in substantial improvement in student skills and knowledge. Rather than attempting to raise the required gradepoint average, which is likely only to promote grade inflation, or to require more classes in particular subject areas, which has been done during the past decade with minimal impact, OSSHE is designing an admission system that is consistent with school reform in Oregon, one that is likely to identify more students who are properly prepared and capable of doing college-level work.

Q. How would this system operate?

A. OSSHE has developed proficiencies that delineate what a student will be expected to know and be able to do in order to be admitted to an Oregon public institution of higher education. Proficiencies have been defined for six content areas: Math, Science, Social Sciences, Foreign Languages, Humanities/Literature, and Fine & Performing Arts. Students will also be expected to show skill in the following areas, which will be assessed in the context of the six content areas: Reading, Writing, Oral Expression, Critical/Analytic Thinking, Problem Solving, Technology as a Learning Tool, Systems/Integrative Thinking, Teamwork, and Quality Work.

Assessments will be designed to meet both OSSHE and CIM/CAM requirements to the maximum degree possible. Assessment tasks and performance levels will be the same for all students in the state. Educators at each school will then be free to design the instructional program they believe is most appropriate to prepare their students for the CIM, the CAM, and for higher education admission.

Students will demonstrate proficiency on a series of assessment tasks linked to the proficiencies. These tasks would employ a variety of assessment strategies including demonstrations, portfolios, projects, essays, presentations, and tests. The performance levels for each assessment task will ultimately yield a numeric score for that task. These numeric scores will be tabulated to produce an overall score, much like a gradepoint average.

Students would be eligible for admission to an OSSHE institution after they had successfully demonstrated their proficiency at acceptable levels on all of the indicators for each of the six content areas.

Q. What are the timelines for implementing this admission system?

A. The goal is to implement this system concurrently with the CAM, so that by 1999 proficiency-based admissions will be in place statewide. Pilot sites will be selected by fall 1994 for the development and testing of the assessments and performance levels. Current plans call for introduction of proficiency assessment in foreign languages somewhat earlier, if possible. If individual high schools begin to change to a performance-based approach earlier, provisions will be made to accept students from these schools on the basis of assessments.

Q. What was so wrong with the current methods of admission?

A. The current methods have worked reasonably well in some respects, and still do. However, they tend to emphasize the processes of education, not the products. In many cases, it is unclear what is actually being measured. In other cases, current procedures may be encouraging the teaching of skills and knowledge that may be less valuable in the future. These current measures (GPA, class standing, Carnegie units, titles of courses taken) can actually tend to discourage proper student preparation in some cases. For example, students might take less-challenging courses in order to keep their gradepoint averages high, or parents might pressure a teacher to award their child a higher grade, regardless of the child's actual performance or knowledge level. There is pressure for grade inflation in such a system. Teachers face difficult choices, because their accurate reporting of a student's knowledge or skill level may interfere with the student's ability to get into college. Standards vary dramatically from teacher to teacher, class to class, and school to school.

Furthermore, by requiring some courses for college admission, higher education has unwittingly insulated whole areas of the high school curriculum and instructional program from serious examination and improvement. Those who teach in these courses may believe they should not change what they do because they are doing what colleges and universities want. A proficiency-based system challenges such assumptions and moves the focus of instruction from the learning *processes* in which a student participates (classes of particular title and length) to the *results* of those processes.

These changes will allow colleges and universities to function far more effectively in times of declining resources in two ways. When the new system is implemented, colleges and universities can reduce the amount of remedial study in which students must engage. They can also raise the level of introductory course content and allow for the elimination of certain basic courses.

Q. How were the proficiencies developed?

A. More than sixty national and state curriculum reports were analyzed to determine the emerging expectations for American students. The educational systems of other countries were examined, and, where possible, their standards were analyzed, as well.

The results of this analysis were reviewed by faculty members from Oregon institutions of higher education along with a number of educators from public schools and community colleges. Their comments and recommendations, in combination with the analysis of reports, served as the basis for identifying proficiencies in the six content areas and for writing extended definitions in the nine process areas.

Using national and state curriculum standards helps ensure that Oregon's proficiency-based system will prepare students both for Oregon institutions of higher education and for out-of-state study. Using a wide range of the most current reports also increases the likelihood that the Oregon proficiencies will be consistent with emerging national education goals and standards.

Q. What about Advanced Placement courses?

A. Advanced Placement courses might continue to be appropriate for some students, particularly where the high school is some distance from any postsecondary institution. Students who are not ready socially or psychologically to leave the high school will be able to accumulate college credit before admission, as is currently the case. For those students who have demonstrated college readiness via the OSSHE assessments, more options will be made available for them to begin taking college-level courses, perhaps on-site at the high school, through distance learning technologies, at regional centers, at a community college, or on a college or university campus. There will be less need to offer classes that substitute for college courses when students have demonstrated they are ready to do college-level work.

Q. What role will tests such as the SAT or ACT play?

A. These tests will continue to be about as important as they are currently; they are often the third or fourth piece of data considered when making an admission decision. These tests simply offer one additional piece of information that can help a student demonstrate readiness for college.

It is worth noting that these tests are currently undergoing extensive redesign to move them in the direction of assessing proficiency to a much greater degree. OSSHE staff has been contacted by representatives of a national college achievement test who are very interested in the proficiency-based approach. The OSSHE admission system may come to have some influence on admission practices

nationally, and on the evolution of these tests, particularly by the time this system is fully implemented in 1999.

Q. What will be the purpose of grades in high school?

A. Grades currently represent the standard that individual teachers set in their classes based on what each teacher deems to be important. It is almost impossible for anyone (student, parent, or admissions officer) to know for certain what these individualized standards really represent in terms of student knowledge. Students in the hands of an excellent teacher with high, clearly stated standards receive grades that represent high performance; students in a class with a teacher who has low or unclear standards end up with no real idea of what they have accomplished or what they know.

A grade in this proficiency-based system might be used legitimately to indicate the student's attitude, behavior, attendance, study skills, work habits, and motivation. Grades would represent whatever the school (or teacher) defined them to represent (as is the case currently). They would be used primarily to help parents get a better idea of their child's general progress and her or his personal and social skills. Grades currently combine judgments of the child's knowledge along with some of the other factors mentioned previously. In this new system, grades would be a primary source of information about the child's development and readiness, socially as well as intellectually.

Q. What will motivate students to attend class if they don't receive grades?

A. Schools will still be able to require attendance by students. Just as is the case currently, students will be influenced to attend class based on a combination of sanctions and incentives. Classes that effectively prepare students for proficiency tasks will tend to attract and hold student interest more than classes that may not engage students or that may not link directly with what students actually need for success in college. Students can be expected to develop a greater goal orientation throughout their education, from kindergarten on. Reports to parents verifying student attendance would likely continue as they exist currently. Students would be expected to track their progress as they attempted the required assessment tasks. This information would serve as the functional equivalent of a grade, and teachers could choose to provide additional supporting evaluations of the student's performance and progress, if they chose to do so.

Q. How will teachers decide what to teach?

A. Teachers will want to examine the standards for the CIM, the CAM, and the OSSHE proficiencies carefully and ask themselves not just whether they are teaching them, but whether their students are able to master them. Teachers are free to design learning experiences in any way they see fit to enable students to meet the proficiencies. One implication is that teachers within a school may want to work more collaboratively to determine how their efforts affect students cumulatively. Teachers may want to organize for instruction in ways other than subject matter or course title, in an interdisciplinary fashion, or in traditional discipline-based programs.

Q. What will happen to required courses in high school?

A. Traditional required courses often are the last part of the curriculum to be examined or redesigned. It is probably time to do so. Some of the best teachers in any school teach such classes. These excellent teachers are entirely capable of adapting their course structure and teaching methods to acknowledge changes in the way today's students learn, as well as to accommodate the need for performance and mastery, not merely exposure to material.

Schools are not precluded from requiring students to participate in learning experiences in whatever sequence desired by the school. The rationale for the required sequences would rest with the individual school, not with OSSHE. Schools could continue to require any courses they wished.

Q. How will parents know if their child is being properly prepared for college?

A. In the current system, the parent relies on required courses and grades to gauge student progress toward college readiness. In a proficiency-based system it is important that the parent know the performance standards and areas. Parents will be able to judge student work and performance in relation to these standards, and they will have a much more realistic idea of how far a student has to go to be ready for college admission.

In this proficiency-based system, students will be able to attempt college proficiency tasks and assessments when they deem themselves ready. Furthermore, if the high school is organized to prepare students for the OSSHE performance tasks, the program should provide many opportunities for students to practice simplified versions of the assessment tasks. Parents will be much more able to gauge whether the activities in the classroom address the proficiencies and prepare the student for the assessment tasks.

Q. Will this system be equitable for all children?

A. It holds a greater potential to be more so than the current system. Differential achievement on most measures of college admission by minorities and women is a fact of life that is widely accepted, even as it is lamented. There appears to be little remedy for these groups from traditional measures, such as the SAT, or from math and science courses in their current configuration.

A proficiency-based system that employs a range of assessment tasks can be designed in a way that allows students some choice regarding the specific format they choose to demonstrate proficiency. This can benefit some students.

Furthermore, when the standards are clear, consistent, and public, parents and concerned community members can monitor student performance and progress much more easily than they can when grades or achievement tests are the measures. Grades are highly arbitrary, and achievement tests do not assess the taught curriculum. In both cases, the standards for success are not clearly known. A proficiency-based system is organized around the concept that everyone must know what the standards are and how they will be judged.

OSSHE is committed to reviewing the results of the assessment tasks continuously to ascertain those that result in differential success for minorities and women. These tasks will be thoroughly reviewed and modified as necessary, while retaining high standards, in order to pursue the goal of making the system as equitable as possible.

Q. When will teachers have the time to do all this assessment?

A. Teachers currently spend a substantial amount of time evaluating student work. This evaluation is based on the teachers' standards and their individual definitions of what students should know and how it should be measured. The cumulative effect of this evaluation, systematic as it may be in any class, is random. Students may or may not know how to write, think, apply principles of scientific inquiry, or use mathematics to solve problems, for example.

The OSSHE proficiencies and assessment tasks might reasonably replace many of these random evaluation activities, or teachers might reduce this type of evaluation and spend more time on activities that prepare students for the OSSHE (and CAM) assessment tasks. It should be kept in mind that the CIM and CAM will require significant new assessment. OSSHE plans to utilize the information from these assessments to the maximum degree possible.

If teachers are spending 5 percent of instructional time on evaluation (a conservative figure), this amounts to approximately nine days per year, or roughly 54 hours. Over four years of high school this amounts to more than 200 hours currently. If assessment comes to

be an integral part of learning, it is not unreasonable to assume an increase in the time devoted to it, since assessment of the type envisioned should be integrated into the instructional program and should be a learning experience in its own right. If students spend several hundred hours on assessment during their high school education, it is not unreasonable to assume they might be able to devote a proportion of those hours to 20-25 complex assessments. Tasks that take up to ten hours are not unrealistic in such a model.

Clearly, teachers will need to allocate more time to assessment and relatively less to teacher-designed evaluation. At the same time, the curriculum may need to become more focused on relatively fewer topics mastered in greater depth. Students will have to assume greater responsibility for their own learning. Such changes will not happen overnight, but can reasonably be expected to occur as students pass through elementary and middle school programs that teach and develop greater student responsibility for learning.

Schools might come to devote specified times to assessment on a periodic basis, in much the way that some high schools now have special schedules for final examinations. However, instead of releasing students early, these assessment days may require students to be engaged in an independent learning activity on the campus, at another school, in a structured community setting, or elsewhere. This type of responsibility will always be difficult for some students, but the educational reform program envisions more of this occurring, since the only real way to increase student learning is to develop in individuals a sense of responsibility to learn.

Q. How will educators be trained to implement this new system?

A. There will be extensive and regular training and staff development with this system. Much of this training may accompany preparation for the CIM and CAM, but elements of it may be based on a Key Trainer network, a Training of Trainers program, and the use of techniques such as Verification Panels that allow teachers to learn about performance levels as they engage in the assessment process directly. Oregon is fortunate to have a manageable number of high schools (approximately 250). They may begin to receive support from Education Service Districts as the ESDs restructure themselves to increase their focus on curriculum and instructional improvement. It is feasible to assemble representatives from each high school on a regular basis to update them on changes in the assessments or proficiencies. ESD representatives may come to play a more important role by helping schools prepare for, conduct, and mark the assessment tasks.

Q. Who will "grade" all these assessments?

A. Part of the redesign of secondary education that is required by this new admission system is the need for individuals who are skilled at judging assessments. Some of these individuals will be teachers who are trained and certified as assessors. Others may come from reallocating responsibilities within existing educational support agencies, including school district central-office staff and ESD personnel. Postsecondary education staff likewise should be involved on a regular basis. Community members and individuals with technical expertise will need to be trained. Even parents can play a role.

Teachers will rarely, if ever, be asked to reach summary judgments of their own students. Asking them to do so could create pressures and problems for teachers put in that role. It is possible for teachers in neighboring schools to score one another's assessment tasks. This would allow their workload to remain the same, without requiring teachers to judge their own students' work. The act of viewing the work of students other than their own would also help teachers gain perspective on their own teaching methods and might suggest new teaching strategies, as well.

Q. What is the community's role in this assessment system?

A. This system of assessment is dependent on many more adults taking the time to help judge student work. Parents may be asked to help judge their own children's work as they practice and prepare for the assessment tasks and may be asked to help judge the work of children they do not know. Community members with particular types of expertise may be asked to help review a particular project or report related to their area of expertise. Many adults might participate in the assessment of a more general assessment task, such as student writing portfolio. In all cases, these adults would be trained in the applicable assessment methods and would serve only occasionally as assessors. The future of public education, no matter what model of college admission is employed, will be much more dependent on increased involvement from many more adults in addition to professional educators.

Q. What will happen to students who want to go out of state to college?

A. In the current system, the Oregon State System of Higher Education has no control over the admission requirements of out-of-state colleges and universities. This will continue to be true. However, evidence suggests that numerous higher education systems nationally are examining the proficiency-based approach to admissions. OSSHE staff are currently meeting with representatives from various higher education systems around the nation. These

systems have expressed interest in altering their practices to put a greater emphasis on proficiency. By 1999, when the OSSHE proficiencies will be the sole basis for admission, it is highly likely that many other state systems of higher education will be much more familiar with this approach. Furthermore, the OSSHE proficiencies will be reported in numeric form with accompanying explanation of the meaning of each level of performance. It would be quite possible to convert these numbers into grade equivalents for institutions demanding such a conversion.

The Oregon State System of Higher Education is currently actively engaged in discussions with a number of other state systems of higher education that are exploring similar approaches. It appears likely that agreements to accept one another's students based on proficiencies will be reached soon.

Q. How much will all of this cost? How will it be paid for?

A. There are costs for developing the system. These are real, but they are primarily one-time expenses. Some of these resources should come from reallocation of existing resources, some may come from grants and other sources of revenue from agencies interested in this project, and some might come from a one-time allocation of state money.

There are costs for training educators to implement the system. Some of this training can come from focusing existing staff development activities (statewide inservice day, district early release days) on this system. Implementation will be much easier and more effective if some resources are specifically devoted to training.

On-going costs for this method of admission need not be high once high schools are redesigned around a proficiency-based approach to education. Many of the grants to restructure schools to implement the Oregon Educational Act for the 21st Century (House Bill 3565) will also support the development of a proficiency-based system of admission.

Q. What might a high school program designed to prepare students to meet the OSSHE proficiencies look like?

A. There are many possible ways in which the high school might be redesigned. Here are some examples:

There might be a series of focused, intensive skill-building classes offered at regular intervals to assist students who need to raise their writing or math skills, for example. In addition, there might be a series of "workshops" where students learn how to prepare for the assessments, and where they engage in simplified versions of the OSSHE assessment tasks. These workshops might allow students to determine their readiness for their formal assessment.

There might be a series of seminars offered to help students develop the broad content knowledge and habits of the mind necessary to succeed on the assessment tasks. There might also be a significant number of students working independently or semi-independently at any given time as they prepare the assessment tasks themselves. Others might work on modules that enable them to master a particular skill they lacked, or to correct a deficient area of an assessment task judged not acceptable. Student goal-setting and self-evaluation will be utilized to a significant degree to help design and refine the educational program regularly.

Technology will have to be readily available to students, for work independently on skill development, for networking and communicating with teachers and fellow students as problems or questions arise, for conducting research, and for working on carefully designed modules that would prepare them for the assessments. Access to video editing technology will be critical for those assessment tasks that required video.

There might be a number of students engaged in off-campus activities at any given time. On-campus classroom teaching will be conducted by regular high school teachers, but large amounts of specialized instruction will be handled by individuals with the exact expertise needed for a particular project. Some of these might be volunteers; others might receive a small stipend. High school students might spend some time at community colleges and four-year institutions in communities where such options were available, particularly those students who had already successfully completed a number of the assessment tasks.

Students might track their progress toward their CAM and toward OSSHE admission by means of individual profiles that they would be responsible for maintaining. The profiles could be electronic and contain on-line advice that would be context-sensitive; in other words, advice would be related to the makeup of the student's profile at that moment. A further role of teachers might be informal advising of students regarding their skill profile and next steps. Each student might have a "Personal Transition Program" that outlines how she or he is planning to make the many transitions that confront students during the final years in public school.

Some high school teachers might spend considerable time arranging the conditions for assessments and scoring assessments from other schools. They might identify and train community members (and in some cases students) who would assist with assessments. They would arrange the tasks and provide guidance to students as necessary to complete the tasks successfully.

Q. How might colleges and universities be expected to change as a result of this new admission system?

A. Although the American higher education system is generally acknowledged to be the best in the world, it must adapt to changes both in society and in K-12 schools if it hopes to retain this distinction. As students participate in precollegiate educational programs that develop broad knowledge bases and independent habits of the mind, the undergraduate programs of most postsecondary institutions will need to adapt to accommodate them.

It will be possible to eliminate many introductory level courses, to increase student responsibility and independent work, to decrease the number of requirements, and to promote smaller, more personalized structures within the larger institution.

Students might be able to move through a four-year program in less time. An accelerated baccalaureate would be more feasible, since students might already have accumulated some credits (or demonstrated some proficiencies). It also might become more common for students to complete significant portions of their general education requirements by means of proficiency demonstrations. While colleges and universities might opt to retain some course requirements (particularly as students specialize within a field of study), it seems likely that common, or core, educational requirements might be demonstrated in much the same way as the proficiency-based system being advanced here for admissions. Similarly, there may be a greater use of capstone experiences, exit performances, demonstrations, or projects as a graduation requirement. This system would allow students to graduate at an accelerated rate, provided they could demonstrate required proficiency.

Many of the elements of a proficiency-based system are already familiar to higher education faculty. Portfolios and demonstrations are common elements of many programs, such as architecture, art, and the performing arts. Most graduate work already embodies the principles of proficiency to a substantial degree; students develop personalized approaches and must demonstrate their knowledge and skills through summary means, such as comprehensive examination, thesis, or dissertation.

Higher education institutions also have one other advantage; they are capable of adapting or altering their structures quite rapidly, if they choose to do so. Time can be structured in many different ways and is already. There are provisions for experimental courses and alternative learning experiences. New programs are in various stages of development on most campuses at any given moment. While it is true that not all aspects of higher education do adapt rapidly, the potential for institutional adaptability is greater than it may appear at first glance.

Q. What are the implications for teacher education?

A. A proficiency-based system offers a clear framework for a teacher education program. Teachers would know the standards their students would be expected to meet, and the tasks by which student proficiency would be assessed. In such a system, teachers would not be certified until they demonstrated the ability to prepare students successfully for the proficiency assessments. While the preparation program might range far beyond this one dimension, the proficiencies can provide a focus and a clear benchmark for teacher preparation.

Q. When will schools know exactly what they need to do to prepare for this system?

A. The proficiencies will be presented to the State Board of Higher Education on May 27, 1994, for final adoption. These will then serve as the framework for the development of assessment tasks and performance levels. This work will begin fall 1994, with prototypes available in fall 1995. Work on foreign language proficiencies is already well underway. It may be possible for students to meet foreign language requirements by means of proficiency demonstration prior to 1999.

Assessor training will be designed as the assessments are completed and approved for piloting. Work on the electronic transcripting and advising system will proceed on a similar time line. Schools can expect to have a complete prototype of the system and the necessary training available by fall 1997. Development and refinement of this prototype will continue for an additional two years, but schools will have at least two years in which to begin to prepare themselves and their students for this new system.

Between now and then, OSSHE will be looking for schools to serve as pilot developmental sites. The performance assessments will be tested at these sites, along with the electronic transcript system. Schools that serve as pilot sites should be prepared to alter their instructional program to adapt to a proficiency-based system. The amount of alteration necessary may be considerable.

Q. What can schools do now to prepare for this system?

A. In general, the preparations schools make to implement the CIM and CAM will also help prepare them for the OSSHE proficiency system. The most important single thing a school can do is to begin to align curriculum, instruction, and assessment with clear exit standards and complex, authentic assessment. Such a move generally requires greater teacher communication and collaboration, more integration, and greater flexibility with time. It also requires high degrees of familiarity with various instructional and assessment techniques,

including student demonstrations, portfolios, projects, critiques, essays, research projects, and technology-based learning.

One example of a concrete action a school could take now is to implement a senior capstone project (with simplified versions in the 10th and 11th grades). The capstone project should have clear criteria and standards for success and should employ a variety of assessment methods.

Other possible changes include the development of more humanities and literature courses in place of general English classes; the infusion of literacy, particularly writing, into the total curriculum; the use of portfolios that are eventually assessed against some external standard; exposure of more students to higher levels of math and science through interdisciplinary applications of mathematics and science concepts; a general review of the curriculum to establish a proper balance between low-level factual information and higher-level thinking, acknowledging the importance of both; a greater emphasis on student self-study, goal-setting, and self-evaluation (as a developmental, not judgmental, skill); increased opportunities for independent work; and the development in students of a quality, not quantity, philosophy as they approach academic tasks.

One of the most important ways in which any school can prepare for this new admission system is for it to change its view of itself from a bureaucracy to a learning community. Schools that are able to adapt and reshape themselves rapidly will be much more successful than those where staff feel they are unable to have any effect on the structure of the school or the content of the educational program. Environments that can move their focus from the class to the learner as the unit of analysis will be more capable of determining the changes that need to be made. The specific changes necessary in any given school cannot be dictated; each school must be able to reshape itself to maximize teacher efficacy and student success.

It is OSSHE's intention to utilize proficiencies to the extent they prove practicable to determine admission. Development work will identify areas where this approach is possible and those where it may not be. The Oregon State System of Higher Education will continue to solicit reactions and comments to this proficiency-based admission system. Please direct comments to the address on page 1.

PROPOSED PROFICIENCIES FOR ADMISSION TO OREGON COLLEGES AND UNIVERSITIES

DISCUSSION DRAFT
February 23, 1994

For more information, contact:
Dr. David Conley, Director, PASS Project
Oregon State System of Higher Education
P.O. Box 3175
Eugene, OR 97403-0175
503-346-5799

Definition of a Content-Based Proficiency

A content proficiency is defined as a body of knowledge with an information base, rules, laws, or principles that constitutes a generally recognized discipline or subject. It is assessed through demonstrated mastery of the structure and content of desired knowledge and skills, and by the application of knowledge to real-world problems.

Proposed Content Proficiency Areas:

a. Math

Extended Definition: Mathematics is a form of communication that complements natural language as a tool for describing, defining, expressing, and answering questions about the natural world. Mathematics is a compact, carefully defined symbolic language that facilitates modeling, solving, and communicating problems from a wide variety of disciplines, not only science and technology. Much of its utility derives from the power of abstraction, the ability to generalize and then apply constructs to particular problems. Mathematics is the science of logical reasoning and of pattern identification. It is a mode of inquiry that provides fundamental insights into the order of our world. Learning mathematics is a dynamic endeavor involving the acquisition of skills, processes, and concepts. Numeric, algebraic, and geometric concepts are fundamental vehicles for developing competence in mathematics. The processes of problem clarification, deduction of consequences, formulation of alternatives, and development of appropriate tools are as much a part of the modern mathematician's craft as solving equations.

Proficiencies:

1. Apply integrated mathematical problem-solving strategies to problems from within and outside mathematics including but not limited to: modeling (tables, graphs, finding and expressing patterns); guess and check; expressing relationships as equations/inequalities; selecting and applying appropriate technologies for problem solving.

2. Express mathematical ideas orally and in writing by using appropriate mathematical terminology and/or symbols; read, understand, interpret, and evaluate mathematical expressions of ideas and written presentations of mathematics.

3. Follow and judge the validity of arguments including but not limited to: direct and indirect proofs, and proofs using mathematical induction; formulate and test conjectures (e.g., make generalizations from observations); draw logical conclusions from given/known information.

4. Recognize the connections among mathematical areas (e.g., geometry and algebra) and to other disciplines by using mathematics in other subjects.

5. Use computation, estimation, and proportions to solve problems; use estimation to check the reasonableness of results, especially those obtained by technology.

6. Use algebraic operations and mathematical expressions to solve equations and inequalities including but not limited to exponentials and logarithms.

7. Use patterns and functions to represent and solve problems; understand functions as relationships between inputs and outputs; understand connections among symbolic, graphic, and tabular representations of functions; interpret functions in terms of rate of change and relative maximums and minimums.

8. Represent problem situations with geometric models and apply properties of figures; be able to visualize geometric figures in two and three dimensions; use analytic geometry to solve problems.

9. Understand and apply measures of central tendency, variability, and correlation; understand sampling and inference and their roles in statistical claims; create and interpret discrete probability distributions; understand the role of probability and statistics in various disciplines and the real world.

10. Represent problem situations using discrete structures such as finite graphs, matrices, sequences, recurrence relations, linear programming, and differential equations.

11. Understand the conceptual foundations and applications of calculus and trigonometry and their relationship to other areas of mathematics and other disciplines.

b. Science

Extended Definition: Science is a systematic process for producing the knowledge necessary to comprehend the natural world. It is concerned with investigating and understanding natural phenomena and processes. Natural and physical sciences include physics, chemistry, biology, geology, and ecology. The evaluation and interpretation of

data are critical as science requires absolute verifiability for any information or concept to be held true. The study of science focuses on critical thinking and logical reasoning. Science does not simply involve the memorization of facts and formulas. It requires an understanding and investigation of concepts in order to verify them through experiments. It is through scientific inquiry that students are able to view science as an interdisciplinary study applicable to the real world.

Proficiencies:

1. Use writing, speaking, reasoning, and mathematics to recognize and state scientific problems.

2. Design an experiment using principles of scientific inquiry. Collect and analyze data pertaining to a natural phenomenon or problem. Communicate the results in a way that can be understood clearly. Critique experimental designs, including those that do not appear to work.

3. Organize, analyze, and draw logical conclusions from data gathered in the field and the laboratory.

4. Determine when a given conclusion is supported by data or observation.

5. Use technology for scientific research including the use of computers for data collection, data analysis, graphic display, and literature searches. Recognize the limitations of these technologies.

6. Understand unifying concepts of the life and physical sciences including but not limited to: cell theory, geological evolution, organic evolution, atomic structure, chemical bonding, ecological relations, biodiversity, and transformation of energy.

7. Understand and correctly apply basic scientific concepts, principles, and terminology including but not limited to the following topics:

    - rotational motion, angular momentum, fluids, thermo-dynamics, simple harmonic motion, electricity and magnetism, quantum physics.

    - geology, properties of the earth, solid earth processes, biological processes, hydrological processes, atmospheric processes.

    - chemistry including states of matter, structures of matter, solutions, reactions of matter, energy changes, equilibrium, kinetics, periodic classification.

    - biology including molecular and cellular aspects of living things, structure and function in plants and animals, genetics, evolution, plant and animal diversity, principles of classification, ecological relationships.

8. Read and critically evaluate the accuracy of information and claims presented in popular and science-oriented magazines. Demonstrate awareness of the implications of the information and the claims presented for the individual and society.

9. Recognize how scientific discoveries, ideas, and applications affect human society and culture.

10. Consider the moral, ethical, and philosophical implications of scientific research and discoveries.

c. Social Sciences

Extended Definition: The social sciences focus on a wide diversity of social relationships, group arrangements, and human understandings that characterize human affairs over time and throughout the world. They include the study of social, economic, political, and cultural events as well as appropriate content from the humanities, fine arts, mathematics, and sciences. They offer concepts and methods for studying social events and processes at global, national, regional, local, and individual levels. The scope of the social sciences ranges from examining the mental processes of the human mind to the distribution of human beings on this planet, from understanding the functioning of human society to the causes and effects of technologies, from problem solving in small groups to the use of power internationally. Understanding the social sciences includes knowledge of theories regarding societal and group functioning, appreciation of the uses of empirical data, awareness of how the careful study of contextual events explains the important influences that shape human life, and how this information can be used to address current issues.

Proficiencies:

1. Compare, contrast, argue, interpret, and analyze orally and in writing social science concepts in ways that identify the strengths, weaknesses, and evident perspectives.

2. Distinguish fact from opinion when discussing or writing about social, economic, political, and cultural problems; apply these skills to current events using data gathering techniques including the oral interview and primary source documents.

3. Illustrate the interactions and interrelationships among local, regional, national, and international social, political, cultural, and economic events; discuss ethical values and individual responsibility in relation to such events.

4. Understand the historical evolution and philosophical basis of the United States government, its current configuration and operation; the relationship of the states to the federal establishment; patterns of democratic participation in the American political scene; the structure of power, authority, and governance; the role and responsibilities of citizenship; the Bill of Rights and the notion of conflicting rights as evidenced in the modern American political scene.

5. Exhibit knowledge of the chronological flow of events, and identify the major themes and dynamics of historical change in human society from prehistoric through contemporary periods.

6. Use geographical concepts including topography and climate to understand contemporary social, economic, political, and cultural issues; identify major world and national geographic entities including countries, cities, land, and waterforms in context; manifest an understanding of the role of geography in history.

7. Explain the structure and functioning of various economic systems, their geographical distribution, relationship to national and international political and social systems, and the underlying conditions that influence the selection and adaptation of such systems.

8. Understand the dynamics of human behavior individually, in groups, and in social-cultural contexts; understand psychological concepts including theories of human personality development and the individual; appraise the role and impact of culture and ethnic diversity within a society and between societies.

9. Use mathematical and statistical operations to analyze social science problems and to construct and interpret graphs, charts, maps, and tables; identify and use appropriate technologies to assist with these tasks.

10. Analyze and pose potential solutions to complex societal problems; identify social, political, economic, scientific, and other dimensions of the problem, and the relationships among these dimensions; employ a wide variety of data sources and perspectives, including literature and the arts to understand these problems.

d. <u>Foreign Languages</u>

Extended Definition: Foreign language study comprises the four skill areas of speaking, listening, reading, and writing. Within these skill areas, communicative competence is attained through mastery of linguistic functions, supported by grammatical structures, lexical items, and awareness of different registers (e.g. formal and informal); a concern for accuracy, including native-like pronunciation, structural precision, and socio-linguistic appropriateness; and knowledge of culture, a complex phenomenon that includes recognition of and ability to execute linguistic and paralinguistic behaviors, knowledge of societal norms and institutions, and appreciation of artistic and intellectual achievements. Cultural knowledge, ranging from everyday culture to a civilization's literary and artistic monuments, has an important role to play, not in isolation, not as a separate entity, but rather as an integral part of all foreign language study. Foreign language learning is a long-term and cumulative process that provides a springboard for critical and analytic thinking, for insight and understanding of human diversity, and for a deeper appreciation of the wealth that a variety of cultures bring to the world.

Proficiencies:

There are no proficiencies for foreign languages included in this report since OSSHE recently initiated a separate project to develop proficiencies in this area. Planning for this project began before the mandate to develop proficiencies was issued by the State Board of Higher Education in July 1993. The project brings together foreign language educators from public and private baccalaureate institutions and community colleges, school districts, and the Department of Education.

OSSHE and ODE have established Foreign Language Proficiency Committees in four languages: Spanish, French, German, and Japanese. Other language committees will be constituted next year. Committees have been asked to complete draft proficiency standards by late spring 1994, then to address assessment approaches. Committees first met November 29, 1993, and have been meeting in December and January, with additional meetings scheduled for February and March. Additional review will be conducted by statewide review groups made up of K-12 foreign language teachers and higher education faculty who indicated a previous interest in being included in this process. Approximately 100 people will serve on these review groups.

The recommendations that result from this process will apply to students seeking admission in 1997-98 (prior to proficiency-based admissions proposed in all areas for students seeking admission in 1999).

e. Humanities/Literature

Extended Definition: Studies in humanities and literature explore the human experience through historical, linguistic, cultural, philosophical, and literary lenses. Students, teachers, scholars, and authors study what it means to be human by engaging in ongoing dialogue, inquiry, and reflection. Thus, it is not possible to "master" humanities, only to enhance one's level of thought regarding the human condition. What may be learned are habits of the mind that will enable lifelong acquisition and critique of knowledge.

Proficiencies:

1. Recognize the ways in which language, history, culture, and tradition shape our character, assumptions, and society.

2. Read texts of varying length and complexity including but not limited to: a broad selection of classical, contemporary, and multicultural literature; poetry, novels, essays, short stories, and drama; full length works of fiction and non-fiction.

3. Analyze, discuss, react to and consider literature about various groups and cultures including but not limited to: women and men; racial, ethnic, and cultural groups; diverse socio-economic backgrounds; various belief systems; religious, political, and social entities.

4. Understand and analyze literature's significance to one's own life.

5. Understand and analyze texts and other media including but not limited to videos, recordings, and performances, through personal and critical response, while distinguishing between the writer's views and the reader's opinions and interpretations.

6. Demonstrate the relationship of literature to other subjects.

7. Recognize and appreciate literary elements and terms including but not limited to, the use of stylistic, sensory, figurative, semantic, and logical attributes.

8. Interpret a writer's inferential and literal meaning.

9. Understand how historical and social contexts and biographical, and thematic background influence literary expression.

f. Fine and Performing Arts

Extended Definition: Fine and performing arts are the cultural repositories of the qualitative dimension of life through the ages. They are also the contemporaneous expressions of the human condition. The fine arts serve both to improve the quality of life, and to stimulate the senses in ways that enhance creativity and problem-solving in a variety of disciplines beyond the arts. Study in music, theater, dance, and visual arts involves history and appreciation, analysis and aesthetics, interpretation and criticism, and performance and production. These content areas are concerned with the capacity for individuals and society to communicate and to receive ideas, information, and feelings in a variety of media. The fine and performing arts prepare one to work both independently and cooperatively and develop one's ability to make independent, critical judgments.

Proficiencies: [Note: Students are required to demonstrate proficiency on any <u>two</u> of the following four proficiencies.]

1. Discuss and interpret works of art from different times, cultures and peoples through a process of critical analysis that shows a reasoned understanding of their context and aesthetic principles. This ability will be demonstrated through written composition, in conjunction with oral and technologically-based presentations.

2. Demonstrate awareness of the role the arts play in society and how the arts empower people to create images, artifacts, performances, and structures which manifest their beliefs, knowledge, social relationships, values, and skills.

3. Express artistic ideas through the creation, production, or performance of a musical composition, an art object, a dramatic production or interpretation, or a dance.

4. Analyze, critique, and evaluate an art object or event by specifying its components and processes, showing how these elements characterize the object or event and how they convey its artistic merit.

Definition of Process-Based Proficiencies

A process proficiency describes intellectual or social skills or capabilities consisting of attitudes, behaviors, strategies, or techniques that may be applied in a wide range of learning situations and to a wide variety of content knowledge in ways that enable, enhance, and enrich the learning process.

Proposed Process Proficiency Areas:

a. Reading

Extended Definition: Reading is the process of decoding abstract symbols in order to understand their latent message or meanings. Effective readers employ a variety of strategies to monitor their comprehension, to self-correct, and to discover meaning in many types of text. A fluent reader can interpret a writer's literal and inferential meaning, recognize the differing goals of different types of writing, use all of the features of a written document (e.g., tables, index, appendices, footnotes), vary the method of reading (skim, review, survey, analyze), and make connections between texts and personal experiences. Reading is undertaken for a variety of reasons, including enjoyment, information acquisition, comprehension, and critical analysis.

b. Writing

Extended Definition: Writing is a tool for communication with others, which also entails self-reflection. Writing may serve to inform, stimulate, and challenge any aspect of the reader's psyche. It involves both description and expression. The writer is compelled to organize and clarify her or his thinking so that it is comprehensible, informative, moving or entertaining to others when read. Writing has both a content and process. The content comprises a series of conventions including grammar, syntax, spelling, structure, and voice which must be understood and mastered. The writing process contains a number of dimensions, or steps, including prewriting, drafting, organizing, revising, editing, and critiquing. Effective writers employ a variety of written forms (e.g., stories, essays, journals, technical reports, poetry, research papers), and can evaluate, monitor, and critique their own writing to produce a coherent and mechanically correct final product.

c. Oral Expression

Extended Definition: Oral expression includes both the skills of listening and speaking. Competent oral expression is complex. It comprises the ability to ask clarifying and extending questions, express generalizations discovered through investigations, debate, persuade, initiate and sustain conversations, present feelings and emotions, share and exchange ideas and opinions, give directions, and critique oral presentations. It involves verbal and non-verbal behaviors, and the ability to employ and to decode each appropriately.

d. Critical/Analytic Thinking

Extended Definition: Critical and analytic thinkers use a series of strategies to ensure that the conclusions they reach are logical and reasonable. They can apply deductive and inductive thinking, make and test conjectures, follow logical arguments, judge the validity of arguments, construct simple valid proofs, understand and apply reasoning processes, develop appropriate criteria for analyzing data or opinions and distinguishing fact from belief, identify cause and effect, and respond to multiple perspectives. Critical and analytic thinking is developed and employed in all areas of study, from the fine arts to mathematics.

e. Problem-solving

Extended Definition: Problem-solving is a series of skills, some systematic, some intuitive, that are developed over time as the result of attempting many complex, non-standardized problems. Problem solving may be inductive, deductive, or non-linear. Effective problem solvers employ many of the following techniques: identify the critical elements of the problem; develop multi-step solutions in a non-routine fashion; generalize familiar solutions and strategies to new problems and situations; generate alternative solutions and strategies for familiar problems and situations; conduct systematic observations and investigations to collect data; consider the policy implications and unintended effects of proposed solutions.

f. Technology as a Learning Tool

Extended Definition: Technology is used to store, analyze, present, interpret, process, create, and communicate information for a variety of purposes. To master technology as a learning tool means coming to view any technology as an extension and enhancement of the human mind, not as a separate mechanical system. While there is a content to learning how to use any form of technology, the more important skill is that of integrating the technology appropriately into the process of inquiry, understanding, and production of knowledge. The skill of technology utilization includes knowing how to operate and when to employ computers, online databases, telephones, fax machines, electronic mail and bulletin boards, and calculators; audio-visual and multimedia tools, including video cameras and recorders, projection systems, LCD panels, CD-ROMs, sound recording devices, and slide projectors. There is a hardware and software dimension to many technologies. Competent learners master both, with greater emphasis on the potentialities of the software dimension.

g. Systems/Integrative Thinking

Extended Definition: A system is a regularly interacting or interdependent group of items, concepts, or structures which form a unified whole. A system may take many forms including social, economic, or political organizations; doctrines, ideas, or principles; societies or social arrangements; or natural organisms and phenomena. Systems thinking requires an understanding of the interactions within, between, and

among natural, social, organizational, and technological systems, and the relationship of the individual to such interactions. Systems thinking uses or combines information from across a variety of disciplines in an integrated fashion to demonstrate understanding of the world, and to solve problems or create products. Systems thinking requires the ability to synthesize and integrate information and observations from the parts to form a new pattern or framework for comprehending the whole or for solving a problem.

h. Teamwork

Extended Definition: Teamwork encompasses the social dimensions of learning and doing. A learner who is proficient at learning socially can work with others to create products, solve problems, or reach conclusions in ways that utilize all members of the group; cope with conflict and negotiate; understand the diversity present in any group and how it affects performance and goal attainment; demonstrate an understanding of the various roles present in groups; show the capacity to lead and follow, depending on the situation; understand the balance between individual and group contributions and responsibilities; understand both individual and group accountability; and show awareness of the role and potential uses of humor when people work together.

i. Quality Work

Extended Definition: Quality is the relative degree of excellence present in a work as compared to defined standards or criteria. Quality work may be evaluated along any of a number of dimensions, including its content, structure, presentation, insights, conclusions, or entertainment value. Quality work demands students capable of comparing their work continuously to internal and external standards. A quality ethos within a school encourages discussion of the nature of quality, the identification of standards, and of the critique and evaluation of products as they are being developed, and when they are completed.

REPORTS TO THE FACULTY SENATE

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331-6203
503-737-4344
FACULTY SENATE OFFICE
Social Science 107

Thursday, June 2, 1994; 3:00 pm - 5:00 pm
Construction & Engineering Hall
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 Senators.

A. ACTION ITEMS

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

   Barbara Balz, Registrar, will present the recommended lists of degree candidates for Senior Honors, Baccalaureate Degree Candidates, and Advanced Degrees. The Faculty Senate is asked to approve these candidates on behalf of the Faculty of the University. These candidates have been certified by the appropriate academic units, committees, and councils. Attached is the Registrar's Memorandum dated May 3, 1994 which outlines the policies and procedures for the review and approval of degree candidates.

2. Category I Proposals

   Cheryl Jordan, Curriculum Council Chair, will present two Category I proposals for Senate approval:

   a) Proposal to establish an Honors College at OSU - The Curriculum Council and Faculty Senate Executive Committee recommend approval. (pp. 2-11)

   b) Proposal to establish a Certificate in Applied Ethics - The Curriculum Council and Executive Committee recommend approval. (pp. 12-45)

3. Academic Regulations (pp. 46-48)

   Court Smith, Academic Regulations Chair, will present proposed revisions for Senate approval to AR 25 and AR 26. The proposals contain highlighted sections which indicate additions and strike-throughs which indicate deletions.

B. ANNUAL REPORTS

All Senate committees and councils are to report to the Senate and describe their work for the year. In most instances, the reports are for the information of the Seante, and committee chairs may not be present at the Senate meeting. These reports may contain specific recommendations and 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 the Senate president, if appropriate.

Academic Advising Council, Kim McAlexander, Chair (pp. 49-52)
Academic Regulations Committee, Court Smith, Chair (pp. 53-54)
Academic Requirements Committee, Nancy J. Wendt, Chair (p. 55)
Administrative Appointments Committee, James H. Krueger, Chair (p. 56)
Advancement of Teaching, Ken Williamson, Chair (p. 57)
Baccalaureate Core Committee, Janet S. Nishihara, Chair (pp. 58-59)
Budgets & Fiscal Planning Committee, Curtis Cook & Bruce Sorte, Co-chairs (pp. 60-61)
Committee on Committees, Lita Verts, Chair (p. 62)
Curriculum Council, Cheryl Jordan, Chair (pp. 63-66)
Faculty Economic Welfare Committee, Steve Dodrill, Chair (pp. 67-69)
Faculty Recognition and Awards Committee, Duane P. Johnson, Chair (pp. 70-71)
Faculty Status Committee, Stephanie Sanford, Chair (p. 72)
Graduate Admissions, Lawrence J. Ryan, Chair (p. 73)
Graduate Council, Leslie Davis Burns, Chair (pp. 74-75)
Instructional Media Committee, Maggie Niess, Chair (p. 76)
Research Council, Bart Thielges, Chair (pp. 77-78)
Retirement Committee, Bob Becker, Chair (p. 79)
Student Recognition and Awards Committee, Connie Georgiou, Chair (pp. 80-82)
Undergraduate Admissions Committee, Mary Alice Stand, Chair (pp. 83-84)
University Honors Program Committee, Sandra W. Potter, Chair (p. 85)

C. INFORMATION ITEMS

1. PERS Issues

Mark Nelson, Associated Oregon Faculties (AOF) Representative, will discuss attacks on the Public Employees Retirement System (PERS) from 12:05 pm to 12:55 pm on Thursday, June 2 in MU 105. Faculty and staff will have an opportunity to ask questions about the potential effects of these attacks on salaries and benefits. This speaker is being sponsored by AOF. Please Note: The meeting location has been changed.

D. REPORTS FROM THE PROVOST

Roy Arnold, Provost & Vice President for Academic Affairs

E. REPORTS FROM THE FACULTY SENATE PRESIDENT

President Michael Oriard

F. EXECUTIVE SESSION

Faculty Panels for Hearing Committees

A separate enclosure on buff colored paper contains background information concerning the Faculty Panels for Hearing Committees and the list of nominees for election. Faculty termination cases associated with Measure 5 cuts will not be considered by the Faculty Panels for Hearing Committees; these panels are formed only to hear appeals of sanctions for cause imposed on a faculty member.

In accordance with the Senate's Bylaws (Article IX, Section 3), the Senate President may call an Executive Session, which excludes all but elected an 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.).

Balloting will be limited to Senators or their official representatives and will occur after the Executive Session has ended and the open meeting is again in session (in accordance with the above Article).

G. NEW BUSINESS

Fall Calendar

September 16 - University Day

October 6 - Faculty Senate

November 3 - Faculty Senate

December 1 - Faculty Senate

IN ORDER TO PROPERLY RECORD MINUTES OF THE SENATE MEETING, ALL SENATORS ARE REMINDED TO IDENTIFY THEMSELVES AND THEIR UNIT AFFILIATION WHEN RISING TO SPEAK.

Information available from the Faculty Senate Office via GOPHER:

Faculty Senate Bylaws; Minutes; Executive Committee; Membership Roster; Committees & Councils - Select *OSU Information & Services*, *OSU Academic Departments & Colleges*, then *Faculty Senate*

Faculty/Sabbatical Housing List - Select *OSU Information & Services*, then *Faculty/ Sabbatical Housing List*

University/Faculty Senate Awards - Select *OSU Information & Services*, then *Faculty & Staff Awards*

Please recycle this agenda

OFFICE OF THE REGISTRAR

OREGON STATE UNIVERSITY
Administrative Services B102 · Corvallis, Oregon 97331 · 2130
Telephone 503 · 737 · 4331

May 3, 1994

TO: Dr. Michael Oriard, President
Faculty Senate

FROM: Barbara S. Balz
Registrar Barbara S. Balz

SUBJECT: Faculty Senate Consideration of Degree Candidates

If appropriate, I will be happy to be in attendance at the Faculty Senate meeting on Thursday, June 2, 1994 to present the recommended lists of degree candidates in the following categories:

1. Seniors Graduating with Academic Distinction

As approved by the Faculty Senate on May 3, 1990, Seniors are eligible for conferral of "academic distinction" upon graduation. Seniors who met the residency requirement and who achieve an Oregon State minimum grade point average of 3.50 to less than 3.70 graduate "cum laude", those in the range of 3.70 to less than 3.85 graduate "magna cum laude", and those with 3.85 and above graduate "summa cum laude". These notations will be shown in the Commencement program and on the student's diploma and transcript.

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 Roy G. Arnold
Dean Thomas J. Maresh
Ralph H. Reiley, Jr.
Russell G. Dix

2.

DEPARTMENT OF APPAREL, INTERIORS,
HOUSING AND MERCHANDISING

OREGON STATE UNIVERSITY
Milam Hall 224 · Corvallis, Oregon 97331-5101
Telephone 503-737-3796

May 13, 1994

MEMORANDUM

TO: Michael Oriard, Faculty Senate President

FROM: Cheryl Jordan, Chair
Curriculum Council C. Jordan

RE: Category I Proposal to establish a Honors College at OSU

Attached is a copy of the Category I proposal to establish a new academic unit, The Honors College, that will seek to provide exceptional undergraduates with an enhanced baccalaureate experience. The proposed Honors College at Oregon State University is advantageous in a number of ways:

1. A distinct academic unit (The Honors College) will be established with leadership for the Honors Program provided by a director, a new Faculty Senate committee (the Honors College Council) and the Honors Faculty. This structure provides the foundation necessary to develop and maintain an on-going Honors Program at OSU.

2. The proposed program is unique compared to other OSSHE institutions in that the program will be available to outstanding students in any academic or professional field.

3. The establishment of The Honors College will make a positive contribution to the productivity goals of the University by attracting and retaining exceptional undergraduate students.

After extensive review, the proposal was approved by the Curriculum Council at their April 20, 1994 meeting. The Council recommends that the proposal be approved by the Executive Committee and the Faculty Senate.

I would appreciate your efforts to inform me of the earliest possible date at which Faculty Senate may discuss this proposal.

Proposal to Establish

The Honors College

Submitted by

The Faculty of Oregon State University

through their
University Honors Program Committee
Curriculum Council
and
Faculty Senate

May 24, 1994

Proposal to Establish

The Honors College

Overview

The Honors College is central to the University's quest for excellence in undergraduate education. By recruiting and retaining outstanding students and by serving their aspirations to go beyond the requirements of the standard college curriculum, the College will contribute to the increased diversity and achievement of the student body. The Honors College will provide an appropriate learning environment for the very best of our students and will enhance their value and potential. The Honors College at OSU will provide a distinctive program for the benefit of students from all colleges and disciplines, from sociology and mathematics to agriculture and engineering. It will link these students with faculty members who have demonstrated their commitment to excellence in undergraduate education. In accordance with the University's Vision Statement, the Honors College will provide a context for more flexible, individualized programs of study that will integrate knowledge and skills from traditionally separate disciplines. With its relationships to the provision of high quality instruction, recruitment, retention, and the development of interdisciplinary, student-centered learning, the proposal also is an element of OSU's short-term and longer-term plans to enhance productivity.

1. Title of the Proposed Unit

The Honors College[1]

2. Locus within the Institution's Organizational Structure

The Honors College will be led by a director reporting to the Office of Academic Affairs. The director will have both teaching and administrative responsibilities and, in concert with the Honors Faculty and the Honors College Council, will be responsible for planning, staffing, and coordinating the instructional responsibilities of the College. The director will be advised by an Honors College Council appointed by the Faculty Senate Executive Committee from among OSU's faculty and Honors College students. The Honors College Council will be a standing committee of the Faculty Senate with a relationship to the Honors College similar to the relationship of the Graduate Council to the Graduate School; that is, the Honors College

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[1]The Faculty Senate Honors Program Committee and the University have discussed possibilities for a "named" Honors College. Such a step, should it be desired, would precipitate the usual procedures—including Faculty Senate and OSSHE approval—necessary to change the name of an academic unit.

Council — in consultation with the Honors Faculty — will be responsible for admission and other academic requirements including degree requirements, criteria for recognition as a member of the Honors Faculty, maintenance and regular assessment of program quality, and the curricular structure and content of the Honors College.

3. Objectives, Functions, and Activities of the Proposed Unit

Objectives

- To foster continued intellectual growth of outstanding undergraduate students and cultivate in them a lifetime respect for learning.
- To provide a special opportunity for Honors College (HC) undergraduate students to go beyond the standard college curriculum in a broad interdisciplinary program of educational offerings designed to help students reach their full potential as undergraduates.
- To promote interaction between students and selected faculty in an intellectual peer group of students from diverse backgrounds and fields of study.
- To serve all majors at Oregon State University.

Functions

- To recruit and retain students of exceptional ability. The College's programs are designed for outstanding students entering as freshman, but it will be possible for students to apply later. Special efforts will be made to recruit and retain students from under-represented groups (ethnic minorities, disabled, older than average, etc.) to promote a diverse population of students in the HC and the University.[2]
- To develop exceptional skills in communication, analysis, integration, and synthesis, and a tolerance for uncertainty, which HC students can use in meeting the needs of our complex and changing world.
- To provide an array of academic supplements and nontraditional alternatives and to allow the self-motivated student a more independent and creative environment for the pursuit of learning.
- To enrich the University community through events such as an Honors Speakers series.

Features

- The Honors College will provide an honors undergraduate education available to students in all majors. Students will have advisers in both the HC and in their major.
- In consonance with OSU's recognized expertise as a research university, there will be a research mentorship program, pairing Honors students with mentoring faculty members on a one-to-one basis.
- The HC will have specialized Honors classes or Honors sections for selected

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[2]Indeed, the Honors College, by its simple existence, may assist the University's efforts to attract and retain students of color; see Dianne Williams Hayes, "Higher Standards: Tougher Curriculum Drives Down Dropouts," *Black Issues in Higher Education* 10 (January 27, 1994) pp 40–42.

lower-division undergraduate core courses.

- Upper-division courses, seminars, colloquia, and individualized experiences will have a strong interdisciplinary focus and will culminate in a senior thesis.
- Students successfully fulfilling requirements of the HC will receive an Honors Baccalaureate Degree in their major, jointly awarded by the HC and the academic college in which the student majored.

Curriculum

- We envision the Honors College as an interdisciplinary program with emphasis on small class size. Students will have advisors in the HC and in their major.

There will be two options within the HC. Students may graduate with an Honors baccalaureate degree as an Honors Scholar by completing a minimum of 30 HC credits and completing all HC requirements. Generally, this option will be selected by those students who enter the program in their freshman year. Students may graduate with an Honors baccalaureate degree as an Honors Associate by completing a minimum of 15 HC credits and completing the required HC course work.

These 15-30 credits will be primarily within the baccalaureate core and within the students' majors. Those students who transfer into the HC after their freshman year will be individually reviewed. At that time, students may choose to pursue either the Honors Scholar program or Honors Associate program.

- Summary of Curriculum

A 1-credit "Orientation to the Honors College" for first-year and transfer students.
Honors aspects of Baccalaureate core courses during freshman and sophomore years provided by:

-Selected perspectives courses (e.g., science, humanities, social science) with specific sections for HC students.
-Perspectives courses (science, humanities, social science) specifically designed for all HC students.
-Separate sections of skills courses (writing, speech, mathematics) specifically designed for HC students.
-Enhanced recitation/discussion/lab sections with enrollment restricted to HC students.

Upper-division educational opportunities including:

-HC seminars/colloquia that are interdisciplinary in focus and orientation.
-Specific HC synthesis courses.
-A mentorship program, pairing HC students with individual faculty members to pursue joint research and other creative endeavors that may be basic or applied.
-Student-initiated contracts with individual instructors to provide an Honors dimension to an existing upper-division course.

Senior thesis/project to be consistent with guidelines established by the HC and under the immediate supervision of academic units. A 1-credit Orientation to Thesis will be taken in the year prior to thesis writing.

Degree Requirements

Degree requirements for students in the Honors College include fulfillment of all university, college, and departmental degree requirements for any one of the baccalaureate degrees that Oregon State University is authorized to offer. In addition, HC students will complete a set of courses based upon the curriculum described in the preceding section. The exact credit requirements will be developed by the HC Council, in consultation with the Honors Faculty, and will be reviewed and approved following usual University procedures for the establishment of degree requirements. The further specification of these requirements must await the establishment of the College, the appointment of the HC Council, and the creation of the Honors Faculty.

Students meeting the requirements of the Honors College will receive an "Honors Baccalaureate Degree" in their academic major jointly awarded by the HC and the college responsible for the student's academic major. Students pursuing concurrent baccalaureate degrees ("double" and "triple" majors) will need to fulfill the thesis requirements of the HC for each of their concurrently awarded baccalaureate degrees designated as "Honors Baccalaureate Degree." This includes the concurrent International Degree.

The Honors Baccalaureate Degree is a single, jointly awarded degree. It is not an additional or "concurrent" degree; consequently, academic regulations establishing residency and credit requirements for concurrent or subsequent baccalaureate degrees do not apply. HC students will meet OSU's Baccalaureate Core and other university-level requirements.

A number of undergraduate majors include a significant thesis or project requirement. While credits used to fulfill requirements within a major discipline will not be used to meet project/thesis requirements of the HC, it may be appropriate for HC students to integrate their honors thesis/project with their disciplinary major. For example, a project might be expanded in scope (and credits) to allow fulfillment of both disciplinary and HC requirements.

Recruitment, Admission, and Retention

The recruitment and admissions process will identify exceptional students of diverse backgrounds with a high commitment to a challenging interdisciplinary learning experience. Although most HC applicants will have a high GPA, as well as high SAT/ACT scores, admission will be open to exceptional students with differing or unusual academic records through review of additional information, such as letters of reference and essay(s) in response to HC questions. Specific criteria for admission will be established by the HC Council in keeping with these general guidelines and with approval by the Curriculum Council.

The Honors College provides a challenging and an exciting curriculum. Major emphasis

will be placed upon assuring the academic success of students admitted to the College. The personal interactions, involvements, and commitments of faculty and students in HC activities will play an important role in establishing the sense of identification that is crucial for retention. Completion of the thesis or project can be a particularly significant challenge and both Honors Faculty and HC students will be involved in efforts designed to promote students' completion of the program.

Implementation

Establishment of the Honors College must proceed in phases. Authorization for the College will be followed by formation of the HC Council by the Faculty Senate Executive Committee and the initiation of steps to select a director. Selection of faculty, and the establishment of curricula and requirements will then proceed following usual university procedures. Students will not be admitted to the HC until these activities are complete. Actual dates by which students could be admitted depend both upon the length of time required before the College is authorized and the pace of the activities that must be completed before students can be admitted. Oregon State University expects to be able to admit students to the HC no later than Fall, 1995.

4. Resources Needed

a. Personnel - FTE academic, FTE classified

The program staff consists of a full-time director with administrative and teaching responsibilities and a full-time instructor with teaching and advising responsibilities. There will be four additional faculty with continuing shared appointments in the HC and the unit of their particular academic discipline. These faculty will provide continuity and identity for the program as regular contributors to the HC core curriculum and through the delivery of other courses offered by the HC. In addition, an average of ten faculty per academic term will be "bought" or borrowed through arrangements with existing academic units in order to provide special HC instruction in their areas of expertise. Funds of $2,500 per course are budgeted to assist departments in staffing these additional thirty courses. All faculty will be invited to submit an application to serve the HC, with selection based upon demonstrated excellence in undergraduate teaching and advising. These faculty retain their full FTE in other units but will serve HC students in a variety of ways including mentorship, project, and thesis relationships.

Clerical assistance will also be required. More precise information on required FTE appears in Section 5 of this proposal.

b. Facilities and Equipment

The Honors College will be allocated space necessary to provide a sense of identity and community among students and faculty. Components will include a student library and study area, a space for informal interactions among students and faculty, and office

space for faculty and support staff. Further development of the HC may involve HC classrooms and computer instructional facilities; the organization of the HC as a residential college will be explored but is not a component of this proposal.

5. Funding Requirements

Estimated funding requirements OPE included; later years not adjusted for inflation, raises):

Item	Year 1	Year 2	Year 3	Year 4
Director (1.0 FTE, 9-month)	$85,000	$85,000	$85,000	$85,000
Joint faculty appointment (4 @ 0.3 FTE each)	$58,000	$58,000	$82,000	$106,000
Additional faculty for 10 courses/term @ $2,500/course	$0	$25,000	$50,000	$75,000
Faculty instructor/advisor	$45,000	$45,500	$45,000	$45,000
Clerical support	$22,500	$22,500	$22,500	$22,500
Services and supplies	$6,000	$6,000	$8,000	$10,000
Equipment	$10,000	$10,000	$8,000	$3,000
Research mentorship support	$0	$0	$2,000	$7,000
Honors speakers series	$4,000	$6,000	$8,000	$8,000
TOTAL	$230,501	$258,002	$310,503	$361,504

Estimates of funding requirements are based upon the assumption that much of the effort in the initial year of operation will be directed toward curriculum development with full student enrollments being approached only at the beginning of the fourth year. Thus, the figures for joint faculty appointments assume two positions in Year 1 and Year 2, three in Year 3 and four in Year 4. Similarly it is assumed that no additional faculty at $2,500 per course will be needed in Year 1 but will be subsequently phased in (ten courses in Year 2, twenty in Year 3, and the full thirty in Year 4). The $10,000 budgeted for equipment in Year 1 and Year 2 can be partially shifted in Year 3 and Year 4 to support the research mentorship program as initial equipment "start up" needs are met. Figures given for "Year 4" represent estimates -- in 1994 dollars -- of the funding requirements when the College is in full operation.

Responding to a detailed proposal by the Faculty Senate University Honors Program Committee submitted early in the process of preparing a budget for the 1993-95 biennium, a recurring allocation of state general funds sufficient to support the proposed

HC has been included in the University's budget.

6. Relationship of the Proposed Unit to the Institutional Mission

The Honors College clearly advances Oregon State University's "inherent commitment to provide a comprehensive array of high-quality educational programs in the sciences, liberal arts, and selected professions."[3] The role of honors education in advancing this component of OSU's mission has been recognized in OSU's planning efforts. Oregon State University's current strategic planning document establishes, as a goal, to "Increase enrollment of outstanding students" and lists "strengthened honors instruction" as a means by which the university will achieve that goal.[4] In accordance with the University's Vision Statement, the Honors College will provide a context for more flexible, individualized programs of study that will integrate knowledge and skills from traditionally separate disciplines.[5] Oregon State University's recent formal review of its academic structure resulted in a recommendation to, "strengthen the visibility and quality of undergraduate education at OSU and improve the effectiveness of that effort" by several means, including establishment of "a strong 'Honors College' or 'Honors Program.'"[6] Furthermore, participation in the Honors College should be considered in the unit-level productivity plans being developed in response to the requirements of the Oregon State System of Higher Education.[7]

7. Long-range Goals and Plans for the Unit

As proposed and budgeted, the Honors College will admit (and seek to graduate) between 75 and 100 students each year. With experience, some adjustment in the number of students served may be possible. However, significant expansion would require additional resources. As with any academic program, student demand will be a

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[3]Oregon State University's Mission Statement, adopted 1987.

[4]Oregon State University, *Creating the Future: A Plan for Beginning the 90's*, January, 1990, pp 24-25.

[5]Oregon State University, "Oregon State University in the Year 2000: A Vision," *OSU This Week*, (April 30, 1992) p 2.

[6]Roy G. Arnold in consultation with the Academic Structure Work Group, "Oregon State University's Academic Structure: Rearranging or Revitalizing?," *OSU This Week*, (September 16, 1993) pp 7-8.

[7]The Honors College contributes to productivity goals of the university by improving the recruitment and retention of undergraduate students and by enhancing the quality of their education. As departments consider the quality, recruitment, and retention dimensions of increased productivity, they should consider the contributions that can be obtained by supporting the Honors College through instructional offerings. Productivity guidelines provide for qualitative improvements in productivity, and the university recognizes that this may very well lead to departmental decisions to attach extra weight to enrollments in honors-related instruction (including honors thesis and mentorship assignments) when calculating summary measures of instructional effort.

factor considered in the future as the university routinely employs the budgetary process to identify opportunities to better serve its mission. However, no plans for expansion of student numbers are in place, and the program can function effectively at the proposed level.

Should the Honors College be established, the University and its HC Council will investigate the possibility of adding a residential component to the HC. There may be an opportunity to take advantage of attractive and under-utilized space — on a self--supporting basis — to enhance the program by involving students in a more encompassing learning environment.

8. Relationship of the Proposed Unit to Programs at Other Institutions in the State

Programs of honors instruction are fundamental elements of the educational opportunities furnished students at almost all major (and most smaller) institutions of higher education.[8] The Honors Program at Portland State University allows 200 students to develop undergraduate "liberal education programs" that reflect the particular interests of each student.[9] At the University of Oregon, the Robert Donald Clark Honors College provides "a small liberal arts college" experience for about 400 students.[10]

The Honors College proposed for Oregon State University combines some features of the distinctively different approaches taken at the University of Oregon and at Portland State University with special features unique to OSU. By so doing, OSU will offer Oregonians an opportunity for honors education not available at either of these sister universities. As a college rather than a program of the type at PSU, the OSU approach has an Honors Faculty and a set of shared core courses, faculty, and educational experiences that is more complete than would be found in an individualized honors program. Unlike the approach at the Clark Honors College at the University of Oregon, though, where the focus is upon distinguished course work in the liberal arts, the Oregon State University HC provides opportunities for honors level instruction to outstanding students in all majors: the professions as well as the liberal arts and the sciences. This important aspect of OSU's design for an HC follows from OSU's instructional mission within the State System of Higher Education and the uniquely wide range of undergraduate majors that necessarily results from effectively serving that mission.

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[8]National Collegiate Honors Council, "NCHC Institutional Membership List" in the *NCHC Handbook*, July, 1991, updated August, 1992.

[9]*Portland State University Bulletin: 1993-94,* p 300.

[10]*University of Oregon General Bulletin: 1992-93*, p 109.

12.

DEPARTMENT OF APPAREL, INTERIORS,
HOUSING AND MERCHANDISING

OREGON STATE UNIVERSITY
Milam Hall 224 · Corvallis, Oregon 97331-5101
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May 12, 1994

MEMORANDUM

TO: Michael Oriard, Faculty Senate President

FROM: Cheryl Jordan, Chair
Curriculum Council

RE: Category I Proposal to establish a Certificate in Applied Ethics

Attached is a copy of the Category I proposal to establish an undergraduate Certificate program in Applied Ethics. Ethics courses taught in the Philosophy Department in combination with related courses offered throughout the university will offer undergraduate students, from any academic field, the opportunity to develop "a systematic and thorough understanding of the moral world for their civic, professional and personal lives." The proposed program at Oregon State University is unique in that three integrated areas of concentration will be addressed: The application of ethics to scientific inquiry, to the environment, and to health care. As evidenced by the letters of liaison, this proposal has received strong support from academic units across campus. The proposed budget was reviewed by the Budgets and Fiscal Planning Committee and the proposed program was approved by the Curriculum Council at their May 6, 1994 meeting. The Council recommends that the proposal be approved by the Executive Committee and the Faculty Senate.

I would appreciate your efforts to inform me of the earliest possible date at which Faculty Senate may discuss this proposal.

Thank you for your cooperation.

OREGON STATE UNIVERSITY

COLLEGE OF LIBERAL ARTS

DEPARTMENT OF PHILOSOPHY

Proposal for the Initiation of a New Instructional Program

Leading to an Undergraduate Certificate in Applied Ethics

Description of Proposed Program

1. Definition of Academic Area

a. Define or describe the academic area or field of specialization with which the proposed program would be concerned.

Applied ethics involves the application of normative ethical theories and methods to moral issues encountered in common professional and personal experience. The universal scope of ethical questions has made applied ethics a specialty area within many disciplines and professions, such as business, engineering, law, and medicine. Applied ethics sets moral problems within a particular social or cultural context and proposes norms, principles, and methods to resolve these problems.

The proposed undergraduate certificate in applied ethics would build upon the various courses in ethics taught in the Department of Philosophy and courses with ethics-related content found throughout the university in order to provide students with a systematic and thorough understanding of the moral world for their civic, professional and personal lives. Although applied ethics programs in academic settings have traditionally neglected moral issues that emerge in the settings of scientific research, agricultural science, and forestry, the proposed certificate program will integrate these contexts for ethical reflection and application into a balanced, comprehensive program of study for students.

The proposed undergraduate certificate in applied ethics is founded in a multi-disciplinary approach to the study of moral experience. Students from any academic or professional field may pursue applied ethics for educational interest and for professional preparation. The proposed certificate will result in greater visibility for philosophy and ethics as an alternative in undergraduate education as well as provide a critical philosophical dimension to students' understanding of their professional aspirations.

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

The certificate in applied ethics would initially emphasize the study of ethical issues in the sciences and the environment. The certificate will thereby build on the institutional strengths of Oregon State University as a national leader in scientific research, agricultural and land development, and forestry. The distinctive aspiration of this proposal is constituted by its integration of applied ethics with the land-grant mission of the University. The certificate program would bridge these established disciplines with scholarship in the humanities, particularly normative ethics, to provide critical insight into both matters of professional ethics and the moral identity of a particular profession within society. It will therefore require students to ask the hard but essential questions about the moral status of scientific inquiry, new research knowledge, and innovative technological development.

In particular, three integrated concentrations are proposed within the applied ethics program:

- *The application of ethics to scientific inquiry* in the physical, life, and agricultural sciences, including genetic research, the use of animals, and veterinary medicine.
- *The application of ethics to the environment*, including agriculture, fisheries and wildlife, and forestry.
- *The application of ethics to health care*, including medicine, nursing, pharmacy, psychology, and related health care fields, such as family studies, gerontology, and public health.

These three concentrations will share a common core of study in philosophical ethics. In addition, the certificate course of study has identified, and received approval from appropriate chairs and professors, for elective coursework from other disciplines that enhances the multi-disciplinary, integrated education the certificate seeks to foster. (See 5.a.)

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

The certificate program seeks to build on and bridge those areas for which Oregon State University is world-renowned, namely, its programs in the sciences and the natural resources, with emerging questions of ethics and policy. The development of additional subspecialties is not anticipated at this time. It is possible that as the Department of Philosophy adds faculty expertise, this may permit expansion of the certificate to include such areas as business or engineering ethics in the future.

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

The proposed concentrations emphasized by the applied ethics certificate offer students substantial flexibility in planning their educational direction, and this flexibility is necessary to retain to enhance the multi-disciplinary orientation of the program. As currently envisioned, the certificate program will not directly pursue connections between applied ethics and business or engineering because of the current lack of requisite philosophy faculty expertise in such areas. While there are several such business or engineering ethics programs in the country, the integration of the land-grant mission of Oregon State University with applied ethics will make the certificate program distinctive if not unique.

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

The undergraduate certificate in applied ethics will be offered beginning in academic year 1994-1995 contingent on approval by appropriate university and state review boards. During the spring of 1993, the Department of Philosophy initiated a new Program for Ethics, Science, and the Environment (see Appendix A) which provides the organizational structure for an applied ethics certificate program.

2. Department or College Responsible

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

The proposed certificate in applied ethics would be offered by the Department of Philosophy in the College of Liberal Arts at Oregon State University. Coordination of the certificate would become a major responsibility of the new Program for Ethics, Science, and the Environment. This Program has been introduced to and supported by faculty members from thirty-one different departments or programs representing ten schools and colleges at Oregon State University:

The College of Liberal Arts: Anthropology, Economics, English, History, Political Science, Sociology, Speech Communication, Women Studies.

The College of Science: Biochemistry and Biophysics, Biology, Botany and Plant Pathology, Genetics, Molecular and Cellular Biology, Physics, Premedical Program, Zoology.

Interdisciplinary Studies: Bioresource Research, Environmental Sciences, Natural Resources, International Degree.

The College of Agricultural Sciences: Animal Sciences, Crop and Soil Science, Fisheries and Wildlife, Horticulture, Rangeland Resources.

The College of Forestry: Forest Resources, Forest Management.

The College of Health and Human Performance: Public Health

The College of Home Economics and Education: Gerontology Program, Human Development and Family Studies.

The College of Pharmacy: Pharmacy Practice.

The College of Veterinary Medicine:

The Graduate School:

The Program for Ethics, Science, and the Environment is currently administered by Courtney S. Campbell, a faculty member in the Department of Philosophy, with support from a steering committee composed of other Philosophy faculty--Marcus Borg, Peter List, Kathleen Moore, Manuel Pacheco--as well as advice from supportive associated faculty, chairs and deans from several of the above departments and colleges. The Department of Philosophy supports this half-time administrative position through philanthropic donations made to the department specifically to develop this particular focus of philosophical inquiry in education and research.

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

No. The initiation of the Program for Ethics, Science, and the Environment within the Department of Philosophy in 1993 provides a sufficient organizational framework for the certificate in applied ethics. The Department of Philosophy will continue to support the Program, as will other schools and colleges throughout the university, as evidenced by their interest and support of this proposal. As the Program evolved, non-philosophy faculty who have made meaningful contributions to its success have been invited to become "faculty associates," and to participate in its goals of curriculum development, research, and extension education. However, this multi-disciplinary effort does not require a new administrative unit.

3. Objectives of the Program

a. What are the objectives of the program?

The certificate in applied ethics will offer opportunities for multi-disciplinary scholarship and research on ethical and social policy issues raised by new developments in the biological sciences, the natural resource sciences, and the environmental sciences. The undergraduate instructional objectives of the proposed certificate will complement the objectives of the Department of Philosophy and the Program for Ethics, Science, and the Environment through:

- Preparation of undergraduate students for graduate-level study in career fields.
- General education of the university and its state-wide community on relevant ethical and policy questions and choices.
- Stimulation of faculty and student research in the field of applied ethics.
- Bridging scholarship in the sciences and the humanities through multi-disciplinary courses and conferences.

b. How will the institution determine how well the program meets these objectives? Identify specific post-approval monitoring procedures and outcome indicators to be used if the program is approved.

Monitoring the objectives of the undergraduate certificate in applied ethics will be accomplished through four educational criteria:

- Curriculum Development: The certificate program will support the development of new courses that bridge normative ethics, the sciences, and the environment. Such courses will be multi-disciplinary in orientation with content suitable for the baccalaureate core. The success of this criterion will be determined by the number of courses developed, and their appeal to students as measured by enrollment and course evaluations. The curriculum will also be subject to annual review to assure a multi-disciplinary and coordinated program of instruction.

- Student Outcomes: The utility of the applied ethics certificate for students will be monitored in several ways: (1) A quantitative and qualitative analysis of the relevant student evaluations of the philosophy core courses; (2) An annual assessment of the number of certificate students and their major departments to evaluate the multi-disciplinary aspirations of the certificate; (3) A 5-10 page non-graded "exit essay" submitted by graduating certificate students that will evaluate and critique their inter-disciplinary learning process; (4) One post-graduation contact with students to determine their occupational and/or professional career choices.

• Faculty Seminars: The Program for Ethics, Science, and the Environment has received financial support to develop a series of seminars and workshops for nominated faculty from the disciplines addressing the sciences, natural resources, and health to provide instruction on methods of integrating ethics and value considerations with a standard agriculture, forestry, public health, resource, or science curricula.

• Fellowships: The educational opportunities of students are greatly enhanced through exposure to renowned specialists who will be invited to Oregon State University as part of the Program for Ethics, Science, and the Environment to give lectures, seminars, and courses in a particular area of expertise. The number and kind of scholars the certificate program attracts to teach will offer another gauge of the fulfillment of its promise.

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

In Oregon State University in the Year 2000: A Vision, the University committed itself to excellence in the liberal arts and sciences and envisioned that "OSU will be recognized for excellence in advancing knowledge and its application to practical problems." This vision statement requires precisely the kind of applied ethics certificate described by this proposal. New advances in scientific research raise for the university and its community a host of vexing questions about how to apply this knowledge we have gained from research. That is, the question of "application" of knowledge in a way that embodies wisdom and judiciousness makes the applied ethics certificate integral to the University's mission and self-understanding.

The "Vision" also acknowledged that in 2000 "there will be an increasing emphasis on multi-disciplinary programs and the associated synthesis and integration of knowledge." The applied ethics certificate provides an educational framework for this aspiration to be realized. The certificate will require both students and faculty to draw on disciplines other than their academic home, and to organize and apply this knowledge in a context of ethics and value considerations. The certificate brings to the mission of the University a three-fold emphasis of perspective, responsibility, and practical wisdom that enriches the prospects for the multi-disciplinary and mutually engaging education to which it aspires.

The applied ethics certificate also presumes the centrality of Oregon State University's status as the state's land, sea, and space-grant institution. It is precisely these areas that are discovering an inescapable ethical dimension to their discipline. The core requirements and elective courses within the certificate program will contribute to institutional excellence by coherently integrating ethics with the fundamental reasons for the institution's existence.

d. What are the employment opportunities for persons who have been educated in the proposed program?

The assumption of the multi-disciplinary diversity embedded in the certificate proposal is that because applied ethics opens the mind, it also opens the doors to virtually any employable discipline. The certificate will stress the value and necessity of professional moral integrity, whether a student's career path leads them to the sciences, to forestry, or to medicine, etc.

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

List the closely related programs and areas of strength currently available in the institution which would give important support to the proposed program.

The proposed certificate in applied ethics will be very valuable to students in many disciplines, and particularly those fields in which Oregon State has a strong reputation, such as science, natural resources, agriculture, and forestry. The multi-disciplinary orientation of the certificate will provide ground for bridging the sciences and the humanities as articulated by the University's "Vision 2000" statement. Elective coursework in the applied ethics certificate will be offered through many university departments. Faculty and deans representing most of the thirty-three programs and departments identified above were consulted in the summer and fall of 1993 about this proposal, and it received unanimous support, some of which is expressed in the attached letters of endorsement (Appendix B).

The proposed certificate in applied ethics has received strong support from the recently-endowed Horning Chair in Science and Humanities. Since the purpose of the Horning Chair is to promote humanities education in the context of scientific inquiry, the applied ethics certificate program is an appropriate academic home for many of these efforts.

The directors of the Center for Gene Research (Russell Meints) and of the Center for the Analysis of Environmental Change (Michael Unsworth) have each expressed strong support for this proposal. The Program for Ethics, Science, and the Environment and the Center for the Analysis of Environmental Change are currently collaborating on a scholarly conference on the Endangered Species Act.

Professor Peter List, a member of the Philosophy faculty, has spent considerable years in the Sustainable Forestry program of the College of Forestry. His conversations with Associate Dean Perry Brown, as well as other colleagues in forestry, leave little doubt that the time is right for a sustained program of applied ethics in the context of forestry.

Dean Michael J. Burke, director of Academic Programs in the College of Agricultural Sciences, has set up forums for collaboration between philosophy faculty and academic advisors in his college on ways to enhance the ethics-oriented learning of agricultural science students. One example of this collaboration will be the development of a new course on ethics and agricultural sciences for winter 1995.

The Program for Ethics, Science, and the Environment has already begun collaboration with closely-related departments and programs at Oregon State University, including Gerontology, Pharmacy, Public Health, and the newly-created Knudson Chair for Family Policy. This collaborative effort will be enhanced and enriched through a certificate program in applied ethics.

5. Course of Study

a. Describe the proposed course of study.

Students seeking a baccalaureate degree at OSU will earn a certificate in applied ethics by completing a minimum of 28 hours of approved coursework. The certificate program would be open to undergraduates in conjunction with any undergraduate degree program of the University. The proposed requirement of 28 hours includes a minimum 16 hour core in philosophical ethics. Beyond this philosophical core, students will utilize courses with ethics-related content from other departments and programs (all of which have been approved by appropriate faculty and chairs for inclusion in the certificate) as elective credits that will complement their scholarship in applied ethics.

(1)	REQUIRED CORE		CREDIT HOURS
	PHL 205	Ethics	4
	PHL xxx	Any listed Philosophy Course	3-4
	9 Credit Hours from any of the following courses:		
	PHL 280	Ethics and Diversity	4
	PHL 342	Contemporary Ethics	4
	PHL 405	Reading and Conference: Applied Ethics	3
	PHL 440	Environmental Ethics	3
	PHL 443	Worldviews and Environmental Values	3
	PHL 444	Bioethics	3
	PHL 470	Philosophy of Science	3
	PHL 490	Ethical Issues in Science	3

The courses included in the philosophy core were selected in consultation with all faculty meetings at three departmental meetings. They reflect traditional courses offered annually, as well as new courses developed under the auspices of the Program for Ethics, Science, and the Environment.

(2) EDUCATIONAL CONCENTRATIONS AND ELECTIVES

A minimum of 12 hours of applied ethics electives are required beyond the core courses. The student's academic advisor and faculty of the Program for Ethics, Science, and the Environment will assist students in course selection. To further assist students in selecting elective courses that are most appropriate to their career goals, three elective concentrations have been identified within the certificate program:

- Ethics and Scientific Inquiry
- Ethics and the Environment
- Ethics, Health and Medicine

The process of selection and inclusion of elective courses evolved over several phases. In an introductory phase, college deans and departmental chairs were contacted by Dr. Campbell and identified faculty and specific courses that could be considered complementary to the objectives of the Program for Ethics, Science, and the Environment and the certificate in applied ethics in particular. During a second phase, a letter describing the proposed certificate was sent to department heads and the identified faculty responsible for the courses. The letter asked for permission to consider the proposed course for the certificate and for the responsible faculty to submit the most recent course syllabi for review. In some cases, authorization was not given due to concerns about class over-enrollment, and all such refusals were honored. In a third phase, the received syllabi were reviewed by faculty of the Program for Ethics, Science, and the Environment who utilized (a) the direct and indirect ethics content of a course; (b) the complementariness of a course to a certificate in applied ethics; and, (c) faculty willingness, as criteria of inclusion and exclusion. Finally, the selected courses were arranged into the three concentrations with the assistance of the Curriculum committee of the Department of Philosophy.

Certificate students will be encouraged to take their elective courses within a particular concentration to provide a more cohesive and integrated program, but will be permitted to mix concentrations if necessary. Electives for the three concentrations may be selected from the following courses, all of which have been approved by relevant faculty and departmental chairs:

Ethics and Scientific Inquiry

AC	460	Biotechnology: Perspectives and Case Studies
ANS	315	Animal Production Issues of Concern to Society
BB	331	Introduction to Molecular Biology
CH	374	Technology, Energy, and Risk
HSTS	413	History of Science
HSTS	421	Technology and Change
PS	476	Science and Politics
SOC	456	Science and Technology in Social Context
Z	348	Human Ecology

Ethics and the Environment

ANTH	481	Natural Resources and Community Values
AREC	351	Natural Resource Management
BI	301	Human Impacts on Ecosystems
F	415	Forest Policy
FRR	251	Recreation Resource Management
FRR	342	Wilderness Management
FRR	471	History and Cultural Aspects of Recreation
FW	251	Principles of Wildlife Conservation
FW	321	Fisheries and Wildlife Resource Ecology
FW	325	Global Crises in Resource Ecology
FW	481	Wildlife Ecology
GEO	300	Environmental Conservation
H	344	Introduction to Environmental Science
HST	481	Environmental History of the United States
PS	475	Politics of Environmental Problems
RNG	341	Rangeland Resources
RNG	477	Agroforestry

Ethics, Health and Medicine

ANTH	483	Medical Anthropology
BI	300	Plague, Pests, and Politics
H	323	Introduction to Public Health
H	430	Health Policy Analysis
H	434	Health Care Law and Regulation
H	440	Environmental Health
HDFS	315	Perspectives on Aging
HDFS	361	Lifespan Issues, Policies, and Programs
HSTS	417	History of Medicine
PHAR	425	History and Ethics of Pharmacy
PHL	455	Death and Dying
SOC	350	Health, Illness, and Society

Because of the need for a responsive curriculum, the director of the Program for Ethics, Science, and the Environment will monitor, review, and revise the elective courses, through review of syllabi and consultation with faculty, on a biannual basis to ensure conformity with the certificate's objectives.

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

All. This proposal involves no additional funds for operation or development of coursework. All courses within the applied ethics curriculum are currently offered by the various departments. In addition, the Program for Ethics, Science, and the Environment can make available seed money support to any member of the OSU faculty who wishes to develop a new course that can be integrated with the applied ethics certificate.

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

No new courses are necessary to initiate the proposed certificate program. However, the rapid pace of research development in these fields will require changes in the existing courses to maintain a curriculum that is responsive and current.

6. Admission Requirements

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

The applied ethics certificate program would be open to undergraduate students in conjunction with any undergraduate degree program. Students seeking the certificate in applied ethics will apply with the Director of the Program for Ethics, Science, and the Environment upon or during completion of 6 hours of coursework in philosophy. These hours may, with the approval of the Director and in accord with university regulations, be transferred into the certificate program from other institutions. Only coursework in applied ethics in which a 'C-' or better is earned will be counted towards completion of the certificate.

All certificate requirements must be fulfilled within 5 years of admission to the certificate program. Students who are pursuing a certificate in applied ethics but who have not completed all certificate requirements at the time their degree is conferred may continue to work toward the certificate. Such students will be required to satisfy the University's admission requirements as a special, post-baccalaureate or graduate student.

Procedures for authorizing the Registrar to issue the certificate and enter the notation on the student's transcripts are as follows: The Director of the Program for Ethics, Science, and the Environment will notify the Dean of the College of Liberal Arts when students have successfully completed the certificate requirements. The Dean will then notify the Registrar.

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

This proposal does not anticipate any limitation on enrollment. In recent years, the number of undergraduates enrolled as Philosophy majors has averaged around 20, and the number of Philosophy minors has averaged 12-15. A description of an undergraduate certificate program in applied ethics would appear in the University catalog, and be publicized through the Program for Ethics, Science, and the Environment, and this would consequently increase the visibility of study in applied ethics at Oregon State University. Such visibility would likely increase the number of interested students in the certificate. However, based on conversations with directors of other certificate programs and interested faculty, the number of students enrolled in the applied ethics certificate program is not anticipated to exceed 25 students annually. The recent hiring of Dr. Jeff Ramsey by the Department of Philosophy to teach courses in science and social policy beginning fall 1994 should enable the certificate program to accommodate more students if necessary.

7. Relationship of Proposed Program to Future Plans

a. Is the proposed program the first of several steps the institution has in mind in reaching a long-term goal in this or a related field?

The certificate in applied ethics will enable the Department of Philosophy to continue its tradition of excellence in undergraduate education and enhance the visibility of the Program for Ethics, Science, and the Environment. The Department of Philosophy has a well-established and renowned faculty that has received substantial recognition from the College of Liberal Arts and Oregon State University. This distinction is attributable in large measure to its commitment to undergraduate instruction and a responsive evolving curriculum that is its necessary corollary. The emphasis of the certificate program will be education in applied ethics as a specialty area within philosophy that is integral to the study of several professional fields represented at Oregon State University.

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

The current proposal for the establishment of an undergraduate certificate in applied ethics will complete the major curricular revisions at the undergraduate level.

8. Accreditation of the Program

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

At this time, no accrediting agency or society exists in applied ethics. However, in 1991, the Association for Applied and Professional Ethics was founded to give direction, workshops, and to facilitate networking among various applied ethics programs in the country and in some foreign countries as well. While the Association has not itself established criteria for membership or accreditation, its annual conferences are devoted to possible ways to establish and develop programs in applied ethics, and this provides opportunities for member programs and Centers to engage in informal assessment of other associated programs and subsequent refinement of their own programs.

b. If so, does the proposed program meet the accreditation standards? If it does not, in what particulars does it appear to be deficient? What steps would be required to qualify the program for accreditation?

No accreditation standards currently exist in applied ethics. However, there are two informal guidelines that have emerged from the Association for Applied and Professional Ethics. The first is that an associated program be concerned with the application of ethical considerations and theories to practical areas of human behavior. The second emphasis concerns a multi-disciplinary curriculum that allows students to draw on a common and core body of knowledge and integrate that knowledge with their overall education. The proposed course of study (see 5.a. above) clearly meets these informal guidelines, and will position the applied ethics certificate program for accreditation should more formal guidelines be forthcoming from the Association for Applied and Professional Ethics or any other new accrediting body.

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, is the undergraduate program fully accredited? If not what would be required to qualify it for accreditation? What steps are being taken to achieve accreditation?

Not applicable.

NEED

9. Evidence of Need

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

The need for a certificate in applied ethics can be established in several ways, including student and faculty interest, citizen and community interest, and generous philanthropic support from Oregon State University alumni suggesting a systematic program of study in this area.

Since 1967, when the Department of Philosophy became a separate entity in the College of Liberal Arts, students have demonstrated a significant interest in philosophy generally, and in ethics particularly. During 1992-93, over 3,500 students enrolled in courses in philosophy (completing 11,055 credit hours). The courses in ethics, both lower and upper-division are routinely over-enrolled and the Department has found itself with the pleasant problem of adding new sections of the ethics courses and then seeking additional faculty or instructors for teaching. The ethics courses at both levels enrolled close to 700 students during 1992-93 for the achievement of 2,657 credit hours. Moreover, student interest in the Bioethics course is such that the Department made application and received approval for its inclusion as a baccalaureate core synthesis course in the Science, Technology, and Society section. Both the lower-division ethics courses and Bioethics are frequently taught during summer term.

Most of these students do not pursue study in philosophy as a major field, but enroll in one or more courses as part of their general education and baccalaureate core requirements. Some students, however, do seek a more sustained study of philosophy, and the Department responds to these requests through an undergraduate major, an undergraduate minor, and a graduate minor in philosophy. This proposal would build on the substantial interest among students in applied ethics within the department and expand the scope of the department's mission of education through integration with study in other areas, particularly the sciences, natural resources, and the environment.

A second criterion of need is the interest displayed by non-departmental faculty. Philosophy faculty are routinely called upon by faculty members in such programs as animal science, business, family science, food science, forestry, gerontology, history, pharmacy, public health, toxicology, and veterinary medicine to offer lectures and discussions to students on relevant ethical issues and to provide consultation on course syllabi that include an ethical component. The College of Agricultural Sciences, the Premedical Program, the BioResource Research Program and the Environmental Science Program have been especially enthusiastic about the development of new courses in ethics and science, ethical values in environmental studies, and ethics and natural resources because such courses provide a well-rounded program for their majors, and in the case of the Premedical Program, important preparation for graduate school.

The interest of citizens and community support for the educational forums sponsored by the Program for Ethics, Science, and the Environment has been substantial. Every educational forum--ranging from open discussions in public libraries, community meetings, research conferences, and special lectures--has simply not been able to accommodate all the public that wishes to attend. It is evident, and significant given the new institutional mandate for extension education that applies to all colleges, that this Program has tapped into some very fundamental concerns of Oregonians. This public interest is confirmed by the substantial media attention these educational forums have generated.

A final indication of need is that OSU alumni have expressed concern that ethics be a vital part of the contemporary curriculum. This has led on one hand to substantial philanthropic gifts that provided the start-up funds for the Program for Ethics, Science, and the Environment. The most recent and exciting development in this area is a substantial gift to establish an endowed chair, the Hundere Professor of Religious Studies, in the Department of Philosophy that designates a specified portion of its funding to courses and research in applied ethics. In addition, Philosophy faculty have contributed invited articles to the *OSUAlum* magazine on ethics issues. The authors of these articles have received numerous appreciative comments from OSU alumni.

b. What is the estimated enrollment and the estimated number of graduates of the proposed program over the next five years? If the proposed program is an expansion of an existing one, give the enrollment in the existing program over the past five years.

Based on student and faculty inquiries about the Program for Ethics, Science, and the Environment over the past year, the estimated enrollment for the applied ethics certificate during its initial years is 12-15 students. However, it is expected that this number would increase as the certificate program becomes a visible part of the undergraduate curriculum, and as the courses offered by the certificate are adopted by other programs for their majors, such as the Molecular and Cellular Biology program and the Gerontology program. The estimated enrollment in the applied ethics certificate within five years would be 25-30 students, with a graduation rate of 7-12 students on an annual basis.

Is the proposed program intended primarily to provide another program option to students who are already being attracted to the institution, or is it anticipated that the proposed program will draw its clientele primarily from students who would not otherwise come to the institution were the proposed program not available here?

The initial impetus for the proposed program has come from students, faculty, administrators, and alumni of Oregon State University, and the certificate would be designed primarily to serve students who have already chosen to attend the University. It is not unreasonable to expect, however, that as an applied ethics certificate becomes visible at a state-wide level through various programs of extension education sponsored by the Program for Ethics, Science, and the Environment, that some students may seek to come to Oregon State University because of the certificate in applied ethics.

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

The applied ethics certificate is but a part of a student's educational program, and a student's major program will provide the primary career orientation. However, the certificate would fulfill important needs in at least three different areas:

- Enhancing the prospects of OSU undergraduates to matriculate to graduate studies in career fields with inescapable professional and applied ethical concerns, e.g., medicine, law.
- Teaching ethics at various venues, including the high school, community college, and university levels.
- Directing the efforts of extension education programs undertaken by the College of Liberal Arts and the Department of Philosophy, or by community organizations.

d. What evidence is there that there exists a regional or national need for additional qualified persons such as the proposed program would turn out?

It is clear from several developments that a person with a background in applied ethics will be especially valuable in the coming years. With regards to academic teaching in both the field of philosophy and religious studies, there is a constant and perhaps predominant demand for teachers who have either specialization or competence in some form of applied ethics. Secondly, the number of applied ethics programs and Centers has grown exponentially in the past decade, from roughly 10 to over 220 at last count. This trend is certain to increase as ethical questions become more prominent in public debates. As evidence of this, the United States Congress is currently holding hearings about establishing a permanent Ethics Advisory Board to hold public hearings and issue reports regarding ethical issues in biotechnology and health care. Finally, a recent report by the National Science Foundation recommends that university science departments "require students to take a course on scientific ethics" (Science 261, July 16, 1993, 289).

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

Oregon State University has made a commitment to excellence in education through multi-disciplinary programs and the application of knowledge to practical problems. The applied ethics certificate would not only facilitate achievement of these aspirations, but through coordination with the Program for Ethics, Science, and the Environment, it would be involved in fundamental, ground-breaking education and scholarship in the integration of ethics and the sciences. The applied ethics certificate not only embodies the university's self-understanding, but because of its very particular parameters, namely, the intersection and integration of ethics, science, resources, and the environment, it would offer a very distinctive program found at few other institutions in the country, and thus confirm the university's commitment to excellence.

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

It is possible to identify, even in this proposal stage, several persons and organizations that have expressed support for the certificate program in applied ethics:

Brock Evans, Vice President for National Issues, National Audubon Society, 666 Pennsylvania Avenue, SE, Washington, DC 20003; 202-547-9009

Russ Glasgow, Research Scientist, Oregon Research Institute, 1899 Willamette, Eugene, OR 97401; 503-484-2123

Gary Jolliff, Coordinator, National Council for Agriculture, Science, and Technology, Department of Crop Science, Oregon State University, Corvallis, OR 97331; 503-737-5849

Judy List, President, Oregon Hospice Association, P.O. Box 10796, Portland, OR 97210; 503-228-2104

Paula A. McNeil, Executive Director, Oregon Health Decisions, 921 SW Washington, Suite 723, Portland, OR 97205; 503-241-0744

Kermit Smith, Chaplain, Good Samaritan Hospital, 3600 NW Samaritan Drive Corvallis, OR 97339; 503-757-5084

Susan B. Tolle, MD, Director, Center for Ethics in Health Care, Oregon Health Sciences University, 3181 SW Sam Jackson Park Road, Portland, OR 97201; 503-494-4466

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

Although no "special" provisions have been made at this time, it must be noted that part-time students regularly enroll in courses in ethics in the Philosophy Department. Moreover, certain courses identified above (See 5.a.) are either taught during the evenings or can be offered through the Ed-Net Program.

DUPLICATION OF EFFORT

10. Similar Programs in the State

a. List any similar programs in the state.

There is only one program in Oregon that has made applied ethics central to its purpose.

The Center for Ethics in Health Care at Oregon Health Sciences University is an interdisciplinary base for education, research, and community service focused on ethical issues in contemporary health care. The goals of the Center are to promote careful attention to the rights and dignity of individual patients and to increase the participation of health care practitioners in the community's search for just and prudent health care policies. The Center organizes its research through task forces on education, health policy, practice, and research, and a bioethics study group. The Center for Ethics in Health Care does not offer coursework to medical students at OHSU, but does have a vital public education program. More information is available from Dr. Susan Tolle, Director, Center for Ethics in Health Care, 3181 SW Sam Jackson Park Road, Oregon Health Sciences University, Portland, OR 97201-3098; (503) 494-4466.

b. If similar programs are offered in other institutions in the state, what purpose will the proposed program serve? Is it intended to supplement, complement, or duplicate existing programs?

The proposed applied ethics certificate program offers a distinctive program to Oregon State University through its support of an integrated, multi-disciplinary approach to normative ethical questions as they emerge in the biological and natural resource sciences and the environment. The certificate is complementary to the objectives of the Center for Ethics in Health Care at OHSU in that it examines the impact of scientific research and technological development in areas beyond, although not excluding, medicine and health care. The certificate program also offers coursework for students.

The certificate will also complement various programs, institutes, and centers that focus on the descriptive dimensions of environmental change. The emphasis on normative ethics of the certificate will provide, as one OSU administrator put it, "the missing link" in environmental studies for OSSHE institutions.

Third, the applied certificate program is concerned with something unique not only to the state of Oregon, but by and large in the rest of the country as well, an engagement of the disciplines of the sciences with normative ethical theories and their application. The proposed program would complement existing programs at other institutions while suggesting one direction in which Oregon State University can engage in pioneering scholarship with respect to its vision of closer integration of the sciences and the humanities.

c. In what way, if any, will resources of any other institutions be utilized in the proposed program?

As a multi-disciplinary program, the certificate in applied ethics must necessarily draw on the expertise and specialization of scholars beyond its own institutional boundaries. A collaborative working relationship on research issues has already been established between the Program for Ethics, Science, and the Environment and the Center for Ethics in Health Care at OHSU. The certificate would also seek to implement a mutual relationship with related institutions that address forestry and environmental concerns whereby guest speakers would be invited to address a specialized topic.

RESOURCES

11. Faculty

a. List any present faculty who would be involved in offering the proposed program, with pertinent information concerning their special qualifications for service in this area. Attach an up-to-date resume for each individual.

The applied ethics certificate program would be coordinated through the Program for Ethics, Science, and the Environment in the Department of Philosophy. This Program is administered by a Director and a Steering Committee responsible for oversight, advice, and planning. The present faculty directly involved include (see Appendix C for resumes):

• Marcus J. Borg, an OSU Distinguished Professor of Religion and Culture and the Hundere Professor of Religious Studies. Prof. Borg teaches courses on environmental values and has a developed scholarly interest in matters of population control.

• Courtney S. Campbell, an assistant professor and present director of the Program for Ethics, Science, and the Environment. Prof. Campbell specializes in the ethical dimensions of science and technology, as they pertain to both medicine and health care and the environment.

• Peter J. List, an associate professor and recipient of the Burlington award for Outstanding teaching accomplishments. Prof. List specializes in environmental ethics and ethics and sustainable forestry, and has published many books and articles in these areas.

• Kathleen D. Moore, an associate professor and chair of the Philosophy Department. Prof. Moore specializes in critical thinking and philosophy of law. She has authored textbooks for courses and a critically-acclaimed scholarly book, *Pardons*.

• Manuel Pacheco, an assistant professor who joined the OSU faculty in 1993. Prof. Pacheco is particularly interested in questions of environmental degradation and justice as they pertain to the life of minority communities in society.

b. Estimate the number, rank, and background of new faculty members that would be needed to initiate the proposed program; that would be required in each of the first four years of the proposed program's operation, assuming the program develops as anticipated in item 9b. What kind of commitment does the institution make to meeting these needs? What kind of priority does the institution give this program in staff assignment?

A certificate program in applied ethics would not require additional faculty. The program has strong institutional support at various levels of the administration of Oregon State University, but it is not anticipated that additional faculty would be required to coordinate the certificate program.

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

No additional support staff are necessary. Support staff for the certificate program will be drawn from the Department of Philosophy and the Program for Ethics, Science, and the Environment.

12. Library

a. Describe, in as objective terms as possible, the adequacy of the Library holdings that are relevant to the proposed program (e.g., if there is a recommended list of library materials issued by the American Library Association or some other responsible group, indicate to what extent the institution's library holdings meet the requirements of the recommended list).

Library holdings developed to meet the needs of individual departmental courses in applied ethics or relevant fields are sufficient for the certificate program in applied ethics.

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

While current holdings are adequate, the Department of Philosophy has made a proposal (see 12.c) that the library begin to subscribe to certain multi-disciplinary journals that will enhance the integration of scholarship between ethics and the sciences. These journals include Science, Technology, and Human Values; Journal of Agricultural and Environmental Economics; Second Opinion; Social Philosophy and Policy; Journal of Social Philosophy; Between the Species; and Law, Medicine, and Health Care.

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

The Department of Philosophy and the Program for Ethics, Science, and the Environment have proposed an endowment, using funds from philanthropic donations, that will provide enough money on an annual basis to fund subscriptions to these journals. The Department and Program have pledged $5,000 toward this endowment and have requested a matching pledge from the Horning Endowment, whose funds were donated precisely so that "bridges are built" between the humanities and the sciences.

d. Attach a statement from the Director of Libraries indicating present resources and funding of future needs.

See Appendix D. The budget figures for acquiring the journals have, on recommendation of the Director of Libraries, been adjusted to account for an estimated 10% annual inflation rate.

13. Facilities and Equipment

a. What special facilities in terms of buildings, laboratories, equipment are necessary to the offering of a quality program in the field and at the level of the proposed program.

Through a philanthropic donation, the Program for Ethics, Science, and the Environment is now housed in a completely renovated office (Computer Science 101). As the coordinating body for the certificate in applied ethics, the Program will not require additional facilities.

b. What of these facilities does the institution presently have on hand?

Not applicable.

c. What facilities beyond those now on hand would be required in support of the program?

Not applicable.

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

Not applicable.

14. Budgetary Impact

a. Please indicate the estimated cost of the program for the first four years of its operation, following the format found on pg. 22 of this document.

The only change with respect to present departmental and program expenses consists in increased library holdings, as specified in 12.b. See attached budget.

b. If a special legislative appropriation is required to launch the program (as shown in item 4b of the estimated budget), please provide a statement of the nature of the special budget request, the amount requested, and the reasons a special appropriation is needed. How does the institution plan to continue the program after the initial biennium?

No special legislative appropriation is required to initiate the applied ethics certificate.

c. If federal or other grant funds are required to launch the program (items 4c and 4d), what does the institution propose to do with the program upon termination of the grant?

The certificate program in applied ethics is initiated through philanthropic donations of Oregon State University alumni. Grant funds are not necessary for start-up of the program.

d. Will the allocation of going-level budget funds in support of the program have an adverse impact on any other institutional programs? If so, which program and in what ways?

The funding of the certificate program from philanthropic donations means that no other established programs in the Department of Philosophy will be adversely affected.

e. If the program will be financed from existing resources, specifically state: (1) What the budgetary unit will be doing as a result of the new program that is not now done in terms of additional activities; and (2) What these new activities will cost and whether financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution.

(1) The principal use of existing resources will concern curriculum development of courses relevant to the applied ethics certificate. (2) A faculty member who applies for release time to develop a course for the certificate in applied ethics can currently be replaced at $2,603/term FTE. The development of courses is contingent on the teaching and research interests of faculty members.

f. State which resources will be moved and how this will affect those programs losing resources.

Not applicable.

OREGON STATE UNIVERSITY
Computer Science Building 208 · Corvallis, Oregon 97331·3902
Telephone 503·737·2955

Cheryl Jordan, Chair
University Curriculum Council

Dear Professor Jordan:

I write to convey the enthusiastic support of the faculty of the Department of Philosophy for the proposed Certificate in Applied Ethics that is now before your committee. In our judgment, the certificate will provide an educational opportunity for students that is unique in Oregon, important in today's world, central to Oregon State's mission, and of the highest quality.

Students who graduate from Oregon State University and go on into professional fields--in health, in science, in natural resource areas--will find themselves in a complicated world where technical competence is no longer enough. In order to make sound decisions, students will need to understand as well the moral dimensions of their work: What value assumptions underlie the practices? How can conflicts between values be resolved? What kinds of reasons count in moral decisions? The Certificate in Applied Ethics allows students to study the moral dimension of their work, to gain a moral perspective, to practice the skills of rational moral discourse, before they encounter intractable debates and dilemmas on the job.

In its most recent vision statement, Oregon State University committed itself to education that is increasingly interdisciplinary; as a land-grant institution, it rededicated itself to education that applies knowledge to the resolution of practical problems. This proposal brings together the strengths of disparate disciplines in a dialogue that will show students how to apply ethical theory to make better decisions on the job. For these reasons, the certificate is central to the university's mission.

Because we believe that this Certificate is an important and high quality addition to the curriculum, the Philosophy Department has committed itself to teaching the courses that support it, and by doing so, has committed the time and energy of some of the finest professors on our faculty, notably Courtney Campbell. Dr. Campbell is the former editor of the Hastings Center Report, a recent winner of the CLA Researcher of the Year Award, and the Director of the Department's Program for Ethics, Science, and the Environment. We believe that he has put together an excellent proposal, and we urge your support.

Sincerely,

Kathleen Dean Moore
Chair

PROGRAM ON GERONTOLOGY

OREGON STATE UNIVERSITY
Milam Hall · Corvallis, Oregon 97331·5102
Telephone 503·737·4765

November 29, 1993

TO: College of Liberal Arts Curriculum Committee

FROM: Jan Hare, Interim Director for Program on Gerontology

Jan Hare

It is with enormous enthusiasm that the Oregon State University Program on Gerontology supports the proposal for an Applied Ethics Certificate administered by the Department of Philosophy.

The proposed program is thoughtfully developed in terms of its objectives, organization and content. It appears that implementation should be relatively easy, with no need for additional resources from the university. The opportunities which this program will provide for our gerontology students are numerous and exciting. Without a doubt, many of them will be interested in pursuing such a certificate. Furthermore, students having certificates both in gerontology and applied ethics will certainly have an advantage in the current job market.

Most importantly, such a program is particularly appropriate for the land-grant university. Our unique mission is to extend knowledge and serve the needs of the people of the state. In today's world, the application of ethics to scientific inquiry, the environment and health care is crucial to that mission. Most of the research and social policies relevant to gerontology raise enormous ethical questions. The general public is increasingly becoming familiar with these questions and requesting information related to the resolution of ethical dilemmas, particularly as they occur in families. Consequently, Extension Home Economics has responded by offering workshops and publications related to ethical standards of health care decision-making. If Extension is already reaching out to the lay public in this area, certainly our students must leave the university prepared to address these ethical questions in their professional roles.

The Program on Gerontology is willing to offer faculty support and collaboration to the Department of Philosophy in this effort to deliver a quality program in Applied Ethics.

DEPARTMENT OF HISTORY

OREGON STATE UNIVERSITY

Milam Hall 306
Corvallis, Oregon
97331-5104

(503) 737-3421

November 30, 1993

Professor Courtney Campbell
Department of Philosophy
Campus

Dear Courtney:

I have read the proposal for a certificate in Applied Ethics and wish to strongly endorse it. It is well thought out, and it will be a significant addition to the undergraduate curriculum at Oregon State. There are ample courses to ensure that the program is strong, and we in History will do what we can to contribute to the certificate.

Currently you list HSTS 413, HSTS 417, HSTS 421, and HST 481 as supporting courses. We are happy to have them listed. We also occasionally offer courses (seminars, topics) that may support the certificate, and I shall inform you of when we plan to teach them.

The field of Applied Ethics is a very important one, and I am delighted that Philosophy will make this certificate program available for undergraduates.

Sincerely yours,

Paul Lawrence Farber
Distinguished Professor of
History of Science and Chair

COLLEGE OF PHARMACY

OREGON
STATE
UNIVERSITY

Pharmacy Building 203
Corvallis, Oregon
97331-3507

Dean's Office
503-737-3424

Fax
503-737-3999

December 1, 1993

TO: Courtney Campbell, Ph.D.

FROM: George H. Constantine, Ph.D.

SUBJECT: Endorsement of the Certificate Program in Applied Ethics

The significant alterations in the health care systems that are presently occurring will provide an extremely wide variety of social and behavioral changes in the future consumption of health care services. Aside from some coverage in the professional programs at OSU, there is generally scant mention of many concerns that will require the attention of our future citizens, i.e., our current students. Some of the many issues that will require ethical scrutiny are 1) death and dying decisions; 2) public vs. private costs of current and future services, research and preventative medicine; 3) patient advocacy—political or care oriented ?; 4) the allocation of scarce resources; 5) the sequelae of biotechnology and its impact; 6) the roles of alternative medical practices; and 7) the changing roles of current health care providers.

The establishment of a Certificate Program in Applied Ethics will be an instrumental vehicle in bringing our university community into focus with some of the major decisions that all of us will need to face in making those decisions. At present, many of our people do not have the tools for addressing those decisions. The program can utilize the expertise from devoted medical care providers in our own community plus those available at nearby institutions (OSHU, University of Washington, etc.). It can assist us in developing a "consumer-oriented" expertise in medical ethics by building on the strengths of our already well-known scientific programs. The educational environment at OSU is extremely stimulating for the interdisciplinary approach to problem solving in the sciences. We have extensive examples of faculty making significant advances by crossing disciplines to study and solve problems in other areas. The approach of an Applied Ethics program is to broaden further this interdisciplinary approach by providing an ethical dimension into the study of societal and cultural problems.

Many of today's health care decision makers are handicapped by the lack of a strong scientific background and the exposure to the ethical decision making processes. The proposed integrated program can assist all persons, and hopefully future decision makers, by proving the essential link between scientific knowledge and ethical decisions.

DEPARTMENT OF
PUBLIC HEALTH

OREGON
STATE
UNIVERSITY

Waldo Hall 256
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503-737-2686
Fax
503-737-4001

December 3, 1993

Courtney S. Campbell, Ph.D., Director
Program for Ethics, Science, and the Environment

Dear Professor Campbell:

Thanks very much for providing me the opportunity to review your proposal to initiate an undergraduate certificate program in Applied Ethics at Oregon State University. As you may know, we either require or highly recommend to all Public Health students that they elect course work in Ethics. In my judgment, these courses and the perspectives that they teach are absolutely fundamental to a modern education, and I applaud your efforts to formalize a program of study in this area.

I envision a variety of areas in which the certificate program would involve Public Health. First, the program proposes specific foci that directly involve Public Health through required course work (H344 and H440 for example). We would be pleased to make these and related course available to certificate students. Second, Public Health students (and faculty) address a wide variety of ethical issues related to public health practice (for example, rationing health care, environmental equity, occupational health risks, HIV/AIDS transmission and control, women in development, disease screening programs - this list truly is a long one). I would anticipate that the certificate program would serve to bring together faculty to discuss and better understand many of these issues. And third, because public health and the choices that are made within a particular public health system fundamentally involve ethical beliefs (such as conflicts (and resolutions) between individual versus community rights and responsibilities), I would expect that the Applied Ethics program will contribute to improved public health by motivating students to choose public and/or environmental health as a career option.

In summary, I am very supportive of your proposal and would be pleased to help you in any way I can to bring this important program to our students.

Sincerely,

Annette M. Rossignol, Sc.D.
Professor and Chair
(B.S. in Philosophy - Theories of Social Justice!)

BARBARA EMILY KNUDSON
ENDOWED CHAIR IN
FAMILY POLICY

January 10, 1994

Courtney Campbell
Philosophy Department
OSU Campus

Dear Courtney,

Thank you for sharing the proposal for an undergraduate certificate in applied ethics. The proposal correctly establishes that critical ethical issues face professionals in all fields. Moreover, the proposed certificate curriculum outlines a flexible yet rigorous curriculum that should better prepare students to face and resolve the ethical issues that they will experience as professionals and citizens.

As you know, for many years I directed the OSU Gerontology Program which offers an undergraduate certificate in gerontology. I believe that the gerontology and health care administration students at OSU will be an important audience for the applied ethics certificate. As professionals, they will face the ethical issues everyday in the course of developing and delivering services to elders. In fact, ethical issues in the allocation of resources, health care interventions, and daily care are of growing importance as evidenced by the explosion of books, conferences, and courses on these issues.

Because of my experience with the administration of the gerontology certificate program, I read the proposal with a critical eye. I was impressed with the involvement of many disciplines in the curriculum and the advising system for the certificate. The rigorous core for the certificate will provide a solid bases for students to pursue more individual interests in their areas of concentration. This mixture of specific requirements and flexibility is a very important part of operating an interdisciplinary program.

In summary, I offer my full support of the proposed certificate in applied ethics. If I can provide further information or support, please contact me.

Sincerely,

Clara C. Pratt, Ph.D.
Family Policy Chair

OREGON
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Office of the Dean

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510 596 0682

February 8, 1994

Courtney S. Campbell, Director
Program for Ethics, Science, and the Environment
Department of Philosophy
CAMPUS

Dear Courtney:

I strongly support your proposal for a Certificate In Applied Ethics. The proposal matches well the needs of Oregon State University, signaling an appropriate relationship between the Department of Philosophy and the professional colleges at OSU. The three integrated options particularly are relevant.

It is difficult to forecast the demand for this program by students in the College of Forestry. Since we have not had anything like it previously, it represents a new concept for us. However, since many of our students are required to fulfill an option or minor, and many not so required also make such an academic choice, we do have a pool of students from which a few students desiring such a certificate might emerge. Certainly the topic has currency and relevance in forestry and other natural resource management.

Sincerely,

Perry J. Brown
Associate Dean
Instruction, Continuing Education,
and International Programs

PJB:dk

44.

DEPARTMENT OF BOTANY
AND PLANT PATHOLOGY

Dr. Courtney Campbell
Director, Program for Ethics, Science and the Environment
Department of Philosophy
Oregon State University

Feb. 8, 1994

Dear Dr. Campbell:

OREGON
STATE
UNIVERSITY

Cordley Hall 2082
Corvallis, Oregon
97331-2902

I am writing to endorse the proposed undergraduate certificate in applied ethics. Indeed, it is something that we need badly at Oregon State University. My endorsement is based on my experiences (and those of many of my colleagues) as a scientist, and also on my role as Director of the Undergraduate Environmental Science Program at OSU. Issues traditionally dealt with exclusively (or nearly exclusively) by scientists increasingly have implications that go far beyond the scientific. There is a need to expand education about many traditional "scientific" issues into the ethical domain. An example of the recognition of this need is that the undergraduate environmental science curriculum already requires that all students take PHL 205 (Ethics) and that PHL 440 (Environmental Ethics) is also listed as a suggested course in our core curriculum.

The Environmental Science Program is growing rapidly; we now have approximately 170 majors. All students in the Environmental Science Program are required to choose a 27-credit "specialization" area (previously existing minors in some cases, "options" developed for the program in others). I can think immediately of several students whose interests would be very well servd by the proposed certificate program; they could use the proposed curriculum as a specialization in applied ethics.

Further, Oregon State University is seeking to build on the diverse strengths of its community, and to do so with minimal outlay of new funds. Interdisciplinary programs, such as the proposed program in applied ethics, allow us to recognize our diversity as a strength and encourage us as faculty to work more closely with colleagues from whom we are often artificially divided by departmental and college boundaries. I welcome the opportunity to be involved with the certificate program (my course, BI301, Human Impacts on Ecosystems, is listed as one of the approved electives), and students will also welcome the opportunity for interdisciplinary, yet rigorous, training. I wish you good luck as you pursue the establishment of the program!

Telephone
503-737-3451

Sincerely,

Pat Muir

Patricia S. Muir
Director, Undergraduate Environmental Science Program

Office of the Dean

February 11, 1994

TO: College of Liberal Arts
Curriculum Committee

FROM: R.W. Thies

RE: Certificate in Applied Ethics

OREGON
STATE
UNIVERSITY

Kidder Hall 128
Corvallis, Oregon
97331-4608

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503-737-1009

I have examined the certificate program and I am satisfied that it is a worthwhile effort. In the College of Science, we have no less than 120 Environmental Science majors who would have some interest in this. They have two of these courses in their core and could build on that. We also have 614 pre-professional majors (premed, predent, etc.) who could pursue the Ethics Health and Medicine track. Many already take some of those courses.

I especially like having the listing available. Even if the students don't choose to complete the whole package, they can choose an ethics focus cluster of courses that fits their needs. Medical school applications are very competitive and this looks like a good way to strengthen an application. I would like to think it would lead to better medical professionals.

forwarded to Courtney Campbell, Philosophy

Feb. 17, 1994

To: Faculty Senate Executive Committee

From: Academic Regulations Committee, Court Smith, Chair

Subject: Academic Regulations Recommendations

AR 25.b.: Institutional Requirements for Baccalaureate Degrees

Background: The Committee reviewed the 192 hour graduation requirement and recommends that the requirement be changed to 180 hours.

The reasons for this recommendation are:

180 hours is the more commonly used requirement.

This change could increase access to class spaces.

Expenses for some students could be reduced.

The rate of progress to graduation could be faster.

This change could have a number of benefits with respect to advising.

The Committee coordinated its review with the Curriculum Council and also reviewed other credit hour requirements that changing to 180 credit hours might affect. Credit hour requirements, such as, residency, subsequent and concurrent degrees, upper division graduation requirements, lower division transfer limits, master's degree, and maximum and minimum registration need not change under this proposal.

If this change is accepted, implementation should be carefully coordinated with the Curriculum Council.

AR 25b Credits: Minimum ~~192~~ 180, which must include:

AR 25b(1) and (2) remain unchanged.

AR 26: Concurrent and Subsequent Baccalaureate Degrees

Background: The Committee recommends that the Faculty Senate set the policy by voting first to accept or reject b (1), and then decide on the whole regulation.

The regulation as it is rewritten tries to be more consistent with AR 25, which specifies the requirements for graduation. Other than the Baccalaureate Core issue, the regulation mainly updates the old wording, but does not change the concept of concurrent and subsequent degrees that is in place.

As a result of the discussion at the Faculty Senate meeting, May 5th, a question of requirements for a subsequent degree was raised (see ~~26.b.(4)~~ 26.b.(5)). The issue is that OSU has a lower credit hour requirement than other PAC-10 and comparable universities for people with degrees from other universities who want a subsequent degree.

The Academic Regulations Committee looked at this issue and agreed with the suggestion that those without a previous OSU degree should meet our current residency requirement, which is more typical of PAC-10 and comparable universities. The requirement for OSU graduates does not change from the 32 hours required for a concurrent degree.

Replace AR 26 with the following:

a. Concurrent Baccalaureate Degrees: An undergraduate student may be granted two or more baccalaureate degrees (for example the B.A. or B.S. ~~with same or different majors~~) at the same graduation exercise ~~provided that the student:~~ The student must:

(1) ~~meets~~ Complete ~~the~~ institutional, college, and departmental requirements ~~of the curricula represented by the degrees~~ for the degree;

(2) Completes, for each additional degree, a minimum of 32 credits more than the requirements of the curriculum requiring the least number of credits; and

(3) Completes each additional 32 credits in residence, ~~, or as a minimum, 24 of the 32 credits in residence if authorized by approval of a petition to the Academic Requirements Committee~~.

b. Subsequent Baccalaureate Degree~~(s)~~: ~~(1)~~ A student who has received a previous baccalaureate degree~~(s)~~ from ~~Oregon State University~~ either OSU or another accredited university may be granted ~~additional baccalaureate degree(s) subsequently provided that the requirements for concurrent degrees (AR 26a) are satisfied. The minimum of 32 term credits specified in AR 26a(2) may be completed at any time.~~[2] a subsequent baccalaureate degree. The student must:

(1) **<TO BE VOTED ON BY THE FACULTY SENATE SEPARATELY>** Complete the Baccalaureate Core requirements or their equivalent (See AR 25a);

~~(2) A student with a baccalaureate degree(s) from an accredited institution other than Oregon State University may be granted a baccalaureate degree from Oregon State University upon satisfying the institutional, college, and departmental requirements of the curriculum represented by the degree. Such a student may also obtain concurrent degrees from Oregon State University by satisfying the requirements for concurrent degrees (AR 26a);~~

(2) Complete, for a B.A. degree, the requirements for foreign language proficiency (AR 25c);

(3) Achieve a minimum of 2.00 on OSU cumulative grade point average;

(4) Complete requirements of the major college and receive the Dean's certification; and

(5) Meet the requirements for a concurrent degree as specified in AR 26a, if a previous baccalaureate degree has been received from Oregon State University. The additional credits may be taken at any time prior to or subsequent to the granting of a previous OSU baccalaureate degree.

Students with a baccalaureate degree from another institution must meet the Academic Residence requirement in AR 25e.

AR 26c remains unchanged.

The Committee recommends that, upon approval, all changes become effective Fall term 1994.

AGRICULTURAL
EDUCATION
AND
GENERAL AGRICULTURE

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May 11, 1994

TO: Faculty Senate Office

FROM: Lee Cole Lee Cole

RE: Annual Report

Enclosed is the Annual Report for the Academic Advising Council.

cc: Kim McAlexander

Academic Advising Council
Annual Report

I. The AAC will have met 11 times between July 1, 1993 and June 30, 1994 (we did not meet in August 1993).

II. Topics discussed included:

A. Change in Academic Standing Regulations
   1. Discussed early warning options.
   2. Discussed the simplicity of the system as compared to old system.
   3. Supported the change to the new system.

B. Graduation Audits
   1. Council voted to receive Graduation Audits 2 terms ahead of student graduation.

C. Summer Registration
   1. 4350 students registered for Summer 93.
   2. Early registration times appeared to have worked well.

D. Changes in Late Registration Fees
   1. $40 fee for first day of classes, and remains at $40.
   2. $10 fee for drops only.
   3. $10 fee for course withdrawals.

E. Student Right to Know
   1. Tabled, and never taken from table.

F. Course Withdrawal Procedure Changes
   1. New withdrawal form and procedure.
   2. "W" is posted on Grade Rooster so instructor doesn't have to remember to post it.

G. Fall Registration
   1. Have 2000 students to register yet (9/15/93).
   2. Expanded hours for telephone registration.
   3. Evening registration assistance at Registrar's office.

H. Winter Term Schedules
   1. Updates on Winter term SOC will be mailed Sept. 20.

I. Transfer Articulation Agreements
   1. Articulations are moving along.
   2. LBCC is close to complete.

J. Hours Off Campus Petition
   1. Student talks to Academic Advisor and gets consent to take hours off campus.
   2. Head Advisor notifies Russ Dix.
   3. Student responsible for transferring credits.

K. UESP: Future Arrangements
   1. Committee formed to study change.

L. Gopher
   1. Gopher available for course enrollment numbers so students can be advised when course is full before trying to register for it.

M. Registration Procedures for NSE Students
   1. Bob Massell discussed options and provided information for advising.
   2. NSE students will work with Advisors for phone registration.

N. New SAT Requirements
   1. Cheryl Hansen-Sartin discussed changes in SAT scores and guidelines.

O. OSU GPA
   1. OSU GPA is all that will be included on the GPA report for student grade cards.
   2. Transfer GPA will not show.

P. International Education
   1. Will no longer place holds on registration for insurance reasons.

Q. Synthesis & WIC Courses
   1. AAC asked if there were any problems -- answer no.

R. Undergraduate Education Council
   1. Proposal presented with request for feedback within a week -- Bruce Shepard.

S. Post Bac's & Bacc. Core (Concurrent & Subsequent Degrees)
   1. Confusion about applying AR 26.
   2. Bruce Shepard will take issue to the Academic Reg. Com.

T. Walk Through at Graduation
   1. New walk through forms that require Dept. Advisor and Head Advisor signature.

U. Beaver Open House
   1. Held February 19, 1994.

V. New Policy on "I" Grades
   1. "I's" will stay "I's", they will not become "W's" in one year.

W. "E" Grade Policy
   1. Drop the "E" grade policy.

X. High School/Community College Counselors Day
   1. To be held April 25, 1994.
   2. Combine C.C. and H.S. advisors.

Y. UESP Sub-Committee Proposal
   1. LS 114, Career Decision Making will be continued.
   2. UESP students should have PIN's.
   3. UESP involvement should be limited to 2-3 terms.

Z. New Advanced Standing Reports
   1. Will show all transfer coursework.
   2. Will show grades.
   3. Will mark Bacc. Core.
   4. Will mark Lower Division Transfer non-equivalent.

AA. OSU Night Receptions
   1. Very successful.
   2. Important for Advisors to be there.

BB. Retention & Graduation Rates
   1. Bruce Shepard handed out new forms and asked for input.

CC. Graduation
   1. Follow same procedure for preliminary grades for seniors as in the past.

DD. Among other things
   1. If you want more information, I'll send you copies of the minutes.

DEPARTMENT OF ANTHROPOLOGY

OREGON STATE UNIVERSITY
Waldo Hall 238 · Corvallis, Oregon 97331·6403
Telephone 503·737·4515 Internet ANTHROP@UCS.ORST.EDU

May 18, 1994

TO: Michael Oriard, President, OSU Faculty Senate

FR: Academic Regulations Committee
Mary Burke, Microbiology
Jodi Engel, Education
Sharon Martin, Business
Debra Rose, Exercise & Sport Science
Court Smith, Anthropology
Liz Brown, Graduate Student Senate
Mark Stoney, Associated Students, OSU
Pierre Osborne, International Students, OSU
Barbara Balz, Registrar
Jo-Ann Leong, Faculty Senate Liaison

RE: Annual Report of the Academic Regulations Committee

The Academic Regulations Committee worked on the following regulations during the last year.

AR 2 Transfer Credit Limits. The Committee reviewed this regulation and discussed the 108 lower-division credit transfer requirement with the Academic Requirements Committee.

AR 9 No Show Drop (NSHD). The Academic Requirements Committee requested revisions to this regulation. The problem is students thinking they were dropped when they were not. Wording was changed to clarify process at the Faculty Senate, 1/6/94.

AR 16a: Final Week (dead week). The committee was asked to review rules and procedures. It decided not to change this regulation. The current explanation is clear. The wording of the regulation protects both faculty and students. Policing the regulation comes from the interaction of faculty and students. Additionally, the Registrar's Office reviews scheduling requests for compliance with this regulation.

AR 17 E grade. The committee worked with the Academic Advising Council to eliminate and merge E grade with the I. Passed by the Faculty Senate, 5/5/94.

AR 18 Procedure for changing from S-U to A-F grading. In order to create greater awareness among students about what courses could be taken S-U, changed the wording

to require students to obtain the approval of her or his academic adviser or dean in order to elect to be graded on an S-U basis. Revised wording was approved by the Faculty Senate, 1/6/94.

AR 20 Repeated Courses. Could not finalize wording. This issue is held over until 1994-95.

AR 22 Satisfactory Academic Standing. In association with the Academic Deficiencies Committee this regulation was revised to make it compatible with using the OSU GPA. Passed by the Faculty Senate, 10/7/93.

AR 25 b, 180 hour graduation requirement. This proposal was discussed at 5/5/94 Faculty Senate meeting. Will be an action item at the 6/2/1994 Faculty Senate Meeting.

AR 26: Concurrent and Subsequent Baccalaureate Degrees. Discussed at 5/5/94 Faculty Senate meeting. The primary issue is whether the Baccalaureate Core should be required for subsequent degrees. Will be an action item at the 6/2/1994 Faculty Senate Meeting.

Requirements for graduation with academic distinction. The committee was asked to look at the requirements. After reviewing data, the committee proposed that graduation with academic distinction be based on the current residency rule. The Faculty Senate voted to amend Section C of the Faculty Senate Policies on Academic Recognition passed at the May 3, 1990 at the Faculty Senate meeting, 1/6/94.

Statistics on number of students being honored.

Graduation with honors and distinction

Year	No.	Percent	Honors Categories
1989	667	25	High (3.25-3.74), Highest (3.75-4.00)
1990	675	25	High (3.25-3.74), Highest (3.75-4.00)
1991	760	26	High (3.25-3.74), Highest (3.75-4.00)
1992	394	14	Summa (Cum 3.5-3.69), Magna (3.7-3.84), Summa (3.85-4.0)
1993	321	12	Summa (Cum 3.5-3.69), Magna (3.7-3.84), Summa (3.85-4.0)

Adding A+ at 4.3. The committee reviewed this proposal and decided that it was not in the best interests of students. This would have the impact of actually lowering relative grade point averages.

To **clarify the petitions process** a revised fourth paragraph to the preamble of "Academic Regulations and Procedures" that refers students to the process described in Guide to Student Life has been drafted for inclusion in the Schedule of Classes.

c. V. Nunnemaker, Faculty Senate Office
Brian Clem, President, Associated Students OSU
April Waddy, President-Elect, Associated Students OSU
W. Bruce Shepard, Undergraduate Academic Programs

DEPARTMENT OF SPEECH
COMMUNICATION

May 11, 1994

TO: Michael Oriard
President, OSU Faculty Senate

FROM: Nancy J. Wendt, Chair
Academic Requirements Committee

SUBJECT: 1993-94 Annual Report to the Faculty Senate

OREGON
STATE
UNIVERSITY

Shepard Hall 104
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97331-6199

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503-737-2434

The Academic Requirements Committee meets weekly during the academic year and monthly during the summer. The meetings range from one to three hours in duration. To date over three thousand actions have been taken. A detailed numerical categorization for the 93/94 period will be forwarded after June 30 for inclusion with this report.

Our committee moved to streamline the petition process this year by giving the Associate Registrar, Russell G. Dix, the authorization to approve petitions which the committee had routinely approved in the past. This authorization provides some students with a quicker response to their request and has cut back our weekly meeting times from three to four hours in length to one to two hours in length. No request for deviation from Academic Regulations can be denied by the Registrar without committee review. The committee will periodically review this change in procedure to ensure that students and faculty are being served by the change.

This committee continues to address problems with the 400/500 courses. Some colleges/departments consider the courses to be the same (identical) and have no problem with students shifting back and forth between levels; others establish additional requirements and /or more rigorous grading criteria for the 500 level of the course; still others consider the courses to be substantially different courses. Our committee now keeps a file of which 500 level courses are declared as identical to the 400 level in order to determine when shifting between levels should be allowed. We request the Graduate Council address these inconsistenciees.

There are two general recommendations the Academic Requirements Committee would make to faculty regarding the petition process. First, we suggest that departments review Academic Regulations with faculty. We often see petitions which indicate that many faculty are not aware of the regulations, causing bad advise to be given to students. Secondly, faculty and advisors need to provide feedback and explanations on the petition to assist us in our deliberations. Simply signing the petition does not help us to understand whether deviations from Academic Regulations are warranted. Our committee could be more productive if these recommendations are adopted.

56.

DEPARTMENT OF
CHEMISTRY

May 17, 1994

To: Faculty Senate Executive Committee

From: James H. Krueger, Chair
Adminstrative Appointments Committee

Re: Annual Report

OREGON
STATE
UNIVERSITY

Gilbert Hall 153
Corvallis, Oregon
97331-4003

The Administrative Appointments Committee reviewed position descriptions and provided input on faculty representation on search committees for:

Associate Provost for Information Services. Search completed with the selection of and acceptance by Joy R. Hughes. Dianne Erickson, Arlene Holyoak, and Cliff Michel represented our committee.

Dean of the College of Oceanic and Atmospheric Sciences. Search completed with the selection of and acceptance by G. Brent Dalrymple. John Block represented our committee.

Dean of Extended Education and Director of the OSU Extension Service. Search now in progress, with Anita Helle and Stephen Hobbs representing our committee.

Dean of the College of Liberal Arts. Search now in progress, with Shing Ho and Jim Krueger representing our committee.

Vice Provost for Student Affairs. Search now in progress, with Dianne Erickson and Cliff Michel representing our committee.

Telephone
503-737-2081
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503-737-2062

Committee Report for 1993-94
Advancement of Teaching Committee

Kenneth J. Williamson, Chair

The Advancement of Teaching Committee has been attempting to develop a strategic plan to improve teaching effectiveness at Oregon State University. Such improvements are being sought to improve OSU's recruitment and retention of students.

The Advancement of Teaching Committee is presently drafting a proposal to be submitted to the Faculty Senate for their consideration. The proposal will involve a recommendation that infrastructure be developed to assist faculty in their efforts to improve teaching. The infrastructure will probably involve a coordinator and a centralized office and training facility.

Requests for proposals for the Stewart Awards for innovative teaching improvement were issued in April, 1994. Approximately twenty proposals were received from OSU faculty. The proposals are being reviewed and the recipients will be notified in early June.

58.

EDUCATIONAL
OPPORTUNITIES PROGRAM

May 16, 1994

TO: Mike Oriard, President
OSU Faculty Senate

FROM: Janet S. Nishihara, Chair
Baccalaureate Core Committee

RE: Annual Report

OREGON
STATE
UNIVERSITY

Waldo Hall 337
Corvallis, Oregon
97331-6405

Telephone
503-737-3628

The Baccalaureate Core Committee met approximately every two weeks during fall and winter terms. We had several proposals for the Baccalaureate Core to discuss and either approve or deny. A few proposals were discussed and referred back to the proposer for revision. When a proposal was either approved or denied, the proposer, the chair of the department sponsoring the course, and any other persons with a need to know were notified. The status of any particular course is updated regularly and is available on gopher under "Curriculum Proposals -- status."

The bulk of proposals received this year were for either WIC (Writing Intensive Curriculum) or DPD (Difference, Power and Discrimination). Much of the preliminary work on WIC proposals was done by Vicki Collins, the WIC Coordinator. She reviewed each proposal for its match with stated criteria and met with the proposers to make modifications when needed. Each proposal was then presented at a BCC meeting for final approval. This year, the committee gave permission for the WIC Coordinator and the Chair of the BCC to approve completed proposals between committee meetings if a more timely decision was necessary.

The BCC was very heartened by the number of excellent DPD proposals submitted. Most, but not all, of the proposals in this category were submitted by faculty who had participated in the two previous summer faculty development seminars. In this category especially, the committee would like to commend faculty for the revision or development of courses which represent movement in the direction approved by the Faculty Senate. In all, eleven DPD courses have been approved, and the BCC voted to have DPD go into effect as a requirement in the Baccalaureate Core for "zero-credit freshmen" entering fall 1994.

The Committee would also like to note the response by departments and individual faculty members to the distress call sounded last spring for more seats in Synthesis courses. By fall term, enough new seats were added that the crisis seems to have passed.

New in the discussion for this year was the need for some type of assessment of the Core and its implementation. The Committee, and the faculty it consulted, agree that it is time to begin setting up an assessment program which would, on a regular rotating basis, assess whether each course in the Core is still doing what it was intended to. The BCC intends to work very closely with the WIC Coordinator in this effort.

OREGON STATE UNIVERSITY

60.

DEPARTMENT OF
COMPUTER SCIENCE

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May 16, 1994

To: Faculty Senate Executive Committee
Michael Oriard, President

From: **Budgets and Fiscal Planning Committee**
Curtis Cook, *Co-Chair* CRC
Department of Computer Science
Bruce Sorte, *Co-Chair*
Agricultural Experiment Station
Gary Beach, Office of Budgets and Planning
Aaron Brenneman, Student, Political Science
Carol Brown, Department of Accounting, Finance, and Information Management
Mina Carson, Department of History
Jeremy Graham, Student, Civil Engineering
Robert Michael, Department of Exercise and Sport Science
Allan Mathany, *Ex-Officio*
Office of Budgets and Planning

Subject: Budgets and Fiscal Planning Committee --
Annual Report 1993-94

The major activities and actions of the Budgets and Fiscal Planning Committee during the 1993-94 academic year were:

1. **Intercollegiate Athletics Budget**
Reviewed plans to fund Intercollegiate Athletics for 1993-94. The Committee will review the status of the budget again in late spring and early fall 1994 to assure compliance with Board restrictions and specifications.

2. **Capital Construction Budget and Project Prioritization**
Reviewed OSU's Capital Construction Budget and Project Prioritization lists for 1995-2001. The Committee recommended that the Kerr Library Expansion and Modernization project should remain as the number one priority for the 1995-97 biennium budget. The number one recommended priority for 1997-1999 is the Engineering Building, and for 1999-2001 the Fine and Performing Arts Building. The Committee also recommended giving high priority to the construction of several large 150-250 seat classrooms with distant learning by satellite transmission/receiving capabilities.

3. **Honors College -- Category I Proposal**
Commented on the budgetary aspects of the preliminary draft proposal that would establish an Honors College at OSU. The Committee expressed concern over the probable inadequacy of the allocated budget.

4. **Masters of Engineering in Manufacturing Engineering -- Category I Proposal**
Conducted an extensive review of the budgetary and fiscal issues associated with initiating a Masters of Engineering degree in Manufacturing Engineering. The Committee worked with the authors of the Category I proposal to clarify and expand upon the presentation of the stated budget. The Committee recommended approval with several reservations.

OREGON STATE UNIVERSITY

5. **Certificate in Applied Ethics -- Category I Proposal**
Assessed the budget and fiscal issues of the Certificate in Applied Ethics Category I proposal. The Committee recommended approval.

6. **OSU's 1995-97 Biennium Budget**
Reviewed several budget and fiscal issues pertaining to OSU's 1995-97 biennium budget. The Committee provided perspectives, opinions, and recommendations that should be considered during the next round of OSU's budget deliberative process.

CC\glb

BFP\Annual4.516

62.

EDUCATIONAL
OPPORTUNITIES PROGRAM

May 17, 1994

OREGON
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Waldo Hall 337
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Dr. Michael Oriard, President
Faculty Senate
Campus

Re: Annual report, Committee on Committees

Dr. Oriard:

The Committee on Committees was assigned one task for the 1993-94 academic year. We were asked to review the standing rules for the Academic Advising Council when it became a part of the Faculty Senate. As it was a previously existing body, it had a set of operating rules that were slightly different from those of other Senate Committees, and as such required this review.

The COC met by e-mail, reviewed the by-laws of the Council and approved without change that they be accepted as the operating standards for the Council.

In addition to the above task, the Chair was asked to participate in a review of the proposed Undergraduate Education Council. This review committee met once in the Faculty Senate Office, made suggested changes, and passed those suggestions on to the Administration.

Respectfully submitted,

Lita J. Verts, Chair,
Committee on Committees

fm

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DEPARTMENT OF APPAREL, INTERIORS,
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May 9, 1994

TO: Mike Oriard, President
Faculty Senate

FROM: Cheryl Jordan, Chair
Curriculum Council

RE: Curriculum Council Annual Report 1993-94

The 1993-94 Curriculum Council members and their liaison assignments were as follows:

Council Member	*College Liaison Assignment*
Rod Harter (EXSS)	Health & Human Performance; Business
Cheryl Jordan, Chair (AIHM)	Home Economics & Education; Veterinary Medicine
Walter Loveland (CH)	Science
Howard Meyer (ANS)	Agricultural Sciences
Nancy Rosenberger (ANTH)	Liberal Arts
Bob Schwartz (ENG)	Pharmacy; Forestry; ROTC
Sandra Woods (CE)	Engineering; Oceanic & Atmospheric Sciences
Jose Mulia (Student)	

Non-voting members were:

Gary Beach (B&FP)	Madge Patterson (Univ. Publ.)
Cliff Mead (Library)	Christina Richards (Acad. Affairs)
Terry Miller (Exec. Comm.)	Bruce Shepard (Acad. Affairs)

During the 1993-94 academic year, the Curriculum Council met for approximately one and half hours per week, fall and spring terms and every other week, winter term. Discussion details and recommendations of the Council may be obtained from the minutes of the meetings that are accessible through the OSU Gopher Server. Hard copies are distributed to all department chairs and are available in the Faculty Senate office and in Academic Affairs.

The Council reviewed and acted upon seven Category I proposals to establish new programs and nearly 500 Category II proposals for new minors, changes in minors, changes in curriculum, changes in degree requirements, new courses, and course changes. The content and status of all Category I and II curriculum proposals that have been reviewed, discussed, and acted upon by the Curriculum Council during the 1993-94 academic year can be accessed through Gopher. For those who may not yet have access to Gopher, a listing of these proposals can be found in the appendix of this report.

Beginning with the 1993-94 academic year, the Office of Academic Affairs developed a new tracking and information system such that all curriculum proposals, policies, and processes are available on Gopher. Curriculum proposals are entered upon their submission to Academic Affairs and their status is updated on a continuous basis. Gopher access to this information has improved the efficiency of the Curriculum Council and provides the entire campus community with timely information regarding curriculum matters.

The Curriculum Council approved criteria for course outlines that are submitted with new and revised course requests to expedite the review of these Category II proposals. All course outlines need to include instructional objectives, basis for course grade, distinction between 4xx/5xx level courses, and weekly topics to be covered.

The Curriculum Council approved the recommendation to eliminate library assessment for Category II proposals. Library assessments have not been a determinative factor in either development or review of Category II proposals. This recommendation will expedite the submission process and free librarians of spending time on this activity. The Council recommended that library assessment continue to be required for Category I proposals for the relationship between development of new programs and library resources is critical. This recommendation was forwarded to Faculty Senate Executive Committee.

APPENDIX
CURRICULUM COUNCIL 1993-94 ANNUAL REPORT

I. CATEGORY I PROPOSALS

The following Category I proposals were reviewed by the Curriculum Council and forwarded to the Faculty Senate:

A. Establish new Graduate Minor in Earth Information Science & Technology (11/12/93)*

B. Rename MS/PhD in Health to MS/PhD in Public Health (01/19/94)

C. Rename Department of Aerospace Studies to Air Force Studies (03/02/94)

D. Establish new joint campus degree program for Masters of Engineering Degree in Manufacturing Engineering (03/17/94)

E. Establish new Study Abroad - Exchange Program with Former Soviet Union (04/15/94)

F. Establish new Honors College (4/20/94)

G. Establish new Certificate Program in Applied Ethics (5/6/94)

II. CATEGORY II PROPOSALS

The following Category II proposals for minors, changes in curriculum, changes in degree requirements, and course changes were approved:

A. MINORS
Communications
Minor and Option in Earth Information Science and Technology
Pharmacy
Biology
Botany

B. CHANGES IN CURRICULUM OR DEGREE REQUIREMENTS

1. *College of Business*
Business Administration Minor; Financial Services Option; General Business Option; Master of Business Administration Graduate program Core Curriculum; International Business Option; Management Option; Marketing Management Option; Management Information Systems Option; Business Undergraduate Core Curriculum

2. *College of Engineering*
Engineering Admissions Requirements for Professional Program

3. *College of Health and Human Performance*
Health Care Administration Major in Public Health Baccalaureate Core Requirements; Major in Exercise and Sport Science Bachelor of Science Core Curriculum; Public Health Health Care Administration Admission criteria; Public Health Health Promotion and Education Major Admission Criteria; Public Health Major Areas of Study Environmental Health and Safety; Public Health Occupational Safety Option

4. *College of Liberal Arts*
The Prerequisite Core in Speech Communications Core; Admission to Major degree; Major Program in Speech Communications; Psychology Major and Minor Requirements

5. *Interdisciplinary Programs*
Natural Resources degree - Agroforestry specialty; Aridland Ecology specialty; Geosciences and Natural Resources specialty; Natural Resource Education specialty; Water Quality specialty
Environmental Science Degree Options - Aquatic Biology option; Aquatic Chemistry option; Aquatic Physics option; Environmental Chemistry option; Forest Ecology option; Ocean/Atmosphere/Land Systems option; Terrestrial Ecosystems option

C. NEW COURSES OR COURSE CHANGES

1. *College of Agricultural Science*
ANS 378; ANS 439/539; ANS 465; ANS 478/578; AREC 351; AREC 433/533; AREC 456/556; AREC 550; AREC 551; CSS 300; CSS 480/580; FST 333; FST 414/514; FW 495/595; FW 496/596; FW 497/597; FW 498/598; FW 661; HORT 300; HORT 301; HORT 302; HORT 480/580; RNG 411; RNG 415/515

2. *College of Business*
BA 101; BA 171; BA 271; BA 347; BA 350; BA 352; BA 370; BA 371; BA 372; BA 405; BA 406; BA 410A; BA 410B; BA 430; BA 432/532; BA 437/537; BA 441/541; BA 451; BA 452; BA 452; BA 453; BA 453/553; BA 458; BA 459; BA 460; BA 469; BA 471; BA 494/594; BA 494/594; BA 505; BA 506; BA 510; BA 511; BA 513; BA 515; BA 521; BA 530; BA 531; BA 547; BA 550; BA 551; BA 553; BA 556; BA 569; BA 571; BA 572; BA 575

3. *College of Engineering*
BRE 548; BRE 561; BRE 570; BRE 583; CE 311, 312; CE 321; CE 353; CE 361; CE 407; CE 412; CEM 381; CEM 383; CHE 405; CS 451/551; CS 552; CS 577; CS 582; ECE 111; ECE 112; ECE 311; ECE 312; ECE 322; ECE 323; ECE 351; ECE 421/521; ECE 422/522; ECE 427/527; ECE 432/532; ECE 433/533; ECE 435/535; ECE 453/553; ECE 461/561; ECE 472/572; ECE 474/574; ECE 475; ECE 482/582; ECE 483/583; ECE 542; ECE 543; ECE 576; ECE 577; ECE 678; IE 450/550; IE 491,492,493; IE 561; IE 562; IE 563

4. *College of Forestry*
F 190; F 220; F 420/520; F 421/521; F 430; F 431; FP 425/525; FP 454/554; FP 499/599; FRR 391; FS 521; FS 540

5. *College of Health and Human Performance*
EXSS 194C; EXSS 211; EXSS 313; EXSS 324; EXSS 325; EXSS 394C; EXSS 415/515; EXSS 420; EXSS 434/534; EXSS 436/536; EXSS 437/537; EXSS 547; EXSS 548; EXSS 549; EXSS 562; H 256; H 380; H 424; H 426; H 436/536; H 494; H 496/596; H 497/597; PAC 102; PAC 106; PAC 132; PAC 142; PAC 143; PAC 146; PAC 146; PAC 160; PAC 162; PAC 167; PAC 169; PAC 210; PAC 223; PAC 226; PAC 227; PAC 247

6. *College of Home Economics and Education*
AIHM 465/565; AIHM 690; ED 406B; ED 506; ED 509; ED 509

7. *Interdisciplinary Studies*
INTL 405; INTL 407; INTL 410

8. *College of Liberal Arts*
ART 199; ART 228; ART 301; ART 371; ART 408/508; ART 434/534; COMM 221; COMM 262; COMM 320; COMM 321; COMM 327;COMM 350; COMM 401; COMM 402; COMM 403/503; COMM 405/505; COMM 406; COMM 407/507; COMM 408/508; COMM 410/510; COMM 412/512; COMM 474/574; ENG 110; ENG 410; FR 339; HST 387,388; HST 401; HST 402; HST 403; HST 405; HST 406; HST 485/585; HST 501; HST 503; HST 505; HSTS 401; HSTS 405; HSTS 501; HSTS 503; HSTS 505; MUED 479/579; MUP 170; MUP 171; MUP 172; MUP 173; MUS 121,122,123; MUS 124; MUS 125; MUS 126; MUS 137; MUS 152; MUS 153/353; MUS 157/357; MUS 158/358; MUS 183; MUS 185; MUS 1XX/5XX; MUS 337; MUS 338; MUS 441; MUS 442; PS 299; PS 40X/50X; PSY 458/558; SOC 410/510; TA 250; TA 350; TA 401; TA 402; TA 403/503; TA 405/505; TA 406; TA 407/507; TA 408/508; TA 410/510; TA 450/550; WS 501; WS 503

9. *College of Oceanic and Atmospheric Science*
ATS 411/511; ATS 412/512

10. *College of Pharmacy*
PHAR 403; PHAR 405; PHAR 410; PHAR 411; PHAR 412; PHAR 413; PHAR 414; PHAR 415; PHAR 416; PHAR 418; PHAR 419; PHAR 424; PHAR 425; PHAR 461; PHAR 477; PHAR 494; PHAR 505

11. *College of Science*
BI 111; BI 111; BI 198; BI 201,202,203; BI 211,212,213; BI 214; BI 311; BI 411; BI 505; BI 523; BI 570; BI 570/670; BI 670; BI 670; BOT 221; BOT 421/521; CH 221,222,223; CH 224,225,226; GEO 400; GEO 401; GEO 403; GEO 405; GEO 407; GEO 421/521; GEO 479/579; GEO 507; GS 199; MB 307; MB 406; MB 666; MCB 524; MCB 525; MTH 596; MTH 599B; MTH 614,615,616; MTH 617,618,619; PH 415/515; SED 521; SED 522; SED 524; SED 525; SED 541; SED 542; SED 580; SED 581-002; SED 588-002; SED 589I; SED 589M; SED 594-002; SED 595; SED 595; SED 598-002; SED 599I; SED 599L; SED 599P; SED 615; SED 805; SED 806; SED 808; ST 421/521; ST 422/522; ST 423/523; ST 441/541; ST 623; ST 625; Z 331,332,333; Z 341,342,343; Z 401; Z 403; Z 405; Z 430/530; Z 431/531; Z 441,442,443; Z 501; Z 505

12. *College of Veterinary Medicine*
VM 664; VM 776

AGRICULTURAL COMMUNICATIONS

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May 16, 1994

TO: Faculty Senate

FROM: Steve Dodrill Steve Dodrill
Chair, Faculty Economic Welfare Committee

SUBJ: 1993-94 Faculty Economic Welfare Committee annual report

Meeting 1: August 24, 1993

Our first meeting included a review of the committee's 1992-93 activities and a discussion of the *Forbes* magazine health plan. The *Forbes* plan was featured in the April 26, 1993 issue of *Forbes* magazine. The company rewards employees who stay healthy and don't file medical claims. Each year, the company offers to pay employees the difference between $500 and their medical claims. *Forbes* then doubles that amount and pays its employees this "incentive" to stay healthy. The article states that major medical and dental claims fell by over 30% during 1992. It also notes that there was a dramatic reduction in paperwork. Forbes also offers a physical fitness program that is helping improve its employees' health. Our committee agreed that OSU could benefit from this type of plan and is submitting its recommendation along with this report. **In summary, the committee recommends that OSU's Faculty Senate pass a resolution, asking the State Employees' Benefit Board (SEBB) to consider offering this type of health care plan.**

Meeting 2: October 7, 1993

This was a general planning meeting for the coming year's activities.

Meeting 3: January 4, 1994

The committee's third meeting featured Ron Anderson, OSSHE Assistant Vice Chancellor of Administration. We invited Ron to speak to us because of concerns over OSSHE's tax deferred investment program. Some committee members felt that OSSHE's rules make it difficult for "no-load" mutual funds to become "approved" carriers. They said companies that charge commissions have better

staffing and resources to meet OSSHE's requirements. Ron listened to the committee's concerns and told the members that the Chancellor's office is doing everything it can to accommodate "no-load" mutual funds. He said that if a particular "no-load" fund is having trouble with the rules, a representative should call the Chancellor's office to discuss possible solutions.

The committee reviewed its proposed survey on the tax deferred investment program and decided to move ahead with that project.

We also discussed the initiative petition attacking PERS benefits. Committee members expressed their concerns, and Ron Anderson said he would forward our comments to the Governor's task force that is studying the issue.

In relation to the PERS initiative, the committee decided to collect the most recent information on faculty salaries and to make that information available to groups that may challenge this initiative. As past salary studies have shown, OSU lags behind a majority of its "peer" institutions. There is not a single comparison available that shows OSU in the upper half of salaries nationwide.

Finally, we reviewed the increase in "benefit dollars" that faculty members receive in 1994. Lois de Geus, Staff Benefits Manager, told us the three percent increase should cover the insurance premium increases for most plans.

Meeting 4: May 13, 1994

The committee reviewed activities that took place since our last meeting. These included the 1994 *Tax Deferred Investment Seminar*, the 1994 *Tax Deferred Investment Fair*, results of the *Tax Deferred Investment Survey* and information regarding faculty pay increases and the cost of living.

Approximately 65 people attended the 1994 *Tax Deferred Investment Seminar*, while about 25 people attended the *Tax Deferred Investment Fair*. These numbers are about half of last year's turnout. The committee sees two reasons for this. First, Faculty Senate didn't have any money available to help promote it. We resorted to electronic mail, *OSU This Week*, the campus calendar and a limited number of flyers sent out by the Staff Benefits office. Last year, we sent individual mailings to all faculty and staff. The other reason might be that we reached many of the interested faculty and staff with last year's program. **In light of the fact that we videotaped this year's seminar and made it available through the Staff Benefits office, the committee agrees that the events may not be necessary on an annual basis. Next year's committee members should assess the situation and make a decision at that time.**

We reviewed the *Tax Deferred Investment Survey* results and found that people participating in the 403(b) program are generally satisfied, or very satisfied, with the program and its carriers. Respondents who do not participate in the program say they've never heard of it, don't have enough money to invest or are procrastinating. **We've concluded that the committee needs to continue efforts to inform people about the 403(b) program. Whether the committee continues the *Tax Deferred Investment Seminar and Fair*, or finds other ways of educating employees, it's important that the committee keep educating faculty about this important program.**

The committee wrote a letter in support of the Faculty/Staff Fitness Program and continuing its funding from the central administration. We feel this is an important program that benefits all employees. It keeps many of us healthy and probably reduces the number OSU health care claims.

Our committee invited Mark Nelson to speak to OSU faculty and staff on June 2. He is a representative of the Association of Oregon Faculties and will discuss attacks on the Public Employees Retirement System (PERS).

In related business, the committee reviewed information regarding faculty salary increases and increases in the cost of living. We looked at the time period from 1979 (when faculty accepted the 6 percent "PERS pickup" in lieu of a salary increase) to 1992 (the latest year we could find information on inflation). During this time, inflation averaged 5.67 percent per year. Faculty cost-of-living increases averaged 3.7 percent per year. Not everyone receives merit and retention fund increases, but we felt it was important to report the average effect of these increases. From 1979 to 1992, merit and retention fund increases averaged 2.65 percent per year. This brought the average of all raises to 6.35 percent per year. It's a good news, bad news situation. If you received the average merit and retention raises over the period, you stayed about two-thirds of a percent ahead of inflation. If your only raises were the cost-of-living increases, you fell behind the rate of inflation by nearly two percent. It should also be noted that faculty received no pay increases during 1993-94 and will not receive increases during 1994-95. This makes the situation worse than what is stated above. All of this information has been presented to Allan Mathany in the Office of Budgets and Planning. It is available as a reference for anyone who might want to use it in discussions about the PERS measure.

As our committee adjourned for the final time this academic year, we decided the Faculty Senate should look into the possibility of combining the Faculty Economic Welfare Committee and the Retirement Committee. Combining these groups into a committee of 10 or 12 members might give our efforts a more efficient, focused approach.

Finally, I regret to report that while I will be able to serve on the committee next year, I will not be able to serve as chair. No other present committee members have volunteered to fill this position, due to increasing workloads in their departments.

ANNUAL REPORT TO SENATE
FACULTY RECOGNITION AND AWARDS COMMITTEE
1993-1994

Awards Determined: (number of nominations) OSU Distinguished Service Award (1), OSU Alumni Distinguished Professor Award (6), Elizabeth P. Ritchie Distinguished Professor Award (3), Burlington Resources Foundation Faculty Achievement Award (7), Dar Reese Excellence in Advising Award (5), Bressler Senior Faculty Teaching Award (1), Outstanding Faculty Research Assistant Award (3).

Action Taken:

* Members of the Faculty Recognition and Awards (FRA) Committee continued discussion on methods of increasing nominations. With increased efforts by John Dunn, Associate Provost for Academic Affairs, to promote the awards program with Deans, and Department Heads, along with several communications to the university faculty, increased awareness and participation resulted.

* Criteria for awards were revised and distributed to deans, directors, and department heads, 10/15/93. Criteria were placed on Gopher and made available at Kerr Library Reserve Book Area, Senate Office, and through Duane P. Johnson, Chair. Notice was put in OSU This Week as to availability of criteria. Deadline for nominations was 2/15/94. Many requests were received to extend the deadline during the two days prior to the deadline but were denied by the committee.

* The FRA Committee has completed review of all nominations for the awards under its jurisdiction and have been forwarded to President Oriard. All nominators have been notified an official announcement will not be made until late summer, 1994.

* The FRA Committee responded to a number of issues raised by the Faculty Senate Executive Committee and John Dunn, Associate Provost for Academic Affairs, related to Faculty Recognition and Awards. These issues are outlined below with recommendations listed later in this report.

  Issues:

  - Faculty on Courtesy appointments are not eligible for faculty awards. Should the criteria be changed to make them eligible ?
  - Should the Faculty Research Assistant Award be expanded to include Research Associates ?
  - In what areas should University Faculty Awards be considered in the future?
  - What new name should be attached to the Burlington Resources Award ? (Burlington Resources, sponsor of the award has been merged with another company and the funding will not be available in the future.)

Remaining Business:

* The FRA will complete bio summaries for the University Day program and turn these in to the Faculty Senate Office by June 3.

* The proposals for changes in the qualifications of existing awards and criteria for proposed new awards will be submitted to the Faculty Senate Office by August 1.

Recommendations:

* The FRA committee has functioned the past three years as a six member committee with the chair as a non-voting member except in the case of a tie. Senate policy stipulates the committee should be five members. **The FRA committee recommends Senate Policy be changed to read that the Faculty Recognition and Awards Committee be increased to six members with the chair becoming a voting member.**

* It is further recommended that the Advancement of Teaching Committee appoint a member to serve on the committee at the beginning of the year so the individual is involved in all communications and committee discussion.

* The student representative needs to be identified early in the year so they will be involved in the appropriate meetings.

* Gordon Riestad has been serving as Vice-Chair this year and is prepared to step into the Chair position 1994-95. Cheryl Glenn has agreed to serve as the Vice Chair in 1994-95.

* The Burlington Resources Faculty Achievement Awards will need new sponsorship in 1994-95. This will necessitate a name change and possible change in number of awards offered. **The FRA Committee recommends that the award be named "OSU Faculty Achievement for Teaching Excellence".**

* **The FRA Committee recommends that faculty on courtesy appointments not be eligible for faculty recognition and awards.**

* **The FRA Committee recommends the Faculty Research Assistant Award not be expanded to include faculty with Research Associate appointments. The committee further recommends that a separate award not be established for Research Associates.**

* **The committee recommends that an award be established to recognize faculty who have made significant contributions through their efforts in Extended Education (Continuing Education and/or Extension Education).** The formation of the award should receive a high priority as soon as funding is identified.

Respectfully Submitted,

Duane P. Johnson, Chair
4-H Youth Development
5/12/94

72.

OFFICE OF
THE PRESIDENT
Affirmative Action

May 12, 1994

MEMORANDUM

To: Michael Oriard
President, OSU Faculty Senate

From: Stephanie Sanford
Chair, Faculty Status Committee

Subject: Annual Report

In 1993-94 the Faculty Status Committee developed final recommendations for improving the employment conditions of fixed-term academic staff. The recommendations, voted on and approved by the Faculty Senate, underscore the importance of providing annual performance evaluation and offering multi-year or extended contracts to fixed-term employees.

No other issues were referred to the Committee for action.

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DEPARTMENT
OF PSYCHOLOGY

12 May 1994

To: Dr. Michael Oriard
President, OSU Faculty Senate

From: Lawrence J. Ryan, Chair
OSU Graduate Admissions Committee

Re: Annual Report, 1993-1994

The Graduate Admissions Committee reviews cases of Graduate School applicants who do not meet the minimum admission requirements. In the case of domestic applicants, the requirement is a grade point average (GPA) of at least 3.0 in the last 90 quarter hours or 60 semester hours of the first undergraduate degree. For international students a GPA equivalent to the domestic standard is required and either a TOEFL score of 550 or a degree completed at an accredited institution that offers all work in English. The committee considers other predictors of success in graduate programs including standardized test score, letters of recommendation and academic and work performance since the applicant earned the bachelor's degree. In evaluating such materials the Committee searches for substantive and compelling evidence supportive of the ability of the candidate to succeed at the graduate level. The Graduate Admissions Committee operates under the Standing Rules established for it by the Oregon State University Faculty Senate and under the policies and procedures formulated by the Graduate Council.

The Committee meets weekly throughout the Academic Year and Summer. From 12 May 1993 to 11 May 1994 the Graduate Admissions Committee reviewed 244 cases and approved 126 for full admission and 79 for provisional admission to the Graduate School. The overall approval rate is 84.0%; of these 38.5% were admitted with provisional status. The increased rate of approval this year may reflect a stronger applicant pool as suggested by both the increased number of applications submitted for admission to the graduate school and the reduction in the number of cases submitted to the Graduate Admissions Committee.

Respectfully Submitted:

Lawrence J. Ryan, Chair
University Graduate Admissions Committee

cc: Dr. Thomas Maresh, Dean of the Graduate School
Ms. Dorothy Thomas, Admissions
Dr. John Morris, Faculty Senate Executive Committee Liaison, Dept. Zoology
Members of the University Graduate Admissions Committee

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DEPARTMENT OF APPAREL, INTERIORS,
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MEMORANDUM

DATE: May 5, 1994

TO: Michael Oriard, President
OSU Faculty Senate

FROM: Leslie Davis Burns, Chair
Graduate Council

RE: ANNUAL REPORT OF THE GRADUATE COUNCIL FOR 1993-94

The activities of the 1993-94 Graduate Council are summarized below:

Annual Activities

1. The Council approved final reports of graduate program reviews conducted in 1992-93 for the graduate programs in Materials Science and Toxicology.

2. The Council conducted reviews of the graduate programs in Agricultural and Resource Economics; Pharmacy; Crop and Soil Science; and the Master's of Agriculture and M.S. in Agriculture Education. (Reviews have been scheduled but not all have been completed as of this date.)

3. Follow-up reviews of graduate programs originally reviewed in 1991-92 were conducted by the Council. These follow-up reviews were undertaken for the specific purpose of assessing departmental progress in implementing the "Memorandum of Understanding" that resulted from the original reviews. Follow-up reviews were conducted for graduate programs in Computer Science, Industrial and Manufacturing Engineering, Human Development and Family Sciences, and College Student Services Administration. (Follow-up reviews have been scheduled but not all have been completed as of this date.)

4. The Council reviewed and approved the following Category I proposals:

   a. To establish a graduate minor in Earth Information Science and Technology.

   b. To rename the M.S. and Ph.D. in Health to Public Health.

   c. To establish a Master of Engineering in Manufacturing Engineering degree program.

5. A large number of Category II proposals were reviewed and approved by the Category II Sub-committee on behalf of the Council. These included the extensive curricular changes made in the MBA program by the College of Business.

6. Sub-committees of the Council reviewed applications for University-wide graduate scholarships.

Non-Recurring Activities

1. The Council reviewed the Leadership Implementation Team (LIT) recommendations regarding curriculum process that involved the Graduate Council and forwarded comments to the Provost and Faculty Senate Executive Committee.

2. The Council reviewed the TQM team recommendations regarding graduate admissions. Recommendations were forwarded to the Graduate School.

3. As a follow-up to discussions (in 1992-93) on guidelines for off-campus doctoral programs, the Council reviewed the current residence requirements for master's and doctoral degrees. Questions as to the purpose and objectives of residence requirements were addressed. Proposed revisions of residence requirement statements are currently being discussed.

4. In response to a request by the Provost, the Council discussed the advantages and disadvantages of a continuous registration policy for graduate students. A sub-committee of the Council was appointed to draft a policy recommendation. A proposed policy and recommended fee was endorsed by the Council and forwarded to Business Affairs. If a fee is approved, the proposed policy will be forwarded to the Faculty Senate Executive Committee for review.

c: Graduate Council
Graduate School

76.

SCIENCE
AND MATHEMATICS
EDUCATION
College of Science

May 16, 1994

TO: Michael Oriard
President, OSU Faculty Senate

FROM: Instructional Media Committee (IMC)
Maggie Niess, Chair Maggie Niess
Daisy Clifton
Curtis Cook
Don Olcott
Ruth Stiehl
Leonard Walstad
Jon Root, Ex-Officio

SUBJECT: Annual Report 1993-94

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During the 1993-94 year, IMC focused on the role of instructional media in dealing with issues of academic productivity and budget reduction. IMC provided input to the Communication Media Center's (CMC) Strategic Plan for 1993-1994 and New Strategy for Providing CMC Services for 1994-1995. IMC developed a survey and polled the faculty to identify baseline classroom equipment needs beginning 1994. Information from this survey will assist CMC in making decisions about future classroom equipment purchases and classroom improvements. IMC reviewed and discussed duplication of efforts of faculty committees with respect to instructional media. Based on this review, IMC recommends the following responsibilities for the future:

1. IMC will play an active and aggressive role in the serving the Faculty Leadership by providing the guidance necessary to facilitate and enhance an effective curriculum at Oregon State University.

2. IMC will evaluate proposals to the Provost's Office for the development of media within curriculum. IMC requests a minimum of $50,000 per year for this effort.

3. IMC will collect input from the faculty concerning Instructional Media improvement at Oregon State University.

4. IMC will provide input to the Strategic Plan for Instructional Technology each year in cooperation with CMC.

5. IMC accepts the responsibility of evaluating ALL Category I curriculum proposals that utilize Instructional Media resources on campus.

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OFFICE
OF
DEAN OF RESEARCH

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UNIVERSITY

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May 9, 1994

MEMORANDUM

TO: Executive Committee of the Faculty Senate

FROM: Bart Thielges, Chair, Research Council

SUBJECT: Research Council Activities, May 4, 1993 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 Dean of Research concerning the dissemination of information, by providing advice on research policies, and by reviewing requests for funds from the General Research Fund.

During the period May 4, 1993 to date, the Research Council reviewed 43 requests for support. Of these requests, 37 were approved for funding at a total of $166,710. The source of funds and amounts provided are indicated below.

Funding Source	Number of Grants	Total Amount
General Research Fund	28	$123,778
Knudson	9	$42,932

The Public Health Service Institutional Grant was discontinued effective the end of the 1993 fiscal year. The President's Cabinet allocated $100,000 to the Research Council for the 1993-94 fiscal year and has indicated a like amount will be made available for the 1994-95 fiscal year. As a result, the Council increased the maximum grant from the General Research Fund for the 1993-94 fiscal year from $4,000 to $6,000 and has voted to increase the amount from $6,000 to $8,000 effective July 1, 1994.

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

RESEARCH COUNCIL MEMBERS
1993-1994

	Term of Service
Christopher Mathews, Biochemistry	Indef
William Hetherington, Physics	1994
Barry Sherr, Oceanography	1994
Bart Thielges, Forestry	1994
Doug Barofsky, Ag Chemistry	1995
Eugene Fichter, Ind. & Mfg. Eng.	1995
Chris Zauner, Exercise & Sport Science	1995
Sheila Cordray, Sociology	1996
Steve Giovannoni, Microbiology	1996
Robert Mason, Zoology	1996

OREGON STATE UNIVERSITY

DEPARTMENT OF BIOCHEMISTRY AND BIOPHYSICS

OREGON STATE UNIVERSITY
Agricultural and Life Sciences 2011 · Corvallis, Oregon 97331-7305 USA
Telephone 503-737-4511 Fax 503-737-0481

Memorandum

To: Michael Oriard, OSU Faculty Senate
From: Bob Becker, Retirement Committee Bob Becker
Date: May 23, 1994
Subject: 1993-94 Retirement Committee Activities

The committee met on October 19, 1993 and on February 3, 1994. This report is intended to pass on to you actions taken in which the committee was informed and provided input prior to implementation. The first of these involved a new rule of the Public Employees Retirement Board relating to reemployment of retired members. The changes first proposed may have eliminated 600 hour appointments. This did not happen and the changes made from current practice are very minor.

The second involves the Health Insurance Subsidy Program. This program, as an inducement to early retirement, provides for a health insurance premium subsidy of up to $400 per month toward a PERS or SEBB plan available to retirees to be paid for seven years. Meetings describing these programs were arranged by the Academic Affairs and Staff Benefits Offices. Thirty faculty members chose this option. The Tenure Relinquishment Program involving the 6% increase in salary is a continuing option for those considering early retirement. Pre-retirement meetings for OSU & WOSC arranged by the Staff Benefits Office were held in March with an attendance of about 100.

An additional inducement toward early retirement may be the initiative petition which will be on the ballot in November which will, if passed, remove the accumulated sick leave as a component in those retirement options where it applies. The retirement committee is in contact with other organizations interested in providing accurate information to the public regarding the current PERS program. (For example, 73% of PERS retirees received less than $1,000 per month). These organizations include AAUP, AOF, AROSE, OPRI, OPEU and the PERS coalition. What is needed is real data on the 6% pick up with special emphasis on the amount of money saved by the state since 1979 in the form of reduced social security taxes and other personnel expenses. Both the Faculty Economic Welfare Committee and this Committee shall work together on this matter. Our Committees have discussed a merger because of our common interests, but do not recommend such a change at this time.

Robert Becker, Chair	Robert Houston
Wilbur Widicus	Arnold Appleby
Ben Bennett	Tom Gentle
Claire Thomas	Lois J. deGeus, Ex officio

DEPARTMENT OF NUTRITION AND FOOD MANAGEMENT

OREGON STATE UNIVERSITY
Milam Hall 108 · Corvallis, Oregon 97331-5103
Telephone 503-737-3561

Date: May 13, 1994

To: Michael Oriard, President
OSU Faculty Senate

From: Connie Georgiou, Chair
Student Recognition and Awards Committee

Re: Annual Report of Student Recognition and Awards Committee (SR&A)

The first meeting of the SR&A Committee was held on February 10, 1994 to initiate plans for selecting the Waldo-Cummings Award recipients and coordinating the All University Awards Banquet set for Wednesday, May 18, 1994. Sub-Committees were established as follows: Banquet, Awards, Program, Publicity, Entertainment, and Class Sub-Committees (4). A timetable was followed to direct the SR&A Committee and the respective sub-committees in their tasks.

* The committee chose Nancy Vandell, a 1980 OSU graduate in Electrical and Computer Engineering and currently Information Architect and Professional Recruiter for Chevron Corp. in San Ramon, CA as our banquet speaker. Her topic will be "Commuting to New Careers on the Information Superhighway".

* The Waldo-Cummings Award application forms were revised and distributed at the end of Winter Term to the over 1100 OSU undergraduates maintaining an OSU GPA of at least 3.5 after a minimum of 24 credit hours as of the end of Winter Quarter 1994. Approximately 234 applications were submitted by eligible students. This was the first year that OSU GPA, rather than total college credit GPA was used as the criterion for eligibility for this award. There was a limited amount of criticism by students who would have been eligible to apply under the old system but were not under the new system.

* Fifty two freshmen, sophomores, juniors and seniors who have maintained a 4.0 OSU GPA after a minimum of 24 credit hours will be awarded the Drucilla Shepard Smith Award.

* Applications for the Waldo-Cummings Outstanding Student Awards were solicited via the Barometer and nominations by faculty members were solicited via OSU this Week in early April.

* Representatives of the organizations which sponsor the other major awards to be presented at the Awards Banquet have been contacted. Names of award presenters were secured by May 10 to facilitate program printing. Names of recipients will be secured by May 13 for printing of the inserts with awardees' names.

* Interviews of Waldo-Cummings Award finalists were completed by the end of April.

* Our second, and last, meeting of the full 16-member committee took place on May 3 when final arrangements for the banquet were confirmed.

Early in 1994, Vice President for Student Affairs Jo Anne Trow, announced that, starting this year, the university will support the activities of the SR&A committee with a budget including funds for the Banquet dinners of all student awardees and honorees and SR&A Committee members; Banquet dinners for one faculty mentor invited by each Waldo-Cummings Awardee and Honoree; publicity; printing and mailing. This year's expenditures will be used as a budgeting guideline for next year. The Student Foundation continued to support this function with a grant of $250.00 and Convocations and Lectures is supporting the musical entertainment with a grant of $100.00. The three endowment funds (E.A. Cummings, C. Waldo and D.S. Smith) are expected to continue to fund the cost of gifts for the Waldo-Cummings Awardees.

Last year's suggestion that some awards at the banquet be designated for graduate students was discussed by the committee. Tom Maresh, Dean of the Graduate School was contacted and reported that no graduate awards would be planned for this year's banquet.

One new award was established this year: The Dr. Jo Anne Trow Woman of Distinction Award. It is described as follows: "The 1993 MUPC Women's Leadership Conference Committee created this award to honor Vice Provost Trow and to acknowledge her support of women in leadership roles. A "Woman of Distinction" sets goals for herself and actively works toward achieving those goals. She is committed to serving others, her surrounding communities, and believes in promoting diversity and acceptance of all people. She is willing to give her time and efforts to make the world a better place and has the passion to believe that her efforts make a difference.

Lack of student interest and involvement in the student awards process remains a problem. This year we had difficulty once again recruiting and retaining an adequate number of active

student members on the committee. Student committee members were not recruited until their names were requested from ASOSU shortly before our first meeting. Blue Key did not provide a student member for the committee this year nor will the organization make its traditional awards at the banquet. The Senior Class President chose not to make an Outstanding Senior of the Year Award this year. Some student members of the SR&A Committee did not carry out the full responsibilities of committee membership. This resulted in three of the four Waldo-Cummings selection committees being underrepresented by students. Clearly, increased student leadership is needed if the work of this committee is to continue as a joint faculty/student effort.

Committee members suggested the following changes for the Waldo-Cummings application form for next year: 1) A description of the nature and background of the award on the application form; 2) A designation for a family member other than parent; 3) An activity category for activities other than those at OSU especially international experiences.

It is recommended that the work of this committee to recognize student achievement through awards and the award banquet be continued in the 1994-95 academic year.

OREGON STATE UNIVERSITY BEAVERS

May 9, 1994

TO: Mike Oriard
President, OSU Faculty Senate

FROM: Mary Alice Stander
Chair, Undergraduate Admissions Committee

SUBJECT: Undergraduate Admissions Committee Annual Report

The Undergraduate Admissions Committee met 30 times from May 13, 1993 to May 9, 1994. During that time the committee considered 428 files.

Summary of decisions:

Freshmen:	
Accepted 5%	80
Accepted Regular	65
Denied	73
Deferred	37
Transfers:	
Accepted	80
Denied	81
Deferred	8
Undergrad Non-Degree:	
Denied	2
Deferred	2

This year the UAC, in consultation with the Director of Admissions and the Office of Academic Affairs, approved and implemented the following changes:

1. Due to cuts in academic advising provided by the University Exploratory Studies Program, files of prospective students who would be specially admitted as part of the 5% program and are not sponsored by a unit on campus will not be approved. It was the unanimous decision of the UAC that "unsponsored" students should be admitted by exception only if it appears that they can be successful without extra support services.

2. Unfinished business from last year included a proposed appeal process for approval of credit from unacccredited international schools. In June 1993 an appeal process was approved by the Office of Academic Affairs and was implemented this year. A copy is attached.

APPEALS PROCESS FOR CREDIT FROM UNACCREDITED INTERNATIONAL SCHOOLS

1. At time of admission, if a student has records from an unaccredited college or university, admission will be based upon his/her secondary school and/or accredited school transcripts. The student will be informed that admission is without credit from the unaccredited school.

2. After the student has successfully completed three terms at OSU, he/she my petition the Office of Admissions for transfer credit evaluation with:

    a. a written appeal, specifically requesting courses for which the student believes he/she should receive credit,

    b. syllabus or course descriptions for each course, and

    c. official transcript(s) with grades, in certified translation.

3. The Admissions Office will consider:

    a. if credit should be awarded,

    b. how much credit should be awarded, and

    c. what specific credits in which specific subjects will be approved.

4. If credit is not approved, the student may pursue credit by examination or may present additional information for further review by the Office of Admissions.

5. Decisions will be on a case-by-case basis, and will not necessarily constitute precedence for other students to claim credit. However, the Office of Admissions may wish to review awarding of credit from a particular institution and determine if they wish to establish policy on accepting credit from that institution without appeal.

DEPARTMENT OF
ZOOLOGY

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510 596 0682 OSU COVS

DATE: May 6, 1994

TO: Michael Oriard, President
OSU Faculty Senate

FROM: Sandra W. Potter, Chair
University Honors Program Committee

SUBJECT: 1993-94 Annual Report

Following the charge given by the Faculty Senate Executive Committee, the University Honors Program (UHP) Committee revised a 1992 draft of a proposal to establish an Honors College. This proposal was presented to the Faculty Senate in December, 1993 (details are recorded in the Minutes of the Faculty Senate, #498, 1993) and to faculty and staff in *OSU This Week* in January, 1994 (volume 33, #13). Comments made by faculty, staff, and members of the community were incorporated into the proposal. Bruce Shepard and the UHP Committee prepared a Category I proposal to establish an Honors College. With the approval of the Executive Committee, it was forwarded to the Curriculum Council, where it was approved in April, 1994. Next it will be presented to the Faculty Senate and if approved there will be forwarded to the State Board of Higher Education for their action. A copy of the "Proposal to Establish The Honors College" is on file in the Faculty Senate Office.

Members of the UHP Committee, 1993-94:

Vrenelli Farber
Cheryl Kolbe
Larry C. Merriam
Sandra W. Potter

OREGON STATE UNIVERSITY
Corvallis OR 97331-6203 (737-4344)

Faculty Senate Office
Social Science 107
May 27, 1994

MEMORANDUM

TO: Faculty Senators

FROM: Faculty Senate Executive Committee
Michael Oriard, President mvo

RE: Election of Faculty Panels for Hearing Committees

In the event a faculty member is dismissed "for cause" a panel hearing may be requested. On even numbered years we must elect a new panel.

The Board's Administrative Rules define criteria and procedures for the imposition of sanctions for cause, including terminations of appointment (OAR 580-21-320 — 580-21-375). If such a sanction is to be imposed, the faculty member is entitled to a formal hearing of charges by a hearing committee to be selected from a faculty panel which has been duly established.

Procedures for establishing faculty panels were adopted by the Faculty Senate on December 3, 1970 (motion 269-3), amended May 4, 1972; June 5, 1980; December 4, 1980; and June 1981. Nominees for each new panel are randomly selected from the faculty roster. These nominees are presented to the Senate (see attachment).

vln

Attachment

1994 NOMINEES FOR FACULTY PANELS FOR HEARING COMMITTEES

ADAMS, Richard M. -- Professor, Agricultural & Resource Economics
AMORT, Donald L. -- Associate Professor, Electrical & Computer Engineering
ANDREASON, James R -- Assistant Professor, Veterinary Medicine
ARRINGTON, Julie M. -- Sr. Faculty Research Assistant, Oceanic & Atmospheric Sciences
BARBOUR, Richmond -- Assistant Professor, English
BAROFSKY, Douglas F. -- Professor, Agricultural Chemistry
BAUGHMAN, Dutch -- Athletic Director, Intercollegiate Athletics
BOWKER, Judith K. -- Assistant Professor, Speech Communication
BUHLER, Donald R. -- Professor, Agricultural Chemistry
CARPENTER, Charles E. -- Professor, Education
CHESLEY, Marie M. -- Associate Professor, Speech Communication
CRAIG, Beverly -- Assistant Professor, Curry County Extension
CROWE, Frederick J. -- Associate Professor, Agricultural Research Center (Madras)
DAVIS, Loren R. -- Professor, Mechanical Engineering
DelCURTO, Timothy -- Assistant Professor, Eastern Oregon Research Center (Union Station)
DOLLAR, Natalie J. -- Assistant Professor, Speech Communication
EASLEY, Patricia J. -- Faculty Research Assistant, Water Resource Research Institute
EDMONSTON, George P. Jr. -- Instructor, Alumni Records
ENGLISH, Marshall J. -- Professor, Bioresource Engineering
FAIRCHILD, Clifford -- Professor, Physics
FAULHABER, Duane -- Assistant Director, Budgets & Planning
FISHER, Charles E. -- Instructor, Intramural Sports
FORD, M. Jesse -- Research Associate Professor, Fisheries & Wildlife
FORSBERG, Neil E. -- Associate Professor, Animal Sciences
GAMROTH, Michael J. -- Professor, Extension Animal Sciences
GEORGE, Melvin R.-- Professor, Kerr Library
GIBSON, Wayne P. -- Faculty Research Assistant, Oceanic & Atmospheric Sciences
HAASE, Diane L. -- Faculty Research Assistant, Forest Science
HANSEN, Donald E. -- Associate Professor, Extension Veterinary Medicine
HARDIN, Karin A. -- Faculty Research Assistant, Nutrition & Food Management
HAYNES, Erin J. -- Development Officer, University Development Office
HOLLAND, Michael E. -- Archivist, University Archives
HOLYOAK, Arlene -- Associate Professor, Human Development & Family Sciences
HOVERMALE, Jeannette -- Faculty Research Assistant, Veterinary Medicine
HUBER, Michael J. --Assistant Professor, Veterinary Medicine
JACOBSON, Bob -- Professor, Lincoln County Extension
JENSEN, Lynn B. -- Associate Professor, Malheur County Extension
JIANG, Hong-Yi -- Instructor, Foreign Languages & Literatures
JOHNSON, Duane P. -- Professor, 4-H Youth Development
KASSNER, Michael E. -- Associate Professor, Mechanical Engineering
KATZ, Jonathan G. -- Assistant Professor, History
KELLER, Mark R. -- Faculty Research Assistant, Animal Sciences
KING, Keith I. -- Sr. Instructor, Biology Program
KOLCHUGINA, Tatyana -- Research Associate, Civil Engineering
KOVAC, Dave -- Program Coordinator, Recreational Sports
KRUEGER, Judith C. -- Sr. Instructor, Music

LEV, Larry S. -- Associate Professor, Agricultural & Resource Economics
LEVINE, Murray D. -- Associate Professor, Oceanic & Atmospheric Sciences
LOVELL, Ronald P. -- Associate Professor, English
MACHADO, Craig M. -- Instructor, English Language Institute
MAKSUD, Michael G. -- Professor, College of Health & Human Performance
MANSOUR, N.S. "Bill" -- Professor, Horticulture
MARINO, Deborah A. -- Instructor, English Language Institute
MARSHALL, David D. -- Assistant Professor, Forest Resources
MARTIN, Sharon L. -- Advisor, College of Business
MATANO, Ricardo P. -- Assistant Professor, Oceanic & Atmospheric Sciences
MATSUMOTO, Masakazu -- Professor, Veterinary Medicine
McCABE, Rachelle A. -- Associate Professor, Music
McCULLOUGH, Brenda G. -- Sr. Instructor, Foreign Languages & Literatures
MEAD, Clifford S. -- Assistant Professor, Kerr Library
MUIR, Patricia S. -- Associate Professor, Botany & Plant Pathology
NELSON, Sheila -- Faculty Research Assistant, Botany & Plant Pathology
OLSEN, Jeff -- Associate Professor, Yamhill/Polk/Marion County Extension
OSSIANDER, Mina E. -- Associate Professor, Mathematics
PEDERSEN, Elaine L. -- Associate Professor, Apparel, Interiors, Housing & Merchandising
PEREIRA, Clifford B. -- Research Associate, Statistics
POWELSON, Mary L. -- Professor, Botany & Plant Pathology
PUGH II, Tim F. -- Faculty Research Assistant, Oceanic & Atmospheric Sciences
RADOSEVICH, Steven R. -- Professor, Forest Science
RICHMAN, James G. -- Associate Professor, Oceanic & Atmospheric Sciences
RICKSON, Fred R. -- Professor, Botany & Plant Pathology
RUSK, Cherie -- Instructor, Kerr Library
SANDENO, Joan M. -- Faculty Research Assistant, Crop & Soil Sciences
SARASOHN, Lisa T. -- Associate Professor, History
SCHEUERMANN, Tom -- Instructor, Student Housing
SELKER, John S. -- Assistant Professor, Bioresource Engineering
SEVILLE, Mary Alice -- Associate Professor, Business
SKUBINNA, Tamelyn K. -- Associate Professor, Benton County Extension
SMILEY, William E. -- Assistant Professor, Wasco/Hood River County Extension
SMITH, Yvonne -- Instructor, Educational Opportunities Program
SPAK, Stephanie -- Instructor, English Language Institute
STEHR, Christian P. -- Associate Professor, Foreign Languages & Literatures
TERRIO, Deone M. -- Instructor, Political Science
TREHU, Anne M. -- Associate Professor, Oceanic & Atmospheric Sciences
VICKERS, Dean -- Sr. Faculty Research Assistant, Oceanic & Atmospheric Sciences
WEAVER, Roger Keys -- Professor, English
WELLS, Joseph T. -- Head Wrestling Coach, Intercollegiate Athletics
WEST, Milton -- Director of College Assistance Migrant Program
WOOD, Terry M. -- Associate Professor, College of Health & Human Performance
WOODS, LaVerne -- Counselor, Educational Opportunities Program
ZOLLINGER, William A. -- Associate Professor, Animal Sciences

REPORTS TO THE FACULTY SENATE

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331-6203

503-737-4344

FACULTY SENATE OFFICE
Social Science 107

Thursday, October 6, 1994; 3:00 pm - 5:00 pm
Construction & Engineering Hall
LaSells Stewart Center

AGENDA

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 Senators.

A. SPECIAL REPORTS

1. Provost and Executive Vice President Roy Arnold

   Provost Arnold will outline goals and plans for the coming year.

2. Kevin McCann

   Kevin McCann, Director of Community and Government Relations, will speak on the impact of ballot initiatives on Higher Education.

B. INFORMATION ITEMS

1. Faculty Senate Elections

   Carroll DeKock, Bylaws and Nominations Committee Chair, is accepting recommendations for: 1) President-Elect, 2) Executive Committee members, and 3) Interinstitutional Faculty Senate representative. There will be nomination forms available on the table outside the Senate meeting if you wish to nominate someone. Nominations can also be forwarded to Dr. DeKock in Chemistry or via electronic mail at fso@ccmail.orst.edu. Deadline for nominations is October 11.

2. Faculty Senate Calendar

   Please reserve the following dates for Faculty Senate meetings. All meetings have been scheduled in the Construction and Engineering Hall of the LaSells Stewart Center, unless otherwise noted.

   November 3, 1994
   December 1, 1994
   January 5, 1995
   February 2, 1995
   March 2, 1995
   April 6, 1995
   May 4, 1995 - TBA
   June 1, 1995

3. Distinguished Professor Award Deadline

Nominations for the Distinguished Professor Award are due mid-November 1994 (exact deadline yet to be announced). This award recognizes individuals who have achieved national/international stature as a result of their contribution to scholarship and research and whose work has been notably influential in their fields of specialization. If you need more information, contact Don Reed at 737-4438.

C. REPORTS FROM THE FACULTY SENATE PRESIDENT

President Michael Oriard

D. NEW BUSINESS

IN ORDER TO PROPERLY RECORD MINUTES OF THE SENATE MEETING, ALL SENATORS ARE REMINDED TO IDENTIFY THEMSELVES AND THEIR UNIT AFFILIATION WHEN RISING TO SPEAK.

Please recycle this agenda

[7] From: Faculty Senate Office at Ads6 9/30/94 8:52AM (7860 bytes: 106 ln)
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Subject: October Faculty Senate Agenda
Draft message
---------- Message Contents ----------

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OREGON STATE UNIVERSITY
Corvallis, Oregon 97331-6203

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LaSells Stewart Center

AGENDA

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 Senators.

A. SPECIAL REPORTS

1. Provost and Executive Vice President Roy Arnold

   Provost Arnold will outline goals and plans for the coming year.

2. Kevin McCann

   Kevin McCann, Director of Community and Government Relations, will speak on the impact of ballot initiatives on Higher Education.

B. INFORMATION ITEMS

1. Faculty Senate Elections

   Carroll DeKock, Bylaws and Nominations Committee Chair, is accepting recommendations for: 1) President-Elect, 2) Executive Committee members, and 3) Interinstitutional Faculty Senate representative. There will be nomination forms available on the table outside the Senate meeting if you wish to nominate someone. Nominations can also be forwarded to Dr. DeKock in Chemistry or via electronic mail at fso@ccmail.orst.edu. Deadline for nominations is October 11.

2. Faculty Senate Calendar

   Please reserve the following dates for Faculty Senate meetings. All meetings have been scheduled in the Construction and Engineering Hall of the LaSells Stewart Center, unless otherwise noted.

   November 3, 1994
   December 1, 1994
   January 5, 1995

IFS Meeting — WOSC, June 3-4, 1994
Present: Curtis & Francis

June 3
President Meyers, WOSC, welcomed the group and made some remarks. He supports the public corporation model for higher education, but believes that decentralization will be critical. He also expressed concern with Norma Paulus' definition of education without including higher education.

Mark Nelson discussed AOF issues. There are currently only about 1300-1400 members, mostly older, tenured faculty. $1.5 million is earmarked to fight the PERS issue.

Weldon Ihrig discussed the public corporation model. The Chancellor's Office estimates that the $20 million anticipated savings can provide access for an additional 2,000 students.

Peter Courtney talked about current Legislative matters. He anticipates a short session--this will enhance public credibility. He views the income tax as the only way to increase state revenues. He also stated that expected revenue looks good and may be even higher than expected. He stressed the need for higher education to sell access to the legislature.

June 4
1. By-Laws Committee:
   a. A motion was passed requiring public announcements of IFS meetings to be included in the By-Laws.
   b. A motion was passed to make no change in the current representation of senators from the universities and the regional colleges.
   c. The By-Laws Committee will bring a motion to the October meeting which would amend the By-Laws so that the duties of the Vice-President include rotating into the office of President. This will provide for greater continuity of leadership in IFS.

2. President Danley appointed Engelking (U of O), Cooper (PSU), and Terdahl (OHSU) to serve as the Nominating Committee to prepare a slate of officers for next year. The Committee will report at the December meeting when new officers will be elected.

3. Terdahl reported on his involvement with the 2010 Panel. Their work is completed although they were not dismissed and will probably reconvene at some point. He thought that Swanson did a good job of chairing the group--all input was heard. He liked the outcome on their position on funding for higher education in Oregon. Also, a statement was included in their report regarding the need for the State of Oregon to rethink how to fund higher education. Board member Willis was mildly displeased with the process. He would have preferred an open discussion of people focusing on higher education conceptually and worry about details later.

4. Danley attended the Academic Council in Ashland. The report on policy discussions on teacher education and licensing was approved. There is a Joint Boards working group on teacher education. At the meeting, Shirley Clark gave a report, "Where Do Oregon High School Grads Go?"

5. Danley reported on the State Board meeting. The Board discussed the public corporation proposal focusing mostly on the OHSU proposal. They may propose a two-tiered model which would allow OHSU to be "more private" than the other institutions. The semester system was also brought up--IFS senators should get input from their campuses.

ANALYSIS OF FISCAL AND OSSHE IMPACT OF 1994 INITIATIVES

MEASURE	*SUBJECT*	*FISCAL IMPACT*	*OSSHE IMPACT*
Measure 5. "Son of Five"	Prohibit increases in taxes or fees without a vote of the people or three-fourths vote of Legislature.	Significant but indeterminate impact on state and local governments. Impact increases over time.	Will affect numerous OSSHE enterprises: Student fees, housing, food, other fee for service activities. Increase pressure for tuition income and unrestricted state General Fund appropriation.
Measure 6. In-district campaign contributions	Prohibits candidate acceptance of out-of-district contribution.	None	None
Measure 7. Discrimination	Amends Oregon Constitution to guarantee equal protection on basis of race, color, gender, religion, age, national origin.	None	None
Measure 8. PERS	Repeals "6 percent pickup", excludes sick leave in retirement benefit determination, prohibits public employers from salary off set of benefit reduction.	Significant positive impact on state, local governments. Estimated $300 million biennial savings.	OSSHE savings of more than $48 million per biennium. Significant negative impact on employees, especially faculty.
Measure 9. Campaign Finance Reform	Complete overhaul of campaign finance system: Sets limits on contributions, PAC giving, ban personal use of campaign funds, limit tax credit to candidates who limit spending.	None	None
Measure 10. Full sentences	Prohibits the Legislature from reducing sentences adopted by vote of the people except by two-thirds majority vote.	Indeterminate impact. Would make legislative adjustment of sentence categories difficult if not impossible. Rigid sentence structure could require additional prison beds.	Dedication of General Fund resources to Corrections reduces amount available to support higher education.
Measure 11. Mandatory minimum sentences	Sets mandatory sentences for a set of violent felonies, remands juveniles 15 years and over to adult court.	Significant impact which will increase for many years before leveling off. Will require construction of additional prison beds, segregated juvenile facilities.	Dedication of General Fund resources to Corrections reduces amount available to support higher education.

MEASURE	*SUBJECT*	*FISCAL IMPACT*	*OSSHE IMPACT*
Measure 12. Prevailing wage	Repeals Little Davis-Bacon statute, which requires payment of prevailing wage on public construction projects.	Positive impact, through market-based determination of wage rates.	Positive OSSHE impact, in reduction of labor costs for OSSHE construction projects.
Measure 13. Gay Rights	Prohibits government action promoting homosexuality.	Indeterminate.	Indeterminate.
Measure 14. Mining restrictions	Stringent requirements on cyanide heap leach mining.	None	None
Measure 15. Maintenance of funding for schools, community colleges	Guarantees minimum state funding of K-12, Community Colleges, plus student growth and CPI Adjustments.	Near-doubling of the impact of the projected short-fall in 1995-97 General Fund budget. Makes school funding the second mandatory appropriation, after Measure 5 tax relief.	Pushes OSSHE budget cut target from 13.8 percent to more than 25 percent. Would require either severe restriction on admission or astronomical tuition increases.
Measure 16. Assisted suicide	Would legalize physician prescription of lethal doses of drugs, repeal criminal penalties.	None	None
Measure 17. Prison labor	Requires all prisoners to be engaged in work or job training program.	Could have positive fiscal impact for Prison Industries.	Insignificant
Measure 18. Bear hunting	Bans hunting bears with bait, hunting bear or cougar with dogs.	None	None
Measure 19. Child pornography	Amends Oregon Constitution to eliminate free speech protection for child pornography and obscenity.	None	None
Measure 20. Equal Tax	Constitutional amendment repeals all present taxes, and imposes a transaction tax on property sales, retail, services. Two percent cap on state tax, one percent cap on local tax.	Estimates vary widely: Some predict surplus of revenue, others foresee calamity. Could over-produce taxes as each separate transaction is taxed.	If adopted, exposes OSSHE to gains or losses of total replacement of tax system.

REPORTS TO THE FACULTY SENATE

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331-6203

503-737-4344

FACULTY SENATE OFFICE
Social Science 107

Thursday, November 3, 1994; 3:00 pm - 5:00 pm
Construction & Engineering Hall
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 Senators.

A. ACTION ITEMS

1. Approval of the 1995 Apportionment Table (p. 1)

   The 1995 Apportionment Table (consisting of OSU FTE in the ranks of Instructor or above, including No Rank faculty and Senior Faculty Research Assistants, but excluding all other Faculty Research Assistants) is attached.

2. Faculty Awards (pp. 2–4)

   Gordon Reistad, Faculty Recognition & Awards Committee Chair, will present two proposals:

   1) Rename the former "Burlington Resources Foundation Faculty Achievement Award" to "OSU Faculty Teaching Excellence Award"
   2) Create the "Extended Education Faculty Achievement Award" which recognizes achievement in the area of extended education

3. Report of the Committee on Bylaws and Nominations (p. 5)

   Carroll DeKock, Committee on Bylaws and Nominations Chair, will present the Committee report which includes nominees for the 1995 Senate President-Elect, three new members of the Executive Committee and 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; and IFS terms are three years.

   As provided in the Senate's Bylaws, (Article VI, Section 3) and 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 must obtain, in advance, the nominee's willingness to serve if elected. The names of all nominees will be submitted to be published in the November 10 issue of *OSU THIS WEEK*.

The University-wide election of the President-Elect and IFS representatives will be conducted between November 15 and December 1. Ballots are to be distributed simultaneously to all members of the OSU faculty included in the apportionment table, in accordance with current Faculty Senate Bylaws. Signed ballots received in the Faculty Senate Office, no later than 5:00 pm on November 30 will be counted by the Counting Committee prior to the December 1 Faculty Senate meeting. The individual receiving the highest number of votes will be declared the winner in each of the elections.

Election of new members of the Executive Committee will take place at the December 1 meeting of the Faculty Senate, and will be conducted by written ballot. Those candidates receiving the highest number of votes shall be elected. Tie votes shall be resolved by written ballot in a run-off election.

4. Interinstitutional Faculty Senate (pp. 6–7)

Attached is the report from the October meeting. The Executive Committee supports endorsement by the Faculty Senate of the IFS resolution on page two of the report.

5. Faculty Reaffirm a Commitment to Tolerance and Diversity

The Executive Committee believes that a strong statement of faculty support affirming OSU's commitment to tolerance and diversity is necessary and submits the following policy statement for endorsement by the Senate:

> *Oregon State University policy affirms tolerance for everyone, regardless of race, color, national origin, religion, sex, sexual orientation, age, disability, or veteran status. Moreover, consistent with centuries-old educational and constitutional guarantees, Oregon State University affirms free and unconstrained intellectual inquiry. The Faculty Senate of Oregon State University recognizes these basic principles and reaffirms their essential role in our university community.*

B. DISCUSSION ITEM

Category I – Ethnic Studies Proposal (pp. 8–48)

Walt Loveland, Curriculum Council Chair, will present the Category I proposal for the formation of an Ethnic Studies Department for discussion. Members of the committee which formulated the proposal will be present to answer questions. Voting on this proposal will be at the December meeting. Note: This Category I proposal will NOT be distributed again in the December agenda; please save this agenda and bring it to the December meeting.

C. INFORMATION ITEMS

1. Higher Education Administrative Efficiency Act for the 21st Century (pp. 49–54)

A summary overview of this proposal (a revision of the earlier Public Corporation Model) is attached.

2. Measure 5 Effects (pp. 55–56)

Attached is recent testimony before the House Committee on Education by Bill Danley, Inter-institutional Faculty Senate President.

3. Graduation Statistics (p. 57)

Attached is a summary of graduation statistics from Barbara Balz.

4. D. Curtis Mumford Faculty Service Award (p. 58)

Nominations are now being accepted for nominees for the 1995 D. Curtis Mumford Faculty Service Award for Distinguished Service to OSU faculty. This award is not necessarily given yearly. Nominations are due in the Faculty Senate Office by January 27, 1995. The award is traditionally presented at University Day, which will be September 18, 1995. (Guidelines may be obtained from the Faculty Senate Office, via electronic mail addressed to "fso@ccmail.orst.edu" or viewed in the Kerr Library Reserve Book Room or Faculty Senate Office.)

5. Senator Attendance Summary for 1993/94 (p. 59)

Attached is a summary of Senator attendance by apportionment unit for academic year 1993/94. Each Dean or head of an apportionment unit will receive an attendance report by individual for their unit. If an individual is eligible to be re-elected to the Faculty Senate, faculty members may view this report to determine the representation received from each Senator during the past year. This report may also be viewed in the Faculty Senate Office.

6. Faculty Awards (pp. 60–61)

Materials will be sent shortly to Deans, Directors and Department Heads containing information for the following faculty awards:

OSU Distinguished Service Award
OSU Alumni Association Distinguished Professor Award
Elizabeth P. Ritchie Distinguished Professor Award
Dar Reese Excellence in Advising Award
Richard M. Bressler Senior Faculty Teaching Award
OSU Outstanding Faculty Research Assistant Award
OSU Faculty Teaching Excellence Award (pending approval of Action Item #2)
Extended Education Faculty Achievement Award (pending approval of Action Item #2)

A summary of these awards is included in this agenda. All nomination materials for the above awards must be submitted to the Faculty Recognition and Awards Committee Chair, Gordon Reistad, Mechanical Engineering, Rogers Hall, Room 204, by February 15, 1995.

Over the past several years we have observed a serious decline in numbers of nominations. We have a highly qualified faculty — we need your leadership in facilitating nominations of faculty for these awards.

7. Instructions for Nomination and Election of Faculty Senators (p. 62)

Upon receipt of all materials, the Faculty Senate Office annually transmits the attached Senatorial nomination and election instructions to heads of all voting units.

D. REPORTS FROM THE PROVOST

Roy Arnold, Provost & Vice President for Academic Affairs

E. REPORTS FROM THE FACULTY SENATE PRESIDENT

President Michael Oriard

F. NEW BUSINESS

1995 FACULTY SENATE APPORTIONMENT					
Apportionment Unit	1994 Total FTE	1994 Senators	1995 Total FTE	1995 Senators	Gain or Loss
Agricultural Sciences	336.46	24	344.20	25	+1
Associated Faculty	97.90	7	219.31	16	+9
Business	45.84	3	46.26	3	--
Engineering	122.05	9	123.74	9	--
Extension (off-campus)	160.09	11	156.87	11	--
Forestry	103.70	7	109.6	8	+1
Health & Human Performance	43.57	3	45.11	3	--
Home Economics & Education	71.43	5	75.64	5	--
Liberal Arts	185.82	13	193.59	14	+1
Library	32.00	2	34.62	2	--
Oceanic & Atmospheric Sciences	76.81	5	86.99	6	+1
Pharmacy	25.86	2	32.45	2	--
ROTC	27.00	2	26.00	2	--
Science	204.51	15	215.90	15	--
Student Affairs	49.88	3	58.55	4	+1
Veterinary Medicine	33.99	2	32.84	2	--
TOTAL	1616.91	113	1801.67	127	14

10/25/94

14 FTE = 1 Senator

2.

DEPARTMENT
OF
MECHANICAL
ENGINEERING

October 14, 1994

TO: Executive Committee of the Faculty Senate

FROM: Gordon M. Reistad
Chair, Faculty Recognition and Awards Committee

SUBJECT: Award Proposals

OREGON
STATE
UNIVERSITY

Rogers Hall 204
Corvallis, Oregon
97331-6001 USA

Per our discussion during the September 27, 1994 Faculty Senate Executive Committee meeting, the Faculty Recognition and Awards Committee has revised the following two awards:

- Successor to the Burlington Awards
- New award in Extended Education

The committee recommends your approval and Faculty Senate approval of the awards revised as presented in Attachments A and B. The major changes concerning the successor award to the Burlington award are

- Name change (Required)
- Restriction to Associate or Assistant Professor or Instructor. (Deemed desirable to separate the award from the Ritchie and Brersler awards).
- Eliminated Ritchie award nominees who were not selected for the Ritchie award from consideration of this award.

We request approval of these awards at the earliest possible time, since solicitation for these awards should be made soon. (The committee has chosen to send out the solicitation for all awards for 94-95 after we have heard the response to these proposals).

Please contact me should you wish to discuss these.

Telephone
503-737-3441
Fax
503-737-2600

dm1013.02

Attachments

DRAFT

OSU FACULTY TEACHING EXCELLENCE AWARD

The OSU Faculty Teaching Excellence Award recognizes unusually significant and meritorious achievement in teaching and in scholarship which enhances the effectiveness of instruction. The emphasis is intended to be on actual classroom teaching. The award is for full-time faculty of Associate Professor, Assistant Professor or Instructor rank who devote a significant amount of time to teaching and who have less than 10 years of service to OSU. This includes tenured, tenure-track, and fixed term faculty.

Nominations should include information about the nominee's background, teacher evaluations, and evidence and evaluations of the candidate's achievements provided by current and former students, colleagues and others. Selection criteria include:

* unusual effort to ensure the quality of the students' classroom experience
* high standards for the rigor and currency of course content and the level of student performance
* direct and significant impact upon and involvement with students
* original and scholarly publications in nationally recognized and refereed journals or other professional outlets
* evidence that the candidate's scholarly contributions have enhanced the effectiveness in the classroom

Generally a letter of nomination, a current vita, a demonstration of teaching effectiveness, including a clear summary of teaching evaluations, and a total of 5-6 letters of support from faculty, students, alumni, and others provide sufficient information to make an evaluation of nominees. **Please be certain that the nomination materials, particularly the 5-6 letters, address the criteria.**

Nominations will be reviewed by the Faculty Recognition and Awards Committee, the Chair of the Committee on the Advancement of Teaching, and at least one student appointed by ASOSU.

The recipient of the award will receive a plaque and $2,500.

Seven copies of each nomination for the OSU Faculty Teaching Excellence Award must be received by **February 15, 1995**, to: Gordon M. Reistad, Chair, Faculty Recognition and Awards Committee, Mechanical Engineering, Rogers Hall, Rm. 204.

OSU FACULTY TEACHING EXCELLENCE AWARD*
Previous Recipients

1994	Dwight J. Bushnell	1991	Chris Anderson	1988	Daniel Armstrong
	Anita Helle		Leslie D. Burns		E. Julius Dasch
	Patricia Muir		Ilene Kleinsorge		David A. Bella
1993	Barbara Ewens Cusimano	1990	Peter Dawson	1987	Barbara G. Ellis
	Peter C. List		Lorraine Miller		George R. Martin
	Margaret L. Niess		Michael Murphy	1986	Sheila M. Cordray
1992	Cheryl Glenn	1989	Linda L. Blythe		E. Wayne Courtney
	Dianne Erickson		La Rea D. Johnston		Laura Rice
	Norm Lederman		Kathleen D. Moore	1985	Robert B. Schwartz
			Henry M. Sayre		Marcus Borg
					Michael W. Schuyler

* Prior to 1995 the award was titled "Burlington Resources Foundation Faculty Achievement Award"

DRAFT

EXTENDED EDUCATION FACULTY ACHIEVEMENT AWARD

This award recognizes significant and meritorious achievement which enhances the effectiveness of extended education. The award is for full-time faculty with five or more years of service to OSU who devote a significant amount of time to extended education, whether on or off campus. This includes tenured, tenure-track, and fixed term faculty.

Nominations should include information about the nominee's background, educational program evaluations, and evidence of the nominee's achievements provided by current and former clientele, students, colleagues and others. Selection criteria include:

* unusual effort to ensure the quality of the educational program experience
* high standards for the rigor and currency of program content and the level of learner performance
* direct and significant impact upon and involvement with clientele and students
* original and scholarly publications in recognized refereed journals or other professional outlets
* evidence that the candidate's scholarly contributions have enhanced the effectiveness in extending Oregon State University to the people of Oregon.

A letter of nomination and a current vita highlighting the nominee's contributions to extended education and a total of 5–6 letters of support from faculty, clientele, students, alumni, and others provide sufficient information to make an evaluation of nominees. **Please be certain that the nomination materials, particularly the 5-6 letters, address the criteria.**

Nominations will be reviewed by the Faculty Recognition and Awards Committee.

The recipient of the award will receive $2,000.

Seven copies of each nomination for the Extended Education Faculty Achievement Award must be submitted by **February 15, 1995**, to: Gordon M. Reistad, Chair, Faculty Recognition and Awards Committee, Mechanical Engineering, Rogers Hall, Room 204.

DEPARTMENT OF
CHEMISTRY

OREGON
STATE
UNIVERSITY

Gilbert Hall 153
Corvallis, Oregon
97331-4003

Telephone
503-737-2081

Fax
503-737-2062

October 18, 1994

MEMORANDUM

TO: Executive Committee of the Faculty Senate
Michael Oriard, Senate President

FROM: Faculty Senate Bylaws & Nominations Committee
Carroll DeKock, Chair
John Block
Henry Sayre
Lita Verts

RE: Faculty Senate Nominations

The Faculty Senate Bylaws & Nominations Committee recommends the following nominees for this fall's elections:

Faculty Senate President-Elect

1. Larry Curtis, Professor and Interim Department Chair, Fisheries & Wildlife
2. Ken Krane, Professor and Department Chair, Physics

Faculty Senate Executive Committee

1. Ataa Akyeampong, Assistant Professor, Counselor, and Instructional Coordinator, Educational Opportunities Program
2. Russell Dix, Associate Professor and Associate Registrar, Office of the Registrar
3. John Lee, Professor, Mathematics
4. Russel Meints, Professor, Botany & Plant Pathology and Director of the Center for Gene Research
5. Margaret (Maggie) Niess, Professor and Chair, Science & Mathematics Education
6. Manuel Pacheco, Assistant Professor, Philosophy

Interinstitutional Faculty Senate

1. Steven Esbensen, Professor, Atmospheric Sciences
2. Mary Alice Seville, Associate Professor, Accounting & Information Management

Report
IFS Meeting, October 7-8, 1994
Oregon Institute of Technology

Present: Sally Francis & Tony Wilcox

1. IFS representatives were welcomed by President Lawrence Wolf of OIT. President Wolf gave an update on the impact of the earthquake on the OIT campus. He also informed the IFS that a campus forum on Measure 15, sponsored by students, was to be held.

2. Del Parks, District 53 State Representative, made some remarks about higher education. He indicated that higher education has a very poor image in the Legislature. He suggested that the Chancellor's Office could be eliminated after the November elections. He said that higher education lacks understanding and empathy in the eyes of the public and that we need to go into communities and offer some piece of the university/college. He predicted that Measure 15 will lose and that Measure 5 is beatable.

3. Eric Wakkuri gave an AOF report.

4. Bill Danley distributed a copy of his recent testimony to the House Committee on Education chaired by Representative Schoon. His primary message was that financial cuts in the past two biennia have hurt the quality of higher education in Oregon and have negatively affected access. He also argued that technology, while offering many advantages, will not solve the financial crisis. He ended with an expression of confidence in Chancellor Cox.

   Danley also suggested that IFS offer to be involved in the Faculty Legislative Response Team activity.

5. A copy of a Summary Overview of the Higher Education Administrative Efficiency Act for the 21st Century was distributed. Senators discussed this proposal and identified issues of concern:

   a. How would this act affect unionized faculty at SOSC, WOSC, and PSU and their collective bargaining mechanisms?
   b. Can we, in fact, take the 2000 students promised? What does this number really mean?
   c. Is this a means of eliminating tenure? Are there any other hidden issues?
   d. What impact would this act have on classified staff?
   e. What will it mean politically down the road?

f. The entire structure of higher education will be laid open as this act moves through the legislative process.
g. There has been no independent analysis of the implications of this act; the only analysis we have has come from the Chancellor's Office.
h. The current players whose trust we feel may not be here in the future--we must support this act in principle as well as on trust.

Advantages of the Efficiency Act were also identified:

a. Most of the language in the act is already in current law.
b. A letter (10/4/94) from Chancellor Cox assures there is no intent to further centralize higher education.
c. Every OSSHE president and provost supports it.

The following resolution supporting the act was adopted:

> "The IFS supports the intent of the State Board of Higher Education, as embodied in the Higher Education Administrative Efficiency Act, to improve administrative efficiency and maintain student access while preserving the rights and authority of the faculties and the autonomy of individual campuses."

6. Senators from WOSC asked IFS to consider issues of process in the recent appointment of an interim president at WOSC. Chancellor Cox will be invited to the December IFS meeting to discuss these issues.

7. A change in IFS By-Laws to change the position of vice-president to president-elect. This proposal was not adopted. As a result of a straw vote, the committee was asked to come back to the December meeting with a proposal to add an ex-officio, non-voting, past-president position.

8. Scott Burns, PSU, gave a report and distributed notes on his participation in a workshop, "The Future of Higher Education in America: Rethinking the Vision for the 21st Century," sponsored by the Kellogg Foundation.

8.

DEPARTMENT OF
CHEMISTRY

OREGON
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Gilbert Hall 153
Corvallis, Oregon
97331-4003

Telephone
503-737-2081

Fax
503-737-2062

October 25, 1994

Prof. Michael Oriard
Faculty Senate Office
Oregon State University

Dear Prof. Oriard,

I am pleased to report to you that the Curriculum Council unanimously approved the Category-I proposal to establish a Department of Ethnic Studies (with authority to grant a degree in ethnic studies) in the College of Liberal Arts. This action was taken at the Council's regular meeting on 21 October, 1994. The action followed an in-depth review of the proposal that occupied three separate meetings of the Council. We were fortunate to have the assistance of the Dean of the College of Liberal Arts and the members of the Ethnic Studies Committee in reaching our conclusions. We are transmitting this proposal to you in hopes that the Faculty Senate can act in a timely manner on this proposal.

Thank you.

Sincerely,

Walt Loveland

Walter Loveland
Professor of Chemistry
Chair, Curriculum Council

OREGON STATE UNIVERSITY
COLLEGE OF LIBERAL ARTS

CATEGORY I PROPOSAL

for the formation of an

ETHNIC STUDIES DEPARTMENT

October 24, 1994

OREGON STATE UNIVERSITY
PROPOSAL FOR THE ETHNIC STUDIES DEGREE

INTRODUCTION

Ethnic Studies is an established academic discipline traditionally defined by a concentration on the experiences and concerns of the four major ethnic minority groups historically under-represented in U.S. political and institutional life and in university curricula. While specific aspects of ethnic minority groups are currently studied in a variety of existing departments, an Ethnic Studies department provides a site for a coherent, integrated, and concentrated investigation of these concerns, much as Political Science began to provide a century ago for the field of politics based upon the existing investigations of history, philosophy, and political economy. As in many disciplines in the humanities and social sciences, Ethnic Studies faculty bring a variety of methodological approaches to bear on the exploration of their subject area. Yet such departments are more than a sum of their parts: by providing a coherent core curriculum and focussing the energies of scholars from different backgrounds on a central set of concerns, Ethnic Studies departments encourage the integration of existing paradigms and stimulate the development of new perspectives unique to this discipline. In specific, by proposing as its foundation the lived experiences and articulated concerns of minority peoples, Ethnic Studies provides a significant addition to the University's representation of knowledge, and an opportunity to address productively the complex ethnic and cultural differences that have long divided U.S. society.

The broader context for this proposal is the increasing ethnic complexity of U.S. society and the potential for serious social and political divisiveness if the realities of cultural diversity are not successfully addressed. The addition of an Ethnic Studies Department to this campus will address the concerns and experiences of U.S. minorities traditionally under-represented in the curriculum (African Americans/Blacks, Asian Americans and Pacific Islanders, Latino/Hispanic/Chicano Americans, American Indians and Alaskan Natives), provide an opportunity for the expansion of ethnic minority faculty on campus, and contribute significantly to the University's ability to prepare students for effective participation in an ethnically complex society.

BACKGROUND

This Category I proposal was written by an Ad Hoc Subcommittee of the Faculty Senate Executive Committee established at the request of the Provost during Winter term 1993 after no defined proposal resulted from more than three years of deliberation by other standing committees (see section 9 below). The Subcommittee met throughout the Spring Term 1993 and the Summer of 1993 for the purpose of identifying the best model for Ethnic Studies at OSU; at that point, no specific departmental or program model was assumed, nor was any college established as an a priori home for the Ethnic Studies curriculum.

Once established, the Ad Hoc Subcommittee appointed by the Faculty Senate Executive Committee met extensively with student groups, sought advice of off-campus ethnic minority community representatives, and established contacts with existing programs at other universities, both in the region and across the nation. The subcommittee determined that a clear consensus exists among many minority student and community groups on the importance of establishing an Ethnic Studies course of study, the most desirable model for its implementation, and its expected outcomes. The subcommittee also received consistent recommendations from faculty in existing programs at other universities on the critical issue of program structure and on the suitability of the model described here for a university of the size and demographic composition of Oregon State University.

The subcommittee then prepared a preliminary report, which was circulated widely on campus and throughout Oregon ethnic minority communities before being presented to the Provost in September 1993. The Provost indicated that the university would provide funding should the proposal be approved by faculty and the State system, and noted that monies were already budgeted for programs in this area. A formal Category I proposal was then prepared and circulated through the College of Liberal Arts, and presented with letters of departmental liaison to the College Curriculum Committee. On the basis of recommendations received from all sources, the subcommittee then revised the Category I proposal. It was then forwarded to the College of Liberal Arts Faculty Council on February 18, 1994.

We consider the model proposed here to be consistent with the information we have received from all sources, and very likely to produce positive results at this university. Based on our research, we believe that workable alternatives to this model for OSU do not exist at the present time.

COMMITTEE COMPOSITION

The composition of the committee is strongly multicultural, with European Americans and all four ethnic minority groups represented on the faculty level, student representation from all four minority cultural centers, and liaison with student government. The committee has also actively sought and benefitted from participation by members of Oregon ethnic minority communities.

Faculty and students who have served on the committee are listed below. Faculty are listed by department, students by associated cultural center.

Akyeampong, Ataa (Educational Opportunities Program)
Charles, Walter (Psychology Department)
Collier, Mary Jane (Speech Communication Department)
Ellsworth, Donner (Educational Opportunities Program)
Foster, Roman (Black Cultural Center)
Hernandez, Rigoberto (Hispanic Cultural Center)
Jones, Byron (Asian Cultural Center)
Kesler, Linc (English Department), Chair
Li, Hiram (Fisheries and Wildlife Department)
Liberty, David (Native American Longhouse)
Manuelito-Kerkvliet, Cassandra (Indian Education Office)
Martain-Hain, Jacqueline (Native American Longhouse)
Nishihara, Janet (Educational Opportunities Program)
Oka, Jennifer (Asian Cultural Center)
Pacheco, Manuel (Philosophy Department)
Rice, Laura (English Department)
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EXTENDED OSSHE FORMAT FOR CATEGORY I PROPOSALS

OREGON STATE UNIVERSITY
COLLEGE OF LIBERAL ARTS

ETHNIC STUDIES DEPARTMENT

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM LEADING TO THE BA/BS DEGREE OR A MINOR DEGREE IN ETHNIC STUDIES

Description of Proposed Program

1. DEFINITION OF ACADEMIC AREAS

   a. *Define or describe the academic area or field of specialization with which the proposed program would be concerned.*

   The academic discipline of Ethnic Studies is defined by a concentration on the concerns and experiences of U.S. minorities traditionally under-represented in the curriculum (African Americans/Blacks, Asian Americans and Pacific Islanders, Latino/Hispanic/Chicano Americans, American Indians and Alaskan Natives). Ethnic Studies courses are specifically designed to investigate the histories and concerns of the major U.S. ethnic minorities from the perspectives and belief systems common to those cultures. Taught by professors who have extensive personal experience and academic training in those diverse cultures, such courses provide knowledge and experience not commonly available elsewhere in the existing academic structure in concentrated form.

   Like many disciplines within the humanities and social sciences, Ethnic Studies is defined more by a concentration on an area of study than a specific methodology. Many traditional disciplines, such as literary and cultural studies, in departments of English, Comparative Literature, etc., are currently defined, not by a common methodology, but by contention between very different methodologies that do not even agree upon the definition of an object of study. Others, such as Political Science, that began as an integration of perspectives from other disciplines (history, philosophy, political economy) around a central set of concerns

(politics), have in time come to define an area distinct from, though overlapping, their predecessors. Ethnic Studies, while clearly interdisciplinary, is defined both by an area, and by a core project of giving voice to a set of concerns previously under-represented in traditional disciplinary curricula.

This interdisciplinary curriculum provides an opportunity for ethnic minority students to learn about both their own and others' cultures in a non-alienating environment. It recognizes differences in the ways in which knowledge is conceived of and constructed in different cultures, and incorporates traditional ways of constructing and representing knowledge in ethnic minority communities into the university curriculum. Finally, it provides other U.S. and international students an opportunity to gain a more direct understanding of ethnic minority issues and cultures, guided by faculty who have extensive academic and practical knowledge of the subject matter.

While Ethnic Studies curricula have been implemented in some other institutions at the level of programs, Department status is necessary at OSU for the following reasons:

1) Departmental structure allows for the autonomous and more fully integrated development of a core curriculum. Departmental structure allows for the full-time interaction of core faculty in this field, and provides a physical and operational center for the development of both curriculum and liaison with other departments. All responding directors of relevant programs at OSU have argued strongly for the departmental model. Dr. James Williams, Dean of Arts at California State Polytechnic at Pomona and President of the National Ethnic Studies Association, consulting for CLA Dean Wilkins on this proposal, wrote that "if there is going to be a unified ethnic studies curriculum, it is clearly in Oregon State University's best interest to invest in the creation of a Department."

2) Departmental status is necessary for effective staffing. OSU does not currently have a sufficient core faculty qualified to teach Ethnic Studies curricula, nor is it likely that additional hiring in existing departments will significantly improve this situation in the near future. Ethnic Studies is an academic specialty, and its specificity should be recognized in the conditions of hiring. Program-based hiring is typically through cross-appointments with existing departments, and such cross-appointments have the potential to compromise program integrity: faculty who invest considerable time in ethnic studies research and curricula may find that they have

not adequately fulfilled host department expectations for promotion and tenure in that field, and faculty who respond to departmental pressures may find little time to pursue research and curriculum specific to Ethnic Studies.

While not every program organized through cross-appointments encounters such difficulties, suspicion regarding the viability of such appointments, particularly among ethnic minority scholars with colleagues who have had such experiences, may significantly compromise OSU's ability to attract the most competitive candidates, thus compromising the functionality of Ethnic Studies at this university. It is far easier to attract qualified faculty to a Department in which both institutional commitment to Ethnic Studies and the criteria for professional advancement are clearly defined.

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

While the major course of study for both the B.A./B.S. degree and the minor will focus on the cultural experience of under-represented U.S. ethnic minorities, this course of study also provides a central location for the examination of the cultural perspectives that have traditionally informed most university curricula dealing with issues of race and minority representation.

Students will be strongly encouraged to pursue Ethnic Studies as a double major or as a concurrent degree in conjunction with another program. This dual focus encourages students to combine a standard degree in an area of traditional academic specialization with a demonstrated expertise in cross-cultural understanding--a combination of clear economic advantage in a time in which many employers are requiring multicultural training for their entire workforce.

Many leaders from ethnic minority communities are particularly strong in advocating for the double major/concurrent degree approach to Ethnic Studies. While very concerned that their students have the opportunity to investigate the issues and concerns most central to their experience through the pedagogical approach Ethnic Studies offers, these leaders are equally dedicated to their students' pursuit of other traditional curricula offered throughout the University. They in particular view Ethnic Studies both as a necessary, and a cooperative and complementary addition to the existing curriculum.

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

No.

d. *Are there other subspecialties that the institution intends to avoid in developing the program?*

No.

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

Fall 1995.

2. DEPARTMENT OR COLLEGE RESPONSIBLE

a. *What department and college would offer the proposed program?*

Department of Ethnic Studies, College of Liberal Arts.

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

Yes. The Department will consist of four core faculty members (4.0 FTE) and one classified support staff person (1.0 FTE).

3. OBJECTIVES OF THE PROGRAM

a. *What are the objectives of the program?*

(1) To provide a coherent and integrated curriculum investigating the experiences, concerns, and perspectives of the four major ethnic minority communities in the United States, thereby expanding the knowledge base of the University and its ability to provide a sound multi-cultural education to all students.

(2) To provide a critical opportunity for the recruitment and retention of ethnic minority faculty. It must be clearly understood that the hiring of Ethnic Studies faculty is not race-based hiring; rather, faculty are hired on the basis of their academic strengths and clear understanding of the issues and experiential perspectives that define this area of inquiry. Nevertheless, given the specific qualifications for Ethnic Studies positions, and the significance that the concerns and issues of Ethnic Studies have in ethnic minority communities, it is to be anticipated that searches for positions in an Ethnic Studies department will draw significant ethnic minority participation and present an

excellent opportunity for attracting ethnic minority faculty to OSU.

It should also be noted that the existence of defined and integrated curricula specifically oriented to the concerns and issues of ethnic minority groups has been demonstrated to significantly affect the recruitment and retention rates of ethnic minority faculty in other disciplines. The extent of the University's offerings in this area is one of the first questions asked by many ethnic minority job candidates, and is widely perceived to be an index of the University's commitment to diversity.

(3) To provide a critical opportunity for the recruitment and retention of ethnic minority students. The presence of concentrated curricula that deals specifically with the experiences and concerns of ethnic minority communities, particularly if taught by ethnic minority faculty, is a significant factor in the way in which ethnic minority students perceive the University and their place within it. The extent of the University's offerings in this area is a question frequently asked of recruiters, not only by students, but by parents and community leaders in assessing the University's commitment to providing an environment responsive to their needs, even in the vast majority of cases in which the student's primary field of study will lie in other areas.

(4) To prepare all students for the increasingly culturally diverse world in which they will work and live, by offering them coursework and a degree program that focuses on ethnic minority communities, cultures and intellectual perspectives.

(5) To provide a crucial bridge between the state's ethnic minority communities and Oregon State University.

b. *How will the institution determine how well the program meets these objectives? Identify specific post-approval monitoring procedures and outcome indicators to be used if the program is approved.*

(1) The University will monitor recruitment and retention rates of ethnic minority faculty following the establishment of the Ethnic Studies department. In particular, it will monitor the effect of the inauguration of Ethnic Studies on minority hiring in other disciplines.

(2) The University will monitor recruitment and retention rates of ethnic minority students following the establishment of the Ethnic Studies department.

(3) The University will monitor the increase in courses focusing on ethnic minority issues.

(4) The University will monitor the response from ethnic minority communities to the Department, as well as their level of campus involvement.

(5) The Department will monitor the number of B.A./B.S. degrees, minor degrees and concurrent or double-major degrees awarded in Ethnic Studies.

(6) The Department will monitor retention of ethnic minority students involved in Ethnic Studies.

(7) The Department will monitor the number of non-ethnic minority students pursuing Ethnic Studies degrees.

(8) The Department will track Ethnic Studies graduates to evaluate the difference the degree has made in their ability to obtain employment in a multicultural workplace.

(9) The Department will track internships in source communities or organizations focusing on ethnic minority concerns as an index of Department's effect on relations between OSU and ethnic minority communities.

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

The 1992 Vision Statement, "Oregon State University: Beginning the 21st Century" [Appendix A], states that Oregon State is committed to providing access and educational opportunities to minorities. In order to continue to be a comprehensive University, serving the needs of a diverse population, OSU has the responsibility to develop and disseminate knowledge emanating from and affecting the various cultures that make up the complex social fabric of the U.S. The vision at OSU is "to provide opportunities, inside and outside the classroom, that help students understand themselves and their broader cultural and natural environments. Graduates of the University will have the intellectual skills and values, the perspective, and the knowledge needed to make sound decisions in a pluralist democracy, in a changing social context, and in a global environment."

The Ethnic Studies department will fill a crucial gap in the existing curriculum: while many courses on campus address the history and concerns of the dominant culture, relatively few courses address the specific histories and concerns of U.S. minorities. Furthermore, when such courses do exist, contentious social and political issues are often presented from a point of view that reflects the cultural perspectives of the dominant society. The perspectives that such courses bring to their subject matter are unquestionably of value, but they are by nature different from those of courses taught by faculty for whom ethnic minority community perspectives are a central concern and a specific area of expertise and experience. Ethnic Studies recognizes that different cultures construct knowledge differently, and provides a venue for the productive representation and investigation of that difference.

At present, ethnic minority students and faculty often find themselves operating in intellectual and cultural isolation, with little opportunity for concentrated exchange with other scholars who share similar backgrounds. The absence of regular venues for interaction among ethnic minority scholars on campus compromises the University's efforts to recruit and retain faculty and students from ethnic minority communities and deprives the larger university community of the intellectual stimulation that such an exchange would afford. Ethnic Studies will provide the venue for such productive exchanges.

To date, OSU has attempted to address these issues in curricular development in its baccalaureate core by requiring courses in "cultural diversity" and "difference, power and discrimination." The "cultural diversity" requirement is designed to include non-western cultures and perspectives. The "difference, power, and discrimination" requirement includes course content about groups who have experienced discrimination based upon a range of factors, including race, ethnicity, gender, sexual orientation, age, and physical ability. While Ethnic Studies courses may serve to broaden course offerings in both of these categories, they will satisfy in particular the curricular needs of students wishing to concentrate specifically on the experiences of under-represented ethnic minority groups and the social, economic, and cultural process that affect them.

d. *What are the employment opportunities for persons who have been educated in the proposed program?*

Ethnic Studies courses at other universities, even at universities with ethnic minority populations far more extensive than OSU, typically enroll more than 50% European American students. A solid understanding of ethnic minority perspectives is of increasing

interest to European American students and is increasingly recognized as an invaluable and marketable job skill. The University of Washington reports that graduates with a B.A. in Ethnic Studies reported a significant advantage in securing jobs in a competitive and increasingly multinational and multi-ethnic workplace. Graduates primarily found employment in law, business, social work, public affairs, government, public schools, and community service organizations, or continued on to graduate programs in Ethnic Studies or other disciplines.

Exposure to Ethnic Studies professors who offer alternative perspectives on both ethnic minority and majority cultures provides a critical role-modeling function for all students. It affords students invaluable exposure to other ways of thinking and approaching the problems and issues of their own cultural identities. In those cases in which Ethnic Studies professors are themselves members of ethnic minority groups, students gain as well the experience of working with well-qualified ethnic minority personnel operating in positions of leadership and providing additional means for the interpretation of their own and other cultures.

The internship requirement attached to all Ethnic Studies degrees in this Department ensures that students have the opportunity to work closely with others who may come from cultures quite different from their own in a context other than that supplied by coursework in the University. In addition to gaining valuable expertise in the specific area of the internship, students learn to appreciate and understand the diverse perspectives that inform U.S. society.

4. RELATIONSHIP OF PROPOSED PROGRAM TO OTHER PROGRAMS IN THE INSTITUTION

List the closely related programs and areas of strength currently available in the institution which would give important support to the proposed program.

There are a number of programs and offices at the University that will give important support to an Ethnic Studies Department and will add crucial dimensions to an Ethnic Studies degree. These include:

(1) All CLA Departments

(2) Women Studies

(3) Difference, Power and Discrimination

(4) Educational Opportunities Program

(5) Multicultural Affairs Office

(6) Indian Education Office

(7) Native Americans in Marine Science

(8) Pre-elementary/Elementary Education Internship program at Warm Springs.

(9) Science and Math Investigative Learning Experience (SMILE)

(10) International Degree Program

(11) American Studies Program

Liaison letters from these groups are included [See Appendix B].

5. COURSE OF STUDY

a. Describe the proposed course of study.

The basic curriculum includes an introductory course in Ethnic Studies, a core of issue-based courses, and a selection of sequenced courses concerning specific minority cultures. This Department will be strongly multicultural: students majoring in Ethnic Studies are required to complete sequences in two ethnic minority cultures; methods and issues courses required of both majors and minors have a strong multi-cultural emphasis. Advanced coursework includes comparative study, as well as research seminars and community-based internships. A range of elective courses taught either by the Ethnic Studies department or other departments, completes the curriculum [See Appendix C: Ethnic Studies Curriculum and Appendix D: Ethnic Studies Curricula at other universities].

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

Courses currently operating in various departments will constitute approximately 35% of the total course of study in Ethnic Studies degrees. These courses, taught by existing faculty, complement and support the required and core courses to be taught by core faculty. Many courses satisfying the "cultural diversity," the "difference, power, and discrimination," or the synthesis courses of the Baccalaureate Core can supplement the Ethnic Studies core curriculum. Students, upon consultation with their Ethnic Studies advisors, will be encouraged to include these courses as electives in their courses of study. Interaction among core faculty and faculty in traditional departments will be important to strengthen the

Ethnic Studies Department and to diversify the current curriculum at Oregon State University.

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

The purpose of an Ethnic Studies Department is to provide a coherent intellectual examination of ethnic minority experiences and concerns from the perspectives of the source cultures. To this end, a series of approximately 20 core courses which are coherent in breadth and scope will be developed. They will include courses on ethnic studies methodology and internship projects that are developed in conjunction with ethnic minority communities [See Appendix C].

6. ADMISSION REQUIREMENTS

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

There are no special requirements for admission to the Ethnic Studies Degree in addition to admission to the University.

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

It is not anticipated at this time that any enrollment limitation will be imposed.

7. RELATIONSHIP OF PROPOSED PROGRAM TO FUTURE PLANS

a. *Is the proposed program the first of several steps the institution has in mind in reaching the long-term goal in this or a related field?*

The Ethnic Studies Department and the degrees it offers are a first step toward the incorporation of culturally diverse content, materials, activities and understandings into the teaching, research and public service functions of the institution, enhancing its mission as a comprehensive University in a pluralistic and interdependent world.

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

In order to begin Departmental operations in the Fall of 1995, the following implementation steps are required:

(1) An implementation and hiring committee must be formed. Its membership should include, among others, some members of the Ad Hoc Faculty Senate Subcommittee that authored the current proposal, representatives of campus ethnic minority faculty and student groups, and representatives of state-wide ethnic minority communities. Following the implementation of the Department, a permanent Advisory Board should be established. Included among its membership should be representative of campus and state-wide ethnic minority communities.

(2) Appropriate facilities to house department offices must be identified and prepared.

(3) The hiring process for department faculty and staff must be successfully completed. Depending upon the availability of qualified applicants, a sequence of hiring two faculty in each of two hiring cycles is to be anticipated.

Long-term objectives include:

(1) To strengthen the ability of the Department to provide access to courses on cultural diversity for undergraduates.

(2) To create bridges between the University and the diverse ethnic minority populations of the state.

(3) To provide needed expertise for academic departments and administrative units across campus in their progressive implementation of their "Minority Action Plans."

(4) To enhance intellectual exchange and cooperation with such other interdisciplinary programs as Women Studies; Difference, Power and Discrimination; and Twentieth Century Studies.

(5) To participate in the Master of Arts in Interdisciplinary Studies [MAIS] degree program.

(6) To make the Ethnic Studies degree available to off-campus students and non-traditional students using, for example, Oregon Ed-Net and other long distance learning methods, as well as other means of reaching non-traditional students.

8. ACCREDITATION OF THE PROGRAM

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

There is no accrediting agency. There is a National Association of Ethnic Studies. Its current president, Dr. James H. Williams, Dean of the College of Arts at California Polytechnic at Pomona, served as a consultant to the College of Liberal Arts in the preparation of this proposal.

b. *If so, does the proposed program meet the accreditation standards? If it does not, in what particulars does it appear to be deficient? What steps would be required to qualify the program for accreditation? By what date is it anticipated that the program will be fully accredited?*

N/A

c. *If the proposed program is a graduate program in which the institution offers an undergraduate program, is the undergraduate program fully accredited? If not, what would be required to qualify it for accreditation? What steps are being taken to achieve accreditation?*

N/A

Need

9. EVIDENCE OF NEED

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

(1) **The Board of Visitors for Minority Affairs:**

In 1986, President John Byrne established a Board of Visitors for Minority Affairs whose 25 members were leaders from ethnic minority communities around the state. The Board was asked to assist the University in developing strategies to recruit, retain, and serve under-represented minority students, faculty, staff and administrators. The Board of Visitors spent a year getting to know the University in order to propose a comprehensive approach for addressing under-representation and lack of cultural awareness at OSU.

The Board of Visitors developed a comprehensive program for enhancing educational and professional opportunities for ethnic minorities at OSU. Their plan, "Working Together for the Future: Towards Racial and "cultural diversity" at Oregon State University," details specific goals and objectives aimed at establishing OSU as a truly multicultural university community with significant ties to the various ethnic groups within the state [See Appendix E].

(2) **The Minority Affairs Commission:**

In response to "Working Together," a Minority Affairs Commission was appointed and charged with implementing the Board of Visitors' recommendations. This Commission spent a year integrating "Working Together" into the operating procedures of OSU. It required "Minority Action Plans" for each administrative and academic unit. While these plans raised awareness of cultural diversity issues on campus, the tangible results were minimal in the areas of curriculum and the recruitment and retention of students and faculty from ethnic minority backgrounds. In its year-end recommendations to the Provost, dated July 2, 1991, the commission made two recommendations about curriculum: "(a) Find specific strategies to integrate minority perspectives into mainstream 'American' cultural courses; and (b) Appoint a subcommittee with expertise in inter-disciplinary/cross-cultural curriculum to develop an interdisciplinary minor in ethnic studies modelled after the planned International Degree."

This subcommittee was finally named in Spring of 1993, after the CLA Curriculum Committee had spent two years studying the issue before responsibility was passed first to the University Curriculum Council, then to the Faculty Senate Executive Committee, then to the Provost, and finally back to the Faculty Senate Executive Committee. The Faculty Senate Ad Hoc Committee on Ethnic Studies finished its report June 28, 1993 and presented it to Provost Roy Arnold in September 1993. This document, which found that OSU did not have enough courses concerning Ethnic Studies available to allow a serious student to pursue even a minor in the field, became the parent document for this Category I proposal.

(3) **Baccalaureate Core Requirements:**

The Baccalaureate Core requires that all students take at least 3 credit hours each in "cultural diversity" and "difference, power and discrimination" and another 3 credit hours of synthesis coursework in "global issues." These requirements are only a first step toward addressing the need for OSU to diversify its curriculum. The above-mentioned Ad Hoc Committee on Ethnic Studies was charged by the Provost and the Faculty Senate Executive Committee to develop a course of study that will significantly add to OSU's ability to address issues of cultural diversity. Ethnic Studies courses therefore serve two curricular functions: (1) to provide courses to meet Baccalaureate Core requirements, and (2) to offer a coherent course of study addressing ethnic minority history and culture.

(4) **Recruitment/Retention of Faculty, Staff and Students of Color:**

Oregon State continues to have difficulty attracting ethnic minority students, faculty and staff, and it struggles with issues of racism on campus [See Appendix F: "Racism at Oregon State University: Findings of the President's Commission on Racism"]. In addition, OSU continues to try to establish stronger ties with the ethnic minority communities in the state, and it seeks to provide culturally diverse knowledge bases and experience in its curriculum.

The Oregon State System of Higher Education has focussed on minority issues in higher education since 1987. As the OSSHE "Report on the Status of Racial and Ethnic Diversity in the Oregon State System of Higher Education: Minority Group Students, Faculty, and Professional Staff and Selected

Administrators" written in 1992 documents, the demographic growth in Oregon ethnic minority communities in the last decade has in some cases been dramatic, in others moderate, and in one, stable. The number of high school graduates in Oregon is expected to increase by 35% by the year 2000 (by more than 50% according to *The Chronicle of Higher Education*), and many of these potential graduates have aspirations to attend state universities. The reality for ethnic minority students is quite different. Many do not get channeled into higher education, and the schools of the state higher education system have not made the progress they had hoped in attracting and retaining ethnic minority students, faculty, staff, or administrators. The last decade shows modest and uneven progress. As the report notes, "The Challenge for the State System in the next five years will be to move to what the National Task Force for Minority Achievement in Higher Education (1990) has termed the third stage of achieving fair outcomes. . . . Achieving fair outcomes, as a goal, involves making fundamental changes in institutional procedures and group relations, pedagogical approaches, and curricular development" [see Appendix G: OSSHE Report, 1992].

An Ethnic Studies Department, offering an integrated and well-constructed course of study with formal ties to the ethnic communities in the state via internships, affords OSU the opportunity to demonstrate that it has a viable and coherent core curriculum in an area of potential interest to all students. It will provide an excellent opportunity for recruiting additional minority faculty for OSU, and it will offer strong support for efforts to attract other minority faculty, staff and students to OSU in other academic programs and administrative units.

b. *What is the estimated enrollment and the estimated number of graduates of the proposed program over the next five years? If the proposed program is an expansion of an existing one, give the enrollment in the existing program over the past five years.*

The early enrollment in the Department is very difficult to estimate because there is no realistic analog on which to base projections. The following are very preliminary estimates. Based on number of majors in other CLA degree programs, and the number of ethnic minority students at the University, it might reasonable to assume that there will be 15 to 20 Ethnic Studies majors in the early years and at least twice as many as Ethnic Studies minors.

In addition to its majors, the Department will provide introductory-level coursework for many other students on campus, who are fulfilling their baccalaureate core requirements. It might be estimated that about 500 students per year will take such courses, requiring about 3 to 5 courses or course sections to meet demand.

Is the proposed program intended primarily to provide another program option to students who are already being attracted to the institution, or is it anticipated that the proposed program will draw its clientele primarily from students who would not otherwise come to the institution were the proposed program not available here?

Both [See Appendix H: Student Groups].

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

According to the study *Workforce 2000*, five-sixths of the new entrants into the workforce in this decade will be women, ethnic minority citizens and immigrants. This shift means that the U.S. economy will have to adjust to a very diverse multicultural population of workers. Even questions such as the above question about "manpower" need to be reformulated to recognize that we no longer are living in a world that assumes one race, one sex and one national origin as the norm.

d. *What evidence is there that there exists a regional or national need for additional qualified persons such as the proposed program would turn out?*

Demographic changes in the U.S. indicate that ethnic minority groups will soon constitute the majority of the U.S. population. All people entering the workforce in the future will need multicultural skills. Many businesses are now seeking employees who are sensitive to issues of cultural diversity, and, even in an era of downsizing, committing substantial resources to diversity training.

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

Yes. Its stated mission now compels OSU to diversify its knowledge base and recognize the experiences and concerns of different cultural groups in order to remain a comprehensive University. In addition, Ethnic Studies will offer leadership development opportunities to ethnic minority students in an environment that values the skills and knowledge they bring to the University.

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

The ethnic minority communities in Oregon as well as business and professional groups have special interest in the Department, as their letters of support demonstrate [See Appendix I: Letters of Support].

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

It is anticipated that as the Department develops it will be able to offer increasingly flexible coursework options.

Duplication of Effort

10. SIMILAR PROGRAMS IN THE STATE

a. *List any similar programs in the state.*

None. While various campuses offer scattered courses with ethnic cultural content, they are typically not structured as an integrated curriculum and do not offer a degree. While the University of Oregon does offer a minor in Ethnic Studies within the department of Folklore and Ethnic Studies, its course offerings do not constitute a program with the depth and scope of the B.A./B.S. proposal at Oregon State. Similarly, the Black Studies Program at Portland State University, while offering some parallel courses, does not have the breadth of the Ethnic Studies Department proposed for OSU. The Ethnic Studies curriculum at OSU will be distinct and unduplicated at other state institutions.

A strong argument, however, has already been made that the kind of curriculum offered by this proposal should be duplicated at other institutions. OSU, through its "cultural diversity," "difference, power, and discrimination," and "synthesis" requirements, has already taken steps to include diversity concerns within its Baccalaureate Core, arguing, in effect, that curricula addressing these issues are a fundamental part of basic education.

b. *If similar programs are offered in other institutions in the state, what purpose will the proposed program serve? Is it intended to supplement, complement, or duplicate existing programs?*

The different programs in Ethnic Studies at all three universities complement each other and are necessary to give the state the critical mass of ethnic minority scholars it needs if it is to educate its citizens for the future in a ethnically diverse society [See Appendix J]. But in a more general sense, this proposal, and others like it, serve a general education function for students at any institution (see section "a" above).

c. *In what way, if any, will resources of any other institutions be utilized in the proposed program?*

Among the ways resources might be utilized are:

1) Faculty Exchange and networking among faculty, especially via groups such as the ad-hoc Minority Faculty Forum of the state of Oregon and the Inter-institutional Minority Affairs Commission.

2) Cooperation in organizing conferences focussed on cultural diversity in the United States.

3) Research Exchange among Ethnic Studies faculty.

4) Creation of a "Minority Scholars Network": this project, formulated as a proposal in 1991, would create a network of minority scholars within the state--artists, academics and professionals--who would serve as participants and consultants in bringing under-represented minority perspectives to OSU. Like the Outside Board of Visitors, this group of scholars who live and work in Oregon would be invited to share their knowledge with the faculty and students at OSU. The earlier grant proposal was favorably received, but OSU lacked the academic curricula that would give the network an on-going institutional focus: Ethnic Studies will provide that necessary function [See Appendix K: "A Proposal Submitted to U.S. West Communications in Support of the Minority Scholars' Network"]. There appears as well to be a growing trend among the nation's largest foundations towards funding Ethnic Studies in universities [See Appendix L: "Private Foundation Grants to American Ethnic Studies Departments and Programs, 1972-1988: Patterns and Prospects"].

Resources

11. FACULTY

a. *List any present faculty who would be involved in offering the proposed program, with pertinent information concerning their special qualifications for service in this area. Attach an up-to-date resume for each individual.*

Faculty teaching many of the courses listed in the "OSU College of Liberal Arts Courses with Ethnic & Minority Content" will provide the 35% of the coursework outside the Ethnic Studies Department proper (See Appendix M). New courses with some focus on ethnic diversity are being created across the University as new faculty are hired and faculty in traditional disciplines begin to do research in cutting edge fields like cultural studies, post-colonial studies and comparative culture studies. The core faculty in the Ethnic Studies Department will be responsible for advising students of the offerings available from term to term, as these offerings change as faculty in various colleges add new courses and revise existing ones.

b. *Estimate the number, rank, and background of new faculty members that would need to be added to initiate the proposed program; that would be required in each of the first four years of the proposed program's operation, assuming the program develops as anticipated in item 9b. What kind of commitment does the institution make to meeting these needs? What kind of priority does the institution give this program in staff assignment?*

Tt is anticipated that a minimum of four full-time faculty are required to fully establish the Department, one of whom will be Department chair. The four-person faculty enables coverage of the core courses and also special expertise in each of the four ethnic minority subject areas. Faculty appointed to the Ethnic Studies Department may be simultaneously appointed to adjunct positions in other departments of their specialties.

The chair will be an associate or full professor. The budget assumes that person will have a 9-month appointment and will be paid for one additional summer month. The other three faculty will be hired at the assistant professor rank, for 9-month appointments.

Commitment and Priority:

At the Faculty Senate meeting of October 7, 1993, Provost Arnold stated that among OSU's highest priorities are the hiring of minority faculty and the recruitment of minority students. This Category I proposal to establish an Ethnic Studies Department

gives OSU a tangible way to demonstrate its commitment to diversifying the OSU campus while developing substantive curriculum.

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

It is estimated that the Department will require 1.0 FTE support staff, at office coordinator level, for year-round appointment.

12. LIBRARY

a. *Describe, in as objective terms as possible, the adequacy of the Library holdings that are relevant to the proposed program (e.g., if there is a recommended list of library materials issued by the American Library Association or some other responsible group, indicate to what extent the institution's library holdings meet the requirements of the recommended list).*

The library assessment summary for this Category I proposal finds the OSU library holdings adequate to support the Ethnic Studies Department, with the addition of one new journal and continued book purchases by bibliographers.

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

The journal holdings in the library are marginally adequate, with OSU subscribing to five of the eight most cited journals. If there are journals crucial to the Department that OSU does not own, a strong case can be put before the Serials Review Committee to obtain them. A request for *The Journal of American Ethnic History* will be forwarded to the Serials Review Committee during the next review process.

Book acquisition in multicultural areas is an on-going process. This particular Department will use materials located throughout the library, and various units around campus will support parts of the book acquisition needs as all library bibliographers will be selecting ethnic materials within their subject areas. In Spring 1993, a special $5000 gift was allocated to purchase books in the multicultural areas and 120 books were added to the collection. A comparison of the items in Oasis (OSU) and Janus (U of O) indicated that OSU owned about two-thirds of the number of titles listed at Eugene. *Ethnic Studies Reviews* put out by *Choice* indicates that OSU has acquired about half the titles listed in that guide to the best books on multiculturalism.

In summary, OSU's library is "marginally adequate" to support the Department; all indications are that the area of cultural diversity is a special focus of the library as well as of the larger university, and on-going efforts are being made to address the current minimal adequacy of our holdings.

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

All bibliographers are already ordering materials germane to the Department. Special gifts have enabled the library to acquire a number of volumes recently. The library staff already plans to forward a request to the Serials Review Board that OSU purchase the most cited journal in the field.

d. *Attach a statement from the Director of Libraries indicating present resources and funding of future needs.*

See Appendix N.

13. FACILITIES AND EQUIPMENT

a. *What special facilities in terms of buildings, laboratories, equipment are necessary to the offering of a quality program in the field and at the level of the proposed program?*

Office space, equipment, and appropriate remodelling for four faculty and one office coordinator must be provided.

b. *What of these facilities does the institution presently have on hand?*

Office space is available, but may require some remodelling.

c. *What facilities beyond those now on hand would be required in support of the program?*

Office furniture and equipment would be required.

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

Remodelling and equipment expenses would be met through normal budgeting processes. See attached budget.

14. BUDGETARY IMPACT

a. *Please indicate the estimated cost of the program for the first four years of its operation, following the format found on pg. 22 of this document.*

See attached budget.

b. *If a special legislative appropriation is required to launch the program (as shown in item 4b of the estimated budget), please provide a statement of the nature of the special budget request, the amount requested, and the reasons a special appropriation is needed. How does the institution plan to continue the program after the initial biennium?*

No special legislative appropriation is required to launch this Department.

c. *If federal or other grant funds are required to launch the program (items 4c and 4d), what does the institution propose to do with the program upon termination of the grant?*

No federal funds or other grants are required to launch this Department.

d. *Will the allocation of going-level budget funds in support of the program have an adverse impact on any other institutional programs? If so, which program and in what ways?*

The funds for this Department will be allocated at the University-level rather than from individual units, such as the College of Liberal Arts. Funds, therefore, will not be taken directly from other academic departments/colleges to support this proposal.

e. *If the program will be financed from existing resources, specifically state:*

(1) *What the budgetary unit will be doing as a result of the new program that is not now done in terms of additional activities; and*

The budgetary unit will be doing only those activities described in this proposal.

(2) *what these new activities will cost and whether financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution.*

The cost of the new activities is detailed in the attached budget. The University has earmarked a special reallocation of recurring funds to support its efforts to recruit and attract faculty of color. The Ethnic Studies proposal will appear to be a viable model for use of these funds.

f. *State which resources will be moved and how this will affect those programs losing resources.*

As noted in 14.e.2, specific units will not be responsible for funding this proposal. It is unlikely, therefore, that resource allocations for any units will be impacted directly.

BUDGETS

ETHNIC STUDIES DEPARTMENT
OPERATING BUDGET: 1995-1999

			1995-96	1996-97	1997-98	1998-99
PERSONNEL						
Faculty						
Chair (Associate)	1 FTE @	$56-60,000 /FTE	60,000	63,000	66,150	69,458
Assistant Professors	3 FTE @	$35-40,000 /FTE	120,000	126,000	132,300	138,915
Graduate Assistants	0.6 FTE		11,750	12,338	12,954	13,602
Office Coordinator			24,720	25,956	27,254	28,616
OPE						
Chair	@ 32%		19,200	20,160	21,168	22,226
Assistant Professors	@ 32%		38,400	40,320	42,336	44,453
Graduate Assistants	@ 1.2%		141	148	155	163
Office Coordinator	@ 42%		10,382	10,902	11,447	12,019
Fellowships and Scholarships			0	0	0	0
SUB-TOTAL	**5.6 FTE**		**284,593**	**298,823**	**313,764**	**329,452**
% State Funds			284,593	298,823	313,764	329,452
OTHER RESOURCES						
Library			0	0	0	0
Travel	2 trips per faculty @	$1,250 /trip	10,000	10,500	11,025	11,576
Photocopy	leased @	$360 /mo.	4,320	4,536	4,763	5,001
Printing			2,500	2,625	2,756	2,894
Telephone						
installation	5 hrs + materials	$50 /hr + mat.	300	0	0	0
digital line & set	1 @	$50 /mo	50	53	55	58
single lines	5 @	$18 /line/mo	90	95	99	104
single sets	4 @	$3 /mo	12	13	13	14
voice mail	6 @	$2 ea/mo	6	6	7	7
long distance	@	$200 /mo.	2,400	2,520	2,646	2,778
Supplies	@	$100 /mo.	1,200	1,260	1,323	1,389
Postage	@	$100 /mo.	1,200	1,260	1,323	1,389
Equipment						
Computers	3 @	$2,000	6,000	0	0	0
Equipment maintenance & replacement			3,000	3,150	3,308	3,473
Office furniture	3 stations @	$2,000 ea	6,000	0	0	0
SUB-TOTAL			**37,078**	**26,017**	**27,318**	**28,684**
% State Funds			37,078	26,017	27,318	28,684
TOTAL			**$321,671**	**$324,840**	**$341,082**	**$358,136**
% State Funds			$321,671	$324,840	$341,082	$358,136

(notes follow on next page)

NOTES TO 1995-1999 ETHNIC STUDIES BUDGET

Recruiting Expenses: especially in 1995-1996, portions of the amounts budgeted for unfilled salary lines will be used for recruiting and interviewing costs. Costs in addition to those otherwise specifically itemized above (supplies, office support, etc.) include advertising, travel to national meetings for preliminary interviewing when numbers of semi-finalists justifies, and expenses for on-campus interviewing of finalists. A summary of these items follows:

Advertising in targeted publications	$3,000
Travel to national conferences (2 faculty, 4 conferences, @ 1,000 ea.)	8,000
On-campus interviews (4 positions, 3 candidates/position @ 1,000 ea.)	12,000
New hires: 2nd trip/moving/summer support (4 positions, 2,000/position)	8,000
Total	$31,000

Faculty Salaries: Barbara Paige, Acting Director of DPD, Associate Professor and former Acting Chair of Ethnic Studies at Cal. State Hayward, has verified that the salary ranges of $56-60,000 for Chair, and $35-40,000 for other faculty, are competitive for hiring ethnic minorities and others in this discipline. Ranks of Associate Professor and Assistant Professors, respectively, should attract high quality candidates. There is a clear precedent for Chairs at the Associate rank in the College of Liberal Arts, and this rank for Chair is consistent with the development of Ethnic Studies as a discipline.

Office Space: no office space has been tentatively assigned at this time, though a request is in process. A central campus location (e.g., Strand Ag) is critical.

ETHNIC STUDIES DEPARTMENT
OPERATING BUDGET: JANUARY 1, 1995-JUNE 30, 1995

PERSONNEL				
Faculty				
Acting Director	.25 FTE @	$48,400	/yr	6,050
Office Specialist 1	.25 FTE @	$1,789	fte/mo	2,684
OPE				
Acting Director	@ 32%			1,936
Office Specialist 1	@ 42%			1,127
SUB-TOTAL	**0.5 FTE**			**11,797**
% State Funds				11,797
OTHER EXPENSES				
National Travel	6 trips	$1,250	/trip	7,500
Local Travel	3000 mi @	$0.22	/mi	660
Candidate Travel to OSU	3 trips	$1,000	/trip	3,000
Photocopy	leased @	$360	/mo.	4,320
Printing				1,000
Telephone				
installation	5 hrs + materials @	$50	/hr + mat	300
digital line & set	1 @	$50	/mo	50
single lines	3 @	$18	/line/mo	54
single set	1 @	$3	/mo	3
voice mail	3 @	$2	ea/mo	6
long distance	@	$100	/mo.	600
Supplies	@	$85	/mo.	510
Postage	@	$100	/mo.	600
Computers	2	$2,000		4,000
hook-up & software				1,000
Laser Printer				2,000
Fax Machine				450
Remodelling				15,000
Office Furniture	2 stations @	$2,000	ea.	4,000
Subcontracting/Consultants				1,000
SUB-TOTAL				**46,053**
% State Funds				46,053
TOTAL				**$57,850**
% State Funds				$57,850

APPENDIX C
PROPOSED CORE CURRICULUM IN ETHNIC STUDIES

Major Requirements

Courses	Credits
a) ES 101: Introduction to American Minorities	3
b) Two of the following core Issue Courses:	
ES 201: Women of Color (gender) (3)	
ES 202: Minorities and the Media (image) (3)	
ES 203: The Politics of Race in the U.S. (3)	
ES 204: Language, Race, and Culture (3)	6
c) Two sequences from the following:	
ES 311, 312, 313: Chicano/Latino American Studies (3,3,3)	
ES 321, 322, 323: African American Studies (3,3,3)	
ES 331, 332, 333: Asian American Studies (3,3,3)	
ES 341, 342, 343: American Indian/Alaskan Native Studies (3,3,3)	18
d) ES 407: Seminar in Ethnic Studies (Topic varies each term)	3
e) ES 410: Internship (12-15 hrs of fieldwork)	12
f) ES 480: Comparative Ethnic Studies (synthesis course: 2 or more U.S. groups or cross-cultural)	3
g) Two elective courses taught by Core or Associated Faculty	6
TOTAL	**51**

Minor Requirements

Courses	Credits
a) ES 101: Introduction to American Minorities (3)	3
b) Two of the following core Issues Courses	
ES 201: Women of Color (3)	
ES 202: Minorities and the Media (3)	
ES 203: The Politics of Race in the U.S. (3)	
ES 204: Language, Race, and Culture (3)	6
c) One Sequence from the following:	
ES 311, 312, 313: Chicano/Latino American Studies (3,3,3)	
ES 321, 322, 323: African American Studies (3,3,3)	
ES 331, 332, 333: Asian American Studies (3,3,3)	
ES 341, 342, 343: American Indian/Alaskan Native Studies (3,3,3)	9
d) Two courses from the following:	
ES 407; ES 480; approved electives (no more than 3 hrs)	6
e) ES 410: Internship	3
TOTAL	**27**

To: Dean Wilkins

From: CLA Faculty Council: Nancy Rosenberger, Chair, Marcus Borg, Mary Jane Collier, Vreneli Farber, David Hardesty, Janet Lee, Henry Sayre, Rebecca Warner

The CLA Faculty Council supports the Ethnic Studies Proposal. There are several issues upon which the Council will comment in order to clarify them for the larger university community and in some cases, because we ourselves have varied points of view on them.

The area of greatest discussion was the department model. The view of the Council is that an Ethnic Studies Department should be the home for a new discipline that will become a valid part of the university and that will achieve the mission and vision of the university to prepare students for a multicultural world. The Ethnic Studies curriculum will help students of all backgrounds, especially as it contributes to the Baccalaureate Core. Most members of the Council feel that a department will aid in curriculum building, minority hiring both in Ethnic Studies and in other departments, demonstration of university commitment to minorities and negotiation of inter-ethnic issues. We think that an Ethnic Studies faculty will offer curriculum, research and service within the university community that would be different from faculty hired in traditional departments. The Council understands that many of the courses taught within the Ethnic Studies Department would expand the DPD curriculum. The development of faculty and courses in the DPD area should continue apace.

Two members of the Faculty Council are concerned with the feasability of creating a successful department. They lean towards a program because of financial contingencies and the potential of political fallout were a department established. A few members felt that if a department of four faculty were created, expansion beyond this number should be encouraged to reach a critical mass.

Another issue of discussion was the budget. Given that the central pool of money mandated by the Chancellor for minority hiring will be used for that purpose only, most of us believe that the department model will best serve to create an environment that will help in future hires across the university. If anything, the Council worries that the suggested salary levels will not be competitive. One member is reluctant to see the pool of money for minority hiring devoted entirely to creating an Ethnic Studies Department and would rather see it available for hires in both Ethnic Studies and traditional departments.

We send this forward with the hope that it will gain the support of the wider university community.

LIBRARY ASSESSMENT FOR CURRICULUM PROPOSAL

Category I: Ethnic Studies Program

Category II:

The subject librarian responsible for collection development in the pertinent curricular area has assessed the ability of library collections and services to support the proposal by examining: shelflist holdings; journal support (including standing orders and memberships); reference support; OASIS for pertinent subject headings, call numbers, authors, titles; existing external sources of support; related services (LIRS; CD-ROM; Documents; Maps; Special Collections; Guin Library; Microforms); comparisons with other library collections via RLIN, OCLC, AMIGOS CD-ROM, Internet (NOTE: The collections and services examined vary with the level of the proposal). Based on the examination, the subject librarian concludes that present collections and services are:

( ) inadequate to support the proposal (see budget needs below)
(x) marginally adequate to support the proposal
( ) adequate to support the proposal

Estimated funding needed to upgrade collections and services to support the proposal (details are attached):

Year 1: $_____
Ongoing: $_____

Comments and Recommendations:

This program must be supported by materials in many of the subject areas in Kerr Library. Subscribing to at least one new journal and continued book acquisitions in all areas will be necessary.
(see attached)

Date Received: September 28, 1993 Date Completed: October 11, 1993

Subject Librarian: Judith A. Glenn Judith A. Glenn

AUL Collection Development: _____

University Librarian: Kay Butch for Mel George

Distribution: white (Curriculum Council)
green (Dean, College)
canary (Department Chair)
pink (AUL for Collection Development)
goldenrod (Subject Librarian)

To: Curriculum Committee

From: Judy Glenn, Government Publications/Anthropology Librarian

Subject: Proposed Ethnic Studies Program

The proposed new Ethnic Studies Program will use materials located throughout the library according to the Library of Congress and Government Publications classification schemes. Other departments on campus will support various segments of this program since all library bibliographers will be selecting ethnic materials within their subject areas.

Holdings by Subject Headings

As an example of the number of items in Oasis and Janus (University of Oregon) which would cover this program's needs, the following subject headings were checked for comparison. In addition to the number of headings, it is important to realize that some of subject headings have several hundred titles under each heading. A major tool for comparing other universities holdings is the AMIGOS program. Unfortunately, it requires the use of call number ranges and since this program covers all subjects and call numbers, AMIGOS was not an option.

Subject	OSU Subject Headings	U O Subject Headings
Afro-Americans	846	1039
Asian and Pacific Islands	177	272
Ethnic	325	741
Ethnicity	65	104
Hispanic	157	224
Indians of North America	1474	2236

Indexes

Some indexes at Kerr Library are in paper but most are in CD-ROM format. Indexes that would be helpful for this program are the Social Sciences Citation Index, Social Sciences Index, Business Periodicals Index, Education Index, Hispanic American Periodicals Index, Marcive (Government Publications), Sociological Abstracts, Periodicals Index, Psychological Abstracts, Public Affairs Information Service Bulletin, Humanities Index, as well indexes in specific subject areas.

Other Library Services
In addition to the card catalog and indexes, other services are available for this program. LIRS (Library Information Referral Service) searches, tours to assist students with learning about the library, and Interlibrary Loan. Information bulletins are available for these subject areas. (see attached)

Reviews
Ethnic Studies Reviews covers selections from *Choice*, a publication of the Association of College and Research Libraries. The primary mission of *Choice* is to provide a current review service for academic libraries and serve as a guide to the best current books on a particular subject. The following subjects were checked to ascertain our holdings from the latest Ethnic Studies Reviews.

Choice Ethnic Studies Reviews

	# of Books Reviewed	# (holdings) Kerr Library
American and African American Studies	750	368
Asian and Asian American Studies	606	217
Latino Studies	525	244
Native American Studies	278	130

Social Science Citation Index
This index lists the following Ethnic Studies journals in order of their impact factor. (ranked by the number of times each journal has been cited during the previous year.)

Title	Held at OSU	Held at U O
Journal of American Ethnic History	no	1981-
Ethnic and Racial Studies	1985/86-	1978-
Race	no	1963-
Review of Black Political Economy	1970/71-	1971-
Journal of Black Studies	1970-	1970-
Journal of Ethnic Studies	1985/86-	1973-
Urban League Review	no	no
Black Scholar	1969-	1969-

Other selected ethnic related journals held at Kerr Library that could be important to this program are:

African American Review 1992-
African American Business Directory 1993-
American Indian Culture and Research Journal 1974-
Americas 1944-
Asian Perspective 1985-
Asian Studies 1965-
Asian Survey 1961-
Aztlan 1970-
Bilingual Review/Revista Bilingue
Black American Literature Forum 1976-
Black News Digest 1986-
Black Enterprise 1970/71-
Caribbean Review 1969-
Confluencia 1985-
Crisis 1910-
Cuadernos Americanos 1987-
Cuadernos Hispanoamericanos 1948-
Ebony 1945-
Essence 1970-
Ethnohistory 1955-
Hispamerica 1972-
Hispania 1917-
Hispanic American Historical Review 1918-
Hispanic Review 1933-
Hispano Americano 1967-
Inter-American Review of Bibliography 1951-
Jet 1951-
Journal of American Culture 1978-
Journal of American Indian Education 1961-
Journal of Asian and African Studies 1966-
Journal of Asian History 1967-
Journal of Asian Studies 1941-
Journal of Black Studies 1970-
Journal of Inter-American Studies and World Affairs 1970-
Journal of Latin American Studies 1969-
Journal of Negro History 1916-
Journal of Negro Education 1932-
Latin American Literary Review 1972-
Latin American Monographs 1957-
Latin American Perspectives 1974-
Latin American Research Review 1965-
Latin American Theatre Review 1967-
Letras Femeninas 1975-

Melus 1974-
Mexican Studies/Estudios Mexicanos 1985-
Negro Educational Review 1950-
Negro History Bulletin 1937-
Phylon: The Atlanta University Review of Race and Culture 1960-
Race & Class (former title Race) 1974-
Revista Canadiense de Estudios Hispanicos 1976-
Review of Black Political Economy 1970-
Sage 1984-
Western Journal of Black Studies 1977-

Newspapers

Hong Kong:	Sing Tao Jih Pao
People's Republic	China Daily
	Rinman Ribao
	Science & Technology Daily
	Zhongguo Jiaoyu Bao
Republic of China	Central Daily News
	China Post
	Free China Journal
Japan	Yomiuri Shimbun
Korea - North	People's Korea
South	Korea Times Northwest Ed.
Malaysia	New Straits Times
Mexico	Excelsior
Singapore	Straits Times
Thailand	Bangkok Post

Summary

It appears that OSU Libraries' holdings are adequate to support this new program with the addition of a few journals and continued book purchases by the bibliographers to collect materials in all subject areas. An inadequacy could be the lack of journals that are not owned by OSU Libraries but are cited in our many indexes. Because of the rising cost of journals we must be very selective in journal subscriptions. If there are journals crucial to this program that we do not own, I feel we could put a strong case for them before the Serials Review Committee. As noted in the above table, we own five of the eight most cited journals. A request for the Journal of American Ethnic

History, the journal cited most frequently according to the Social Sciences Citation Index, will be forwarded to the Serials Review Committee for consideration in the next review process. In Spring 1993 a gift of $5,000 was allocated to purchase books in the multicultural areas and 120 books were added to the collection.

The Higher Education Administrative Efficiency Act for the 21st Century
Summary Overview

The Oregon State Board of Higher Education is recommending legislation, entitled The Higher Education Administrative Efficiency Act for the 21st Century, to improve the cost effectiveness of Oregon's public higher education system, while retaining legislative oversight of the eight public colleges and universities. The Legislature will be requested to create the State University of Oregon, which will function as a state agency with exemptions from certain administrative statutes.

Management of day-to-day operations will be delegated to the eleven-member State University of Oregon Board of Trustees, appointed by the Governor and ratified by the Senate. Oversight of expenditures and outcomes would be retained statutorily in the office of the Governor and the Legislature. Higher education institutions composing the State University of Oregon will be the University of Oregon, Oregon State University, Portland State University, Western Oregon State College, Southern Oregon State College, Eastern Oregon State College, Oregon Institute of Technology, and Oregon Health Sciences University.

This action responds to concerns that the term "public corporation" used in an earlier proposal implied privatization, a concept wholly outside the intentions of the Board. It is hoped that the amended legislation better communicates the Board's desire to use state resources to maximize quality, service, and access to Oregon's eight public colleges and universities, while remaining accountable to the Legislature and Governor for the effective use of state funds.

The Board would establish operating policies consistent with statutory requirements that reduce administrative costs and direct the savings toward the primary functions of instruction, research, and service. Adoption of the Administrative Efficiency Act would enable the State University to operate administratively similar to Oregon's community colleges and public school districts.

Some of the specific changes recommended in the proposed legislation would occur in the following areas:

Personnel: Assign to the Board the same authority for classified and management service employees as now exists for academic and student employees, including recruitment, selection, conditions of employment, compensation plans, and job classifications. The Public Employees Retirement System (PERS) and TIAA-CREF would continue to be the retirement plans. In addition, SEBB and BUBB would provide group insurance, with the Board having flexibility to consider future alternative group insurance programs if the same level of benefits could be acquired at lower cost. Current union representation would be carried over to the State University, with the Board entering into collective bargaining agreements with unions currently elected to represent groups of State University employees.

Contracting and Purchasing: Assign to the Board authority to enter into contracts and procure materials, supplies, services, and equipment, as well as to define the policies and competitive procedures that guide such activities. The Board may, at its option, contract with any state agency for interagency services such as printing, motor pool, liability insurance, and purchase agreements when such services and prices are competitive.

Financial Administration: Assign to the Board authority for the management of and accounting for state-appropriated as well as State University-generated revenues, while maintaining accounting records that adhere to generally accepted accounting principles. An annual financial report would be provided to the state in the format defined by the Executive Department and audited by the Secretary of State. The Board would submit a biennial budget to the Governor requesting state funds to meet expected outcomes, and biennially appropriated funds would be provided on a 1/24th share each month, with the Board responsible for budgeting and expenditure control.

Investments and Banking: The State Treasurer would continue to provide banking and investment management services for the State University. However, the interest from funds invested would accrue to the State University as an incentive to encourage more effective cash management.

Facilities: Assign to the Board authority for the acquisition, construction, operation, maintenance, leasing, and disposition of lands and buildings. Debt financing would continue to be provided by the State Treasurer.

Legal: The Attorney General would continue to provide legal representation.

Social Policies, Public Records, Open Meetings, and Ethics: State statutes and policies related to minority-owned, women-owned, and emerging small business, affirmative action, public records, open meetings, and ethics would continue to apply to the Board and State University employees.

Governance: The Board, as the primary governing body of the State University, would continue to have eleven members (trustees) appointed by the Governor and confirmed by the State Senate. The Board would have authority to set up the internal management of the State University with responsibility for the performance, operating policies, and structure of the State University.

Accountability would continue in the manner it is accomplished today via submittal of a biennial budget to the Governor and Legislature with suggested levels of state funding. Included will be the Board's plans for student enrollment and tuitions, special initiatives, and public services, as well as other information as requested by the Governor and Legislature to

evaluate the expected outcomes from the state's investment in its State University. Once appropriated, the state funds and institution-generated resources will be managed by the Board of Trustees, subject to the annual audits of the Secretary of State.

Implementation of the Higher Education Administrative Efficiency Act would allow the Board to operate in a more responsive, innovative, and entrepreneurial manner than it is currently able to do, implement more efficient business practices, and streamline day-to-day operations so that a greater percentage of the State University resources could be utilized to respond to the needs of students and all Oregonians. The savings from increasing administrative efficiencies would be utilized to teach 2,000 more Oregon undergraduate students than projected funding levels for 1995-1997 would allow.

THE HIGHER EDUCATION ADMINISTRATIVE EFFICIENCY ACT

Issue	Current	Proposed
1. State appropriation	Legislative appropriation	Legislative appropriation
2. Budget authority	Legislative approval	Budget submitted to the Legislative Assembly for approval will contain only budgeted figures for State General Funds. The board will have delegated authority to budget all other funds with year-end reports to the state and a presentation to the Legislature of tuition and fee levels.
3. Administration of state funds	Controlled by state	Authority to administer state funds will be delegated to the board with year-end reports to the state and strong post-audit reviews conducted by the Secretary of State.
4. Bond authority	Legislative approval; State Treasurer	Legislative approval; State Treasurer
5. Governance	Board appointed by Governor	The Governor will continue to appoint all board members. The board will be delegated broad administrative authority.
6. State personnel practices	Controlled by state	OSSHE will be exempt from the State Personnel Relations Law, but will establish its own personnel system and retain its current payroll authority.
7. Public Employes' Retirement System (PERS)	Required	Required
8. Employee benefits	Controlled by state	OSSHE will have the option of participating in the State Employes' Benefit Board (SEBB) and the Bargaining Unit Benefits Board (BUBB) plans, but may elect to provide alternative benefit plans if the same level of benefits is available elsewhere at a lower cost.
9. Collective bargaining	Controlled by state	The board, rather than the Department of Administrative Services (DAS), will have the authority to enter into collective bargaining agreements with unions currently elected to represent groups of OSSHE employees.
10. Investment of funds	Controlled by state through the Oregon Investment Council (OIC)	Investments will continue to be controlled by the state through the OIC with interest from investments accruing to the Corporation.

11.	Rules and procedures	Administrative Procedures Act	Administrative Procedures Act
12.	State purchasing laws	Subject to most state provisions	The board will establish competitive procedures for the procurement of materials, supplies, services, and equipment.
13.	State contract laws	Subject to state provisions	The board will establish competitive procedures for contracting.
14.	Tax exemption	Tax exempt	Tax exempt
15.	Liability insurance	Division of Risk Management	The board will have the option of procuring insurance coverage from DAS or may procure it elsewhere, or self-insure, if better coverage is available in an alternative manner to DAS' coverage.
16.	Debt limitation	Constitutional debt limit of $50,000	Constitutional debt limit of $50,000
17.	Holding stock	Constitution prohibits, except higher education gift funds	Constitution prohibits, except higher education gift funds
18.	Audits	Secretary of State	Secretary of State
19.	Public records/open meetings	Subject to state provisions	Subject to state provisions
20.	Legal representation	Department of Justice	Department of Justice
21.	Property tax exemption	Exempt	Exempt
22.	Facilities, lands, and printing	Controlled by state	OSSHE will be exempt from state facilities and lands statutes, will have the authority to manage all property, and will be delegated the power of eminent domain. Additionally, OSSHE will be exempt from the state printing statute.
23.	Tort liability limits	Limited by statute to $100,000/$500,000	Limited by statute to $100,000/$500,000
24.	Prevailing Wage	Subject to governing state provisions	Although OSSHE would be exempt from ORS 279, which contains the prevailing wage provisions, there is a section in the proposed legislation which establishes that the board shall ensure that prevailing wage is paid to workers on contracts.

25. Social Policies	Subject to all state statutes governing social policies	Currently, OSSHE maintains the strongest policies in the state with regard to social policies such as affirmative action requirements and policies toward emerging small business and minority and women business enterprises. These policies will not change under the Administrative Efficiency Act. OSSHE will remain under ORS 200, which covers these policies generally. The proposed legislation asserts OSSHE's commitment to adopt policies that are designed to encourage the participation of minority-owned, women-owned, and emerging small businesses; affirmative action; recycling; the purchase of services and goods from disabled individuals; and the provision of workers' compensation insurance to workers on contracts.

September 21, 1994

Testimony Before the House Committee on Education
Representative John Schoon, Chair

For the Interinstitutional Faculty Senate,
Professor Bill Danley, President

It is a pleasure to represent the faculty of Oregon's Colleges and Universities here today, and to bring our views of the needs and opportunities which face higher education to this committee. As you have no doubt heard many times today, higher education is facing dramatic changes in financing, in educational reform, and in student access to the system. These changes present some opportunities for us to renew our commitment to quality, to examine and reject practices which have become outdated or unnecessarily bureaucratic, and to use our academic skills to bring the needs of a changing world to our students. They also present some serious threats to our ability to function effectively, and I would like to bring some of these to your attention.

Measure Five has brought us wave after wave of financial cuts in the past two bienniums, and it soon will strike again. We have lost dozens of programs, faculty and staff positions, and endured countless reductions in equipment, travel, and support services. Some of these reductions have occurred gracefully and have actually had some beneficial effects. Our leadership at the individual institutions have made heroic efforts to preserve the mission and integrity of our schools. Our financial crisis has demanded that we respond more quickly and aggressively to advancing technology, and we are at this moment using many of these new electronic systems to good advantage.

It would be folly, however, to pretend that these cuts have not hurt Oregon in terms of quality and access to our system of higher education. In my Department of Education at Southern Oregon State College, the faculty has been reduced from 21 teaching members in 1984 to nine members in 1994. We have been given a 25% increase in teaching load in violation of our national accreditation standards, and we have not had wage increases in four years (except for promotions and stipends for increased responsibilities). We offer fewer programs to our applicants, we have had to reduce supervision of student teaching experiences, and we limit enrollments by accepting fewer than half of those wishing to become teachers, many of whom are fully qualified Oregon residents. In spite of these severe restrictions, we continue to offer a quality program to our students. My personal example is repeated over and over across the state and in many departments. We are tired, frustrated, and discouraged by the continuing barrage of attacks on our profession from citizens who feel that their tax burden is too great, from legislators who seek to be responsive to those citizens, and now we are even threatened by our colleagues in K-12 who also suffer from the effects of Measure 5. When rats in a Skinnerian cage suffer severe threats and anxiety, they begin to turn on each other...

It should not be hard to understand that these reductions are more than just getting rid of the "deadwood", and we cannot meet the shortfalls by simply becoming more efficient and reducing duplication. Faculty are not asking for more money to make our lives easier. The cuts in our budget have hurt both quality and access to higher education to Oregonians no matter how we struggle to maintain services, and it is becoming increasingly obvious that we are losing quality faculty to other states and finding it harder than ever to recruit new faculty. My colleagues at Portland State tell me of a highly qualified young faculty member recruited to the English Department who came, stayed several years, gained the esteem of his colleagues and his students, and simply could not continue in the face of higher salaries and a more promising career elsewhere. We are not losing deadwood, ladies and gentlemen, we are losing our best and brightest young faculty, and our best and brightest students are leaving, too.

These losses and program cuts make it difficult for faculty, but the real loss is to students and to

Oregon. Oregon has a reputation for good educational services, and that reputation has helped us recruit businesses and industry to the point where we didn't suffer from the recent recession as badly as the rest of the country. Now, with a vigorous economy and a growing population, we face the prospect of having our tuition to our colleges and universities being among the most expensive in the Northwest and our faculty being among the lowest paid. How will this look to a high-tech industry seeking promising graduates and an active, healthy university system?

Technology has brought us many advantages in this time of seeking efficiency and access. All of our colleges and universities now offer courses on interactive television, and we use our voice mail machines and computers with increasing frequency. But technology will not solve the financial crisis brought about by Measure 5 and exacerbated if any or all of the initiatives now before the electorate become law. Ed Net courses are expensive, require a particular type of course to be effective, and in some cases even reduce the quality and increase the expense of bringing a program to the public. The students from outlying areas who are attracted to higher education by this glamorous technology are valuable and should be protected, but they should not be expected to solve Oregon's higher education funding crisis.

In conclusion, the faculty I represent have worked hard with our administrators to preserve both quality and access in our system of higher education. We feel pride in accomplishing what we think is a pretty good job of keeping our students well-served and participating in a first-rate system in spite of dramatic and continuing financial cuts. We are blessed with new technology and effective administrators. But with all our new computers and phone systems, it's a little like going out to the supermarket and buying $100 worth of groceries only to return home and find we have nothing for dinner.

Oregon's faculty feel particularly confident in Joe Cox and the Chancellor's office, and we look forward to continuing to work with them and with the legislature to make our system of higher education among the best in the country. We are ready and willing to continue to work hard and sacrifice to keep our system great, but we want you to know that the system cannot continue to suffer as it has and preserve the type of higher education system we think Oregonians want and deserve.

OFFICE OF THE REGISTRAR

OREGON STATE UNIVERSITY
Administrative Services B102 · Corvallis, Oregon 97331 ·2130
Telephone 503 ·737 ·4331

October 11, 1994

Mr. Walter R. Miller
OSBHE
PO Box 3175
Eugene, OR 97403
Attn: Vicki Shives

Dear Mr. Miller,

The list of candidates for degrees from Oregon State University is submitted herewith for your approval as a representative of the State Board of Higher Education. 64 persons received two degrees, 1 person received three degrees. These persons are included in the total 3,475 degrees. For this reason, the total number of persons graduating is 3,409. The degrees are summarized below, as follows:

Doctor of Philosophy	194
Doctor of Education	5
Doctor of Veterinary Medicine	28
Master of Arts	6
Master of Arts (Interdisciplinary Studies)	55
Master of Arts in Teaching	89
Master of Science	362
Master of Agriculture	16
Master of Business Administration	77
Master of Education	72
Master of Forestry	3
Master of Ocean Engineering	1
Bachelor of Fine Arts	32
Bachelor of Arts	284
Bachelor of Science	2,248
Total Degrees	3,475

Respectfully submitted,

Barbara S. Balz

BARBARA S. BALZ
Registrar

c: Faculty Senate

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 27, 1995. 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.

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 27, 1995.

SENATOR ATTENDANCE BY APPORTIONMENT UNIT											
FY 93/94	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Oct-Jun Average	92/93 Average
Agricultural Sciences	68%	60%	84%	62.5%	54.2%	62.5%	79.2%	66.7%	66.7%	67%	69.3%
Associated	83.3%	83.3%	66.7%	85.7%	71.4%	85.7%	71.4%	85.7%	85.7%	79.9%	89.1%
Business	75%	75%	75%	100%	66.7%	100%	100%	100%	66.7%	84.3%	94.4%
Engineering	62.5%	37.5%	25%	55.6%	62.5%	100%	77.8%	44.4%	77.8%	60.3%	70.2%
Extension	72.7%	54.5%	45.5%	81.8%	70%	70%	40%	80%	60%	63.8%	68%
Forestry	14.2%	57.1%	71.4%	71.4%	42.3%	85.7%	100%	57.1%	71.4%	62.8%	65%
Health & Human Performance	100%	66.7%	100%	100%	100%	66.7%	100%	100%	66.7%	88.9%	92.6%
Home Economics & Education	80%	60%	80%	80%	100%	80%	100%	60%	80%	80%	80%
Liberal Arts	77%	77%	61.5%	69.2%	69.2%	61.5%	77%	23%	69.2%	65%	81.7%
Library	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	94.4%
Oceanic & Atmospheric Sciences	40%	20%	40%	40%	40%	40%	80%	20%	60%	42.2%	57.8%
Pharmacy	100%	100%	50%	100%	100%	100%	100%	100%	100%	94.4%	66.7%
ROTC	50%	50%	100%	100%	50%	100%	100%	--	100%	72.2%	72.1%
Science	62.5%	62.5%	62.5%	86.7%	66.7%	93.3%	60%	86.7%	60%	71.2%	72%
Student Affairs	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Veterinary Medicine	100%	66.7%	33.3%	50%	50%	--	100%	--	--	44.4%	51.7%

graphs\unit.94

NOMINATION AWARDS

NAME OF AWARD	AWARD PURPOSE	ELIGIBILITY	# AWARDED EACH YEAR	STIPEND AMOUNT	CONTACT PERSON AND DUE DATE
OSU Alumni Association Distinguished Professor Award	Recognizes outstanding professional achievement through teaching and scholarship, for service to the university and the community, and professional leadership, nationally and internationally.	Faculty who hold professorial rank	1	$3,000 recipient; $500 department	Gordon Reistad, Chair, Faculty Recognition and Awards Committee 2/15/95
Elizabeth P. Ritchie Distinguished Professor Award	Recognizes an individual for outstanding undergraduate teaching; research particularly related to improvement of instruction and professional leadership. **NOTE:** The Ritchie recipient is automatically nominated for the Professor of the Year award sponsored by the Council for Advancement and Support of Education (C.A.S.E.).	Faculty who hold academic rank	1	$2,500 recipient; $500 department	Gordon Reistad, Chair, Faculty Recognition and Awards Committee 2/15/95
Dar Reese Excellence in Advising Award	Recognizes outstanding advising of undergraduate students by a member of the OSU faculty.	Faculty who hold academic rank	1	$1,000 recipient	Gordon Reistad, Chair, Faculty Recognition and Awards Committee 2/15/95
D. Curtis Mumford Faculty Service Award	Recognizes individuals for exceptional, ongoing, dedicated, unselfish concern for and service to OSU faculty.	Full-time Faculty	1	$1,000 recipient	Faculty Senate Office 1/27/95

NOMINATION AWARDS (continued)

NAME OF AWARD	AWARD PURPOSE	ELIGIBILITY	# AWARDED EACH YEAR	STIPEND AMOUNT	CONTACT PERSON AND DUE DATE
Honorary Doctorate Award	Individuals who have distinguished themselves in their selected areas of endeavor and are recognized for their eminence as national and international leaders and models.	Leaders of national and international eminence	1 - 3	N/A	Richard Scanlan, Research Office 11/18/94
OSU Distinguished Service Award	Recognizes individuals who have made significant contributions to OSU, Oregon, the nation, and/or the world.	Individuals who have made significant contribution to OSU	1 - 2	N/A	Gordon Reistad, Chair, Faculty Recognition and Awards Committee 2/15/95
Richard M. Bressler Senior Faculty Teaching Award	Recognizes full professors who have been at OSU a minimum of 15 years and consistently provide direct instruction to undergraduate students.	Full Professors with minimum of 15 years at OSU	1	$2,500	Gordon Reistad, Chair, Faculty Recognition and Awards Committee 2/15/95
OSU Outstanding Faculty Research Assistant Award	Recognizes individuals for their contributions to the university as evidenced by exceptional work experience, scholarship, innovation, professional growth and contributions valuable to the State of Oregon.	Faculty Research Assistants and Senior Faculty Research Assistants	1	$750	Gordon Reistad, Chair, Faculty Recognition and Awards Committee 2/15/95

OREGON STATE UNIVERSITY
Corvallis OR 97331-6203 (737-4344)
Faculty Senate Office
Social Science 107
November 8, 1994

MEMORANDUM

TO:
Dean Dutson – Agricultural Sciences
Dr. John Dunn – Associated
Dean Parker – Business
Dean Owen – Engineering
Director Smith – Extension
Dean Brown – Forestry
Dean Maksud – Health & Human Performance
Dean Green – Home Economics & Education
Dean Schaffer – Liberal Arts
Director George – Library
Dean Dalrymple – Oceanic & Atmospheric Sciences
Dean Ohvall – Pharmacy
Capt. Rice – ROTC
Dean Horne – Science
Dean Koller – Veterinary Medicine
Dr. Jo Anne Trow – Student Affairs

FROM: Executive Committee of the Faculty Senate
Michael Oriard, President, Faculty Senate

RE: Faculty Senate Elections, Fall 1994

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 '1994' — those with asterisks preceding their name are ineligible for Senate reelection this year since they have already served two consecutive terms); (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 representative(s) at this time. Senate Bylaws specify that there be at least two nominees for each position to be filled. The number of Senators elected is based on total apportionment within the voting unit, not within individual departments.

All academic staff members with the rank of Senior Faculty Research Assistant or higher, or No Rank faculty, who were included in the figures used for apportionment, and who are 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 8**.

Also enclosed are attendance summaries for your unit for the period October 1993—June 1994. Although these have no direct bearing upon the current election, we believe you may find the information to be of interest.

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.

ETHNIC STUDIES DEPARTMENT
OPERATING BUDGET: JANUARY 1, 1995-JUNE 30, 1995

PERSONNEL				
Faculty				
Acting Director	.25 FTE @	$48,400	/yr	6,050
Office Specialist 1	.25 FTE @	$1,789	fte/mo	2,684
OPE				
Acting Director	@ 32%			1,936
Office Specialist 1	@ 42%			1,127
SUB-TOTAL	**0.5 FTE**			**11,797**
% State Funds				100%
OTHER EXPENSES				
National Travel	6 trips	$1,250	/trip	7,500
Local Travel	3000 mi @	$0.22	/mi	660
Candidate Travel to OSU	3 trips	$1,000	/trip	3,000
Photocopy	leased @	$360	/mo.	2,160
Printing				1,000
Telephone				
installation	5 hrs + materials @	$50	/hr + mat	300
digital line & set	1 @	$50	/mo	50
single lines	3 @	$18	/line/mo	54
single set	1 @	$3	/mo	3
voice mail	3 @	$2	ea/mo	6
long distance	@	$100	/mo.	600
Supplies	@	$85	/mo.	510
Postage	@	$100	/mo.	600
Computers	2	$2,000		4,000
hook-up & software				1,000
Laser Printer				2,000
Fax Machine				450
Remodelling				15,000
Office Furniture	2 stations @	$2,000	ea.	4,000
Subcontracting/Consultants				1,000
SUB-TOTAL				**43,893**
% State Funds				100%
TOTAL				**$55,690**
% State Funds				100%

REVISED

REVISED

ETHNIC STUDIES DEPARTMENT
OPERATING BUDGET: 1995-1999

			1995-96	1996-97	1997-98	1998-99
PERSONNEL						
Faculty						
Chair (Associate)	1 FTE @	$56-60,000 /FTE	60,000	63,000	66,150	69,458
Assistant Professors	3 FTE @	$35-40,000 /FTE	120,000	126,000	132,300	138,915
Graduate Assistants	0.6 FTE		11,750	12,338	12,954	13,602
Office Coordinator	1 FTE		24,720	25,956	27,254	28,616
OPE						
Chair	@ 32%		19,200	20,160	21,168	22,226
Assistant Professors	@ 32%		38,400	40,320	42,336	44,453
Graduate Assistants	@ 1.2%		141	148	155	163
Office Coordinator	@ 42%		10,382	10,902	11,447	12,019
Fellowships and Scholarships			0	0	0	0
SUB-TOTAL	**5.6 FTE**		**284,593**	**298,823**	**313,764**	**329,452**
% State Funds			100%	100%	100%	100%
OTHER RESOURCES						
Library			0	0	0	0
Travel	2 trips per faculty @	$1,250 /trip	10,000	10,500	11,025	11,576
Photocopy	leased @	$360 /mo.	4,320	4,536	4,763	5,001
Printing			2,500	2,625	2,756	2,894
Telephone						
installation	5 hrs + materials	$50 /hr + mat.	300	0	0	0
digital line & set	1 @	$50 /mo	600	630	662	695
single lines	5 @	$18 /line/mo	1,080	1,134	1,191	1,250
single sets	4 @	$3 /mo	144	151	159	167
voice mail	6 @	$2 ea/mo	144	151	159	167
long distance	@	$200 /mo.	2,400	2,520	2,646	2,778
Supplies	@	$100 /mo.	1,200	1,260	1,323	1,389
Postage	@	$100 /mo.	1,200	1,260	1,323	1,389
Equipment						
Computers	3 @	$2,000	6,000	0	0	0
Equipment maintenance & replacement			3,000	3,150	3,308	3,473
Office furniture	3 stations @	$2,000 ea	6,000	0	0	0
SUB-TOTAL			**38,888**	**27,917**	**29,313**	**30,779**
% State Funds			100%	100%	100%	100%
TOTAL			**$323,481**	**$326,740**	**$343,077**	**$360,231**
% State Funds			100%	100%	100%	100%

(notes follow on next page)

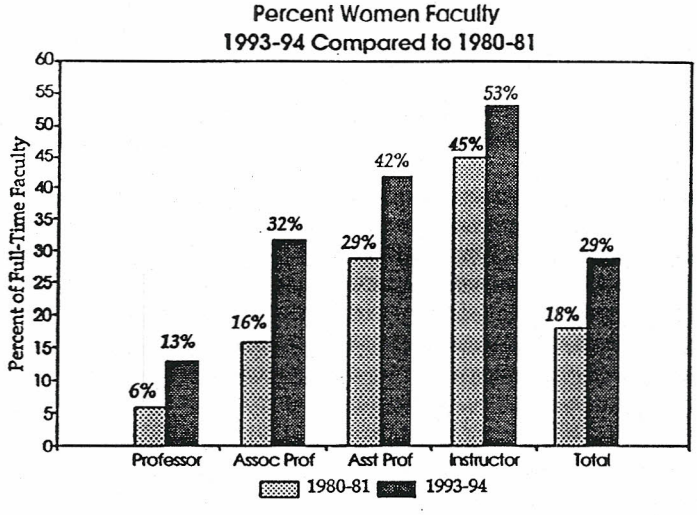
THE STATUS OF WOMEN FACULTY IN THE OREGON STATE SYSTEM OF HIGHER EDUCATION

Highlights

In January 1992, staff presented to the Board of Higher Education a report on the status of women students, faculty, and staff. In addition, a report on the results of a pilot study on the promotion of women faculty was presented to the Board in November 1993. The current report on the status of women faculty in the State System provides an update of the data on faculty presented in the earlier reports.

Distribution of Women Among Ranked Faculty

Significant changes in the number of women employed in faculty ranks have taken place since 1980-81. At both the professor and associate professor levels, the proportion of women has doubled, from 6% to 13% for professors and from 16% to 32% for associate professors. There has been a substantial increase at the assistant professor level as well, from 29% to 42%. The proportion at the instructor rank shows a smaller increase and fluctuated during that period. In total, the proportion of women among full-time faculty has increased more than 60% since 1980-81.



The distribution of women among the major discipline groups shows the same pattern as in earlier data, although there has been a slight increase in the proportion of women in the natural sciences. The largest proportion of women is in the humanities and fine arts (26% in 1993-94). The largest proportion of men is in the natural sciences (22% in 1993-94); only 9% of the women are in the natural sciences.

Gender Distribution of OSSHE Full-Time Faculty Among Academic Disciplines, 1993-94 (Percent)

	Distribution of disciplines within each gender		Gender distribution in each discipline	
	M	W	M	W
Humanities/Fine Arts	15	26	62	38
Natural Sciences	22	9	87	13
Social Sciences	12	13	71	29
Education	7	14	56	44
High Market Disciplines (Engineering, computer science, business, and law)	15	9	82	18
All Other Disciplines	29	28	74	26
Total	100	100	71	29

Average Salaries Paid to Women Faculty

The analysis of faculty salaries includes regular faculty with academic rank, both 9-month and 12-month appointments, employed full-time at the institution (.90 FTE or greater) with at least .50 FTE in an instructional department, as reflected on the October 31, 1993 payroll file. Salary data on 12-month faculty were converted to a 9-month basis by applying a standard calculation used in federal reports.

In the aggregate, average salaries for women are lower than those for men. However, the ***aggregated data can be misleading.*** Market factors influence average salaries paid in particular academic disciplines. The smaller percentage of women in higher paying disciplines contributes to an overall institutional average salary that is lower for women than for men.

(Continued on reverse)

Most of the differences in salaries by gender can be further explained by adding years-in-rank to the analysis. Within the academic discipline groups, on the average, the greater the number of years employed at a particular rank, the higher the salary, ***regardless of gender.*** (See the full report for a presentation of the detailed salary data.)

As was done in the 1992 study, further analysis was conducted after first excluding rank and discipline comparisons in which five or fewer faculty were reported (according to the convention used by the American Association of University Professors in reporting faculty salary data), and excluding comparisons in which the average salary differences by gender were within 5 percent of the average for that group. The resulting analysis for this study, like the earlier study, indicates that in every rank and discipline comparison across the State System, with only two exceptions, differences in average salaries by gender can be explained by the number of years employed at the academic rank and the academic discipline.

Gender Comparisons in Faculty Promotion

The third component of the study of the status of women faculty in OSSHE is a new study on faculty promotion. The purpose of the study is to provide the means by which institutions in the State System can answer questions about promotion and other employment changes among tenure-track faculty on such issues as the rate at which tenure is awarded, the length of time to promotion, differences in frequency and types of leave taken, differences in voluntary terminations, administrative assignments, and average term of appointment (full-time equivalency).

The study followed promotion and employment changes of two cohort groups of tenure-track faculty over a ten-year period, from 1983-84 through 1993-94. Budget restrictions in place during the early 1980s reduced the size of the 1983-84 cohort. Later cohorts are likely to be somewhat larger.

In general, the study results suggest that in most areas of faculty promotion and employment, the findings for women are comparable to those for men. One possible exception is the higher proportion of women in the associate professor group taking sabbatical leaves.

Ten-Year Faculty Promotion History: 1983-84 Cohort (Total State System)

	Men	Women
Assistant Professor Cohort		
Total in cohort	47	10
Received tenure	79%	80%
Average years to tenure	5.1	5.8
Denied tenure	4%	0
Promoted to full professor	17%	40%
Voluntary termination	15%	40%
Took a sabbatical leave	49%	50%
Associate Professor Cohort		
Total in cohort	75	20
Promoted to full professor	56%	50%
Average years associate to full	6.4	7.2
Voluntary termination	32%	20%
Took a sabbatical leave	57%	75%

The small number of faculty in the cohort groups -- even when all institutions are combined -- makes it difficult and inappropriate to draw conclusions based on statistical data. With such small numbers in the population, any findings are more suggestive than conclusive.

Conclusion

The data shown in these updates provide evidence of a continuation of the trends identified in previous reports. Women continue to show increases at all faculty ranks. While these changes may seem gradual, they become far more meaningful when viewed in the context of the many years normally spent at each faculty rank. As the larger numbers of women at the assistant professor rank advance in their careers, the proportion of women in the senior faculty positions will grow dramatically. Further, the promotion data suggest that women will advance in a manner and on a schedule consistent with those of the male faculty. Finally, the State System will continue to monitor the salary data and to address significant deviations from what would be expected, given the number of years in rank and market factors associated with specific academic disciplines. Current data do not indicate salary patterns at variance with what would be expected, given those factors.

A copy of the full report may be obtained by contacting the OSSHE Office of Institutional Research, P.O. Box 3175, Eugene, OR 97403, telephone (503) 346-5743, e-mail weekss@osshe.edu.

THE LONG AND WINDING ROAD: RETENTION, ATTRITION, AND GRADUATION OF OSSHE FRESHMEN ENTERING 1986-87

Highlights

This study, which presents the first comprehensive data on undergraduate retention, attrition, and graduation for the Oregon State System of Higher Education as a whole, is aimed at . . .

- Providing data similar to those developed by institutions in other states,
- Establishing a baseline for each institution from which future retention activities can be monitored, and
- Permitting a more complete understanding of the institutional and student characteristics affecting each OSSHE institution's retention patterns.

The study is focused on first-time freshmen who entered the State System in 1986-87. The freshman cohort was tracked fall-to-fall through fall 1993. The study includes data on interinstitutional graduation rates -- that is, graduation from any institution within OSSHE, not just from the institution the student entered as a freshman. Additional analysis has been conducted to account for demographic and academic preparation variables which have been shown in national studies to have a significant effect on an institution's graduation rate.

Graduation

For the State System as a whole, 51.1% of the cohort received the bachelor's degree from an OSSHE institution fall 1993; 43.9% received the degree from the institution they entered as freshmen. OSSHE's graduation rates are comparable to those identified in national studies.

Highest rates are at Oregon State University and the University of Oregon. A much greater proportion of students in the regional colleges (Eastern Oregon State College, Southern Oregon State College, and Western Oregon State College) transferred to another OSSHE institution to complete their degree.

Attrition

The highest attrition rates are in the first year -- over 31% did not return in fall 1987. Annual attrition rates decline after that -- 13.7% in the second year, 5-6% in each of the next two years -- with actual gains in enrollment as "stop outs" return in the sixth and seventh years.

Time to Complete the Degree

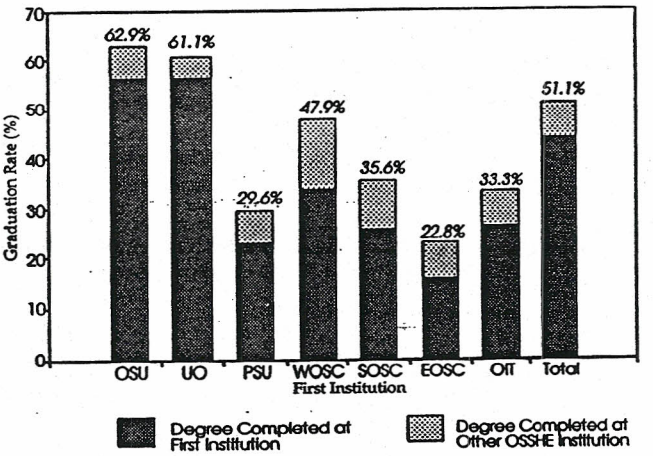
Compared to available national data, more OSSHE students complete their degree within five years, but relatively few take longer than five years. Of the students in the study cohort who received the bachelor's degree, 34.9% received the degree within four years (compared to 36.1% nationally), 45.7% received the degree within five years (compared to 31.1% nationally), and just 19.4% received the degree in more than five years (compared to 32.8% nationally).

(continued on reverse)

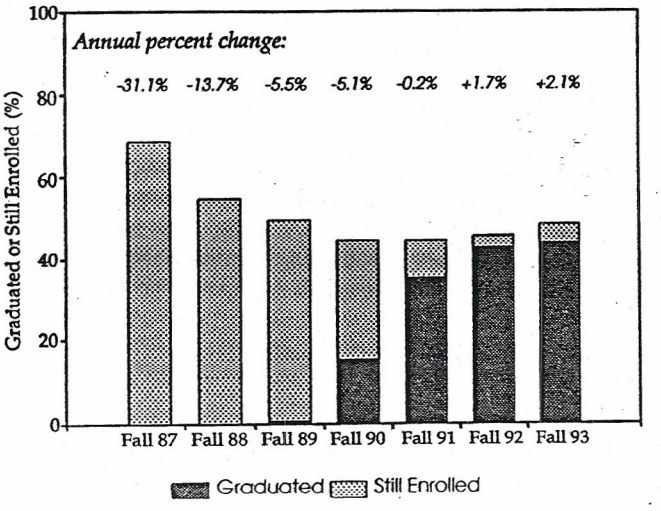
OSSHE Graduation Rates as of Fall 1993

First Institution	Percent Receiving Degree: From First Institution	From OSSHE
OSU	56.2	62.9
UO	56.2	61.1
PSU	23.2	29.6
WOSC	33.6	47.9
SOSC	25.7	35.6
EOSC	15.6	22.8
OIT	26.1	33.3
Total	43.9	51.1

OSSHE Graduation Rates as of Fall 1993 (1986-87 Freshman Cohort)



Annual Loss or Gain



The distribution of degree completion time is relatively consistent across the State System, with the exception of Portland State University. Comparatively few of PSU's degree recipients receive the degree within four years (just 15%), but the proportion receiving the degree within five to seven years is 44%. This trend makes sense in the context of the large proportion of part-time enrollment at PSU.

Demographic Characteristics

Graduation and attrition rates are roughly comparable for men and women. Nonresident students have slightly higher graduation and lower attrition rates than Oregon residents. By far the greatest variation is by racial/ethnic group. The OSSHE rates are approximately comparable to U.S. rates, except that rates for OSSHE Asian Americans and Hispanic/Latino students are higher than national averages for those groups.

Academic Preparation

There is a very clear and consistent linear relationship between either high school GPA or SAT score and college graduation rate: the higher the GPA or SAT score, the higher the graduation rate.

Key Factors in OSSHE Retention

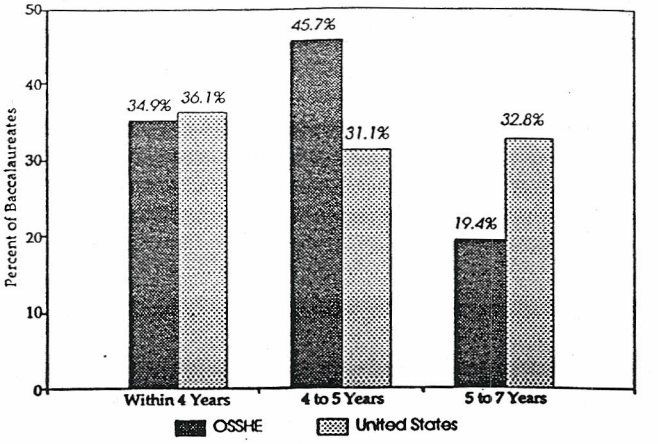
- *Academic preparation.* National studies have documented the importance of academic preparation variables such as high school GPA and SAT scores in predicting an institution's graduation rate. The findings of the national studies are confirmed in the OSSHE data.

- *Institutional mission and students served.* Differences among institutional completion rates which cannot be explained by academic preparation and available demographic data may reflect differences with respect to academic programs, full-time or part-time enrollment, local or place-bound students compared to more mobile students, rural compared to urban populations, and institution admission requirements.

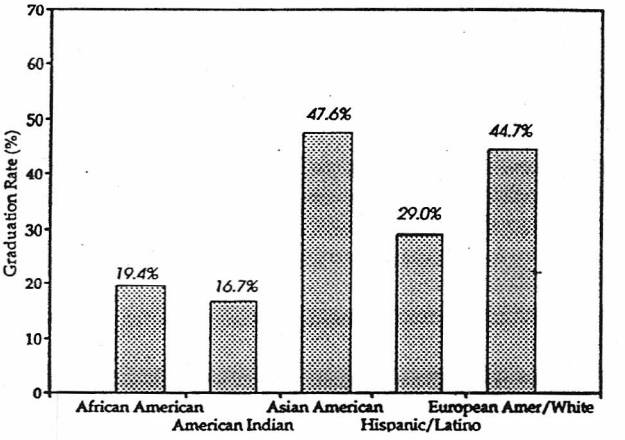
- *The student's purpose for enrollment.* Students may enter an OSSHE institution with the intention of transferring later. Interinstitutional graduation patterns would suggest this is the case for the regional colleges, Portland State University, and Oregon Institute of Technology. Students may enter an OSSHE institution because a community college is not available nearby, because they want a small college environment for the first year or two, or because the initial institution does not offer the desired academic program.

A copy of the full report may be obtained by contacting the OSSHE Office of Institutional Research, P.O. Box 3175, Eugene, OR 97403, telephone (503) 346-5743, e-mail weekss@osshe.edu.

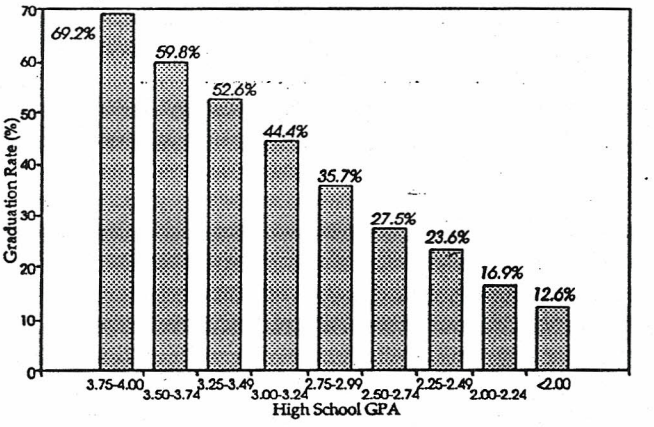
Time to Complete the Bachelor's Degree



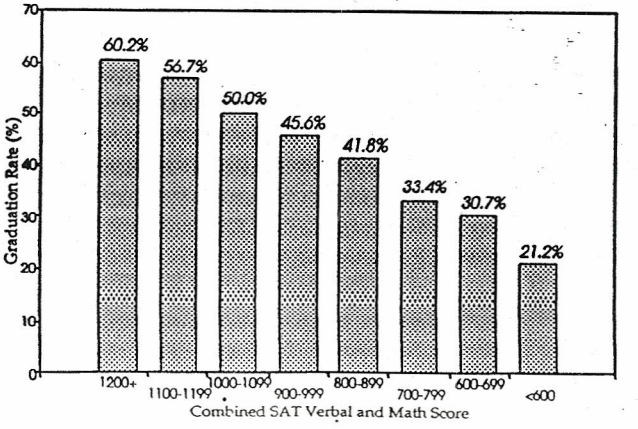
Racial/Ethnic Group



High School Grade Point Average



Combined SAT Score



REPORTS TO THE FACULTY SENATE

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331-6203

503-737-4344

FACULTY SENATE OFFICE
Social Science 107

Thursday, December 1, 1994; 3:00 pm - 5:00 pm
Construction & Engineering Hall
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 Senators.

A. SPECIAL REPORTS

1. **John V. Byrne, OSU President**

   Remarks from President Byrne.

2. **Faculty Senate Election Results**

   Carroll DeKock, Ballot Counting Committee Chair, will report on the outcome of the election for Faculty Senate President-elect and Interinstitutional Faculty Senate Representative.

3. **Bill Danley, Interinstitutional Faculty Senate President**

   Bill Danley will speak about issues affecting all OSSHE institutions.

B. ACTION ITEMS

1. **Executive Committee Election** (pp. 1–3)

   See attached biographical sketches. Voting will take place during the meeting by Senators or their proxies only. Three people will be elected for two-year terms beginning January 1995.

2. **Baccalaureate Core Committee Recommendation** (p. 4)

   Rob Sahr, Baccalaureate Core Committee Chair, will present the attached proposal to reduce three floating credits.

3. Category I — Ethnic Studies Department Proposal

This item was discussed at the November meeting and will be voted on in December. Copies of the proposal will NOT be available at the meeting – please remember to bring your November agenda which contains the proposal.

4. Effects of Measure 8 (p. 5–6)

The Faculty Senate Executive Committee brings the attached statement to the Senate for approval.

C. INFORMATION ITEMS

1. New Senator Orientation

New Senator Orientation will be held January 5, 1995, preceding the regular Senate meeting, in the Agriculture Leaders Room in the LaSells Stewart Center.

2. Faculty Senate Handbook Return

If your term as a Senator will be completed on December 31, 1994, and you were not reelected in your unit, please return your grey Faculty Senate Handbook to the Faculty Senate Office as soon as possible so it can be updated and redistributed to new Senators. It would be helpful if you would include a note indicating who is returning the Handbook so it will not be listed as outstanding.

D. REPORTS FROM THE FACULTY SENATE PRESIDENT

President Michael Oriard

E. NEW BUSINESS

IN ORDER TO PROPERLY RECORD MINUTES OF THE SENATE MEETING,
ALL SENATORS ARE REMINDED TO IDENTIFY THEMSELVES
AND THEIR UNIT AFFILIATION WHEN RISING TO SPEAK.

Please recycle this agenda

OREGON STATE UNIVERSITY
Corvallis OR 97331-6203 (737-4344)
Faculty Senate Office
Social Science 107
November 27, 1993

MEMORANDUM

TO: Members of the OSU Faculty Senate

FROM: Executive Committee of the Faculty Senate
Michael Oriard, President, OSU Faculty Senate

RE: Biographical Sketches of Candidates for Executive Committee of the Faculty Senate

Voting will take place during the meeting by Senators or their proxies only. Three people will be elected for two-year terms beginning January 1995 and will join the following continuing members on the Executive Committee: Leslie Davis Burns (Apparel, Interiors, Housing and Merchandising), Jo-Ann Leong (Microbiology), and Beth Strohmeyer (MU & Educational Activities). The 1995 Faculty Senate President, Sally Francis (Apparel, Interiors, Housing and Merchandising), the President-Elect (not elected prior to agenda publication) and the Immediate Past President, Michael Oriard (English), also serve on the Executive Committee.

ATAA AKYEAMPONG (at OSU since 1986), Assistant Professor/Coordinator of Instruction and Director, Early Development for Graduate Education (EDGE), Educational Opportunities Program and Adjunct Faculty member in Education, 1994–present, and Women Studies, 1989–present.

FACULTY SENATE: Associated Senator, 1990–present; Faculty Grievance Committee, 1994–present; and Academic Deficiencies Committee, 1990–93, chair, 1991–93.

OTHER UNIVERSITY SERVICE: Faculty Advisor for African Student Association, 1994–present; Faculty Senate Ad Hoc Committee on Ethnic Studies, 1993–present; Black Cultural Center Advisory Board, 1993–present; Curriculum Committee, Women Studies, 1991–present; Faculty Advisor, Lao Student Association, 1989–present; OSU Credit Union Advisory Board Applicant Review Committee, 1989–90; President's Commission on the Status of Women, Ad Hoc Member, 1989–90; Drug and Alcohol Resource Team (DART), 1987–91; and Women in International Development, 1986–present, Executive Board Chair, 1988–89.

SEARCH COMMITTEES: Vice Provost for Student Affairs, Application Review Sub-Committee Chair, 1994-present; Director, Women in International Development, 1994–present; and Assistant Director, Career Planning and Placement, 1987.

* * * * * * * * * *

RUSSELL DIX (at OSU since 1964), Associate Professor and Associate Registrar.

FACULTY SENATE: Associated Senator, 1994–present and Unassociated Senator, 1987–89; Academic Requirements Committee, 1993–present; and Academic Advising Council (formerly Head Advisers), 1969–present.

ACADEMIC AFFAIRS: Instructional Access Work Group of Undergraduate Education Council, 1994–present; Student Information System Computing Committee, 1988–1992; Administrative Computing Users Group, 1987–present; Commencement Committee 1970–present, chair 1990–present; and Registration and Scheduling Committee, 1966–1989.

OTHER SERVICE: OSU's NCAA Certification Sub-Committee on Academic Integrity, 1993–present, and Mortar Board Advisor, 1990–1992.

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JOHN LEE (at OSU since 1969), Professor, Department of Mathematics, College of Science.

FACULTY SENATE: College of Science Senator, 1993–present, 1989–91, 1985–87, 1978–82; Baccalaureate Core Committee, 1993–present; Curriculum Council, 1985–87, chair, 1987; and Administrative Appointments Committee, 1974-75.

COLLEGE OF SCIENCE: College of Science Curriculum Committee, 1987–92, chair, 1992, and Graduate Council Review Team for Department of Science, Mathematics, and Computer Science Education, 1986.

SEARCH COMMITTEES: Dean, College of Science, 1986, and Dean, School of Education, (about) 1971.

* * * * * * * * * *

RUSSEL MEINTS (at OSU since 1988), Professor, Botany and Plant Pathology, Colleges of Science and Agricultural Sciences, and Director, Center for Gene Research and Biotechnology.

FACULTY SENATE: College of Science Senator, 1993–present.

COLLEGE OF SCIENCE and COLLEGE OF AGRICULTURAL SCIENCES: Biological Computing Consortium, 1989–present, chair, 1992; and Marine/Freshwater Biomedical Research Center Advisory Committee, 1989–present.

OTHER SERVICE: University Biosafety Committee, 1994–present, chair, 1994; Scientist/Educator Partnerships (SEPS), 1993–present; Administrative Review Committee (ARC), 1993–94; Faculty Conflict of Interest Guidelines Committee, 1990–91; and Agricultural Life Sciences Building Steering Committee, 1988–92.

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MARGARET (MAGGIE) NIESS (at OSU since 1980), Professor and Chair of Department of Science and Mathematics Education, College of Science.

FACULTY SENATE: Senator, 1994–present; Instructional Media Committee, 1992–present, chair 1993–present; and Curriculum Council, 1988–91.

COLLEGE OF SCIENCE (1991–present) and COLLEGE OF EDUCATION (1980–91): Commencement Marshal, 1994, 1991, 1990; Ad Hoc Committee on Governance of Education, 1990; Teacher Education Committee, 1989–90; Promotion, Tenure and Faculty Welfare Committee, 1989–91; Instructional Technology Committee, 1989–91; Personnel Committee, 1984–86; Computer Education Advisory Committee, chair, 1983–85; and Professional Development Committee, 1982–84.

OTHER SERVICE: Curriculum Committee for Council of Education Licensure, Faculty Chair, 1994–present; Scholarship Committee, 1992–93 and 1990–91; Professional Teacher Education Committee Chair, 1991–93; Phi Kappa Phi President, 1985–86; and Faculty Nominations Committee, chair, 1981–82.

* * * * * * * * * *

MANUEL PACHECO (at OSU since 1993), Assistant Professor of Philosophy, College of Liberal Arts.

FACULTY SENATE: Liberal Arts Senator, 1994–present.

COLLEGE OF LIBERAL ARTS: Foreign Languages Across the Curriculum, 1994; Steering Committee, Program for Ethics, Science, and Environment, 1993–present; and Ethnic Studies Committee, 1993–present.

OTHER SERVICE: Hispanic Cultural Center Board, 1994–present; President's Minority Affairs Commission, 1993–94; and Faculty Advisor to Mecha, 1993–present.

SEARCH COMMITTEES: Vice Provost for Student Services, 1994–present, and Admissions Counselor/Recruiter, 1993.

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4.

Baccalaureate Core Committee

OREGON STATE UNIVERSITY

Robert C. Sahr, Chair

Department of Political Science, Social Science Hall 307
Corvallis, Oregon 97331-6206
Telephone (503) 737-6238; FAX (503) 737-2289
E-mail: sahrr@cla.orst.edu

November 22, 1994

MEMORANDUM

TO: Faculty Senate Executive Committee

FROM: Baccalaureate Core Committee

SUBJECT: Proposed Reduction in Credits for Baccalaureate Core

The Baccalaureate Core Committee recommends the following change in the baccalaureate core requirements: reduction of the three* "floating" credits under the Perspectives category to none, resulting in the following total baccalaureate core requirements: 48 credits plus WIC.

This proposal changes two elements of the listing for baccalaureate core requirements:

Under Perspectives, it deletes: ~~+ one additional course in one of the five preceding areas~~

Under Total, it changes "~~51~~ credits + WIC" to read "**48** credits + WIC"

Background and Justification: With the change in the minimum number of credits required for graduation from 192 to 180, this proposal reduces the baccalaureate core requirements in approximately the same ratio as the 192 to 180 change. The elements of the baccalaureate core are preserved by keeping all the required components and deleting the requirement to take a second ("floating") course in one Perspectives category.

Although it would be desirable to retain the entire 51 credits, this change preserves the components of the core and therefore attempts to maintain its overall structure and integrity.

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* Note: In the *Curricular Procedures Handbook* Fall term 1994 revision, the current baccalaureate core"floating" course under Perspectives was listed incorrectly on page 49 as six credits, failing to adjust the six floating credits to three following the addition of the DPD category to the Perspectives category beginning fall 1994. It is shown correctly there as "one additional course in one of the five preceding areas."

OREGON STATE UNIVERSITY
Corvallis OR 97331-6203 (737-4344)
Faculty Senate Office
Social Science 107
November 23, 1994

MEMORANDUM

TO: OSU Faculty Senators

FROM: Executive Committee
Faculty Senate

RE: Effects of Measure 8

The Faculty Senate Executive Committee brings the following statement to the Senate for approval:

Higher education in Oregon is in crisis. Education more generally, and Oregon's future in the broadest possible terms, are threatened, but the crisis in higher education is more immediate. What is perhaps most painful in this situation is the fact that, through ballot initiatives rather than an economic downturn, Oregonians have brought these crises on ourselves. The approval of Measure 8, four years into the budgeting that has resulted from Measure 5 in 1990, could easily undermine in just a year or two the quality of higher education in Oregon that has been generations in the making. With Measure 8, a tiny majority of voters (themselves a minority of adult citizens) have taken from a small segment of the population 6% of our income (up to 8% if taxed), in order to maintain services from which all Oregonians benefit. In being told that faculty and other state employees are overcompensated, Oregonians have been systematically misled. Good benefits have merely compensated, in part, for low salaries. Now, with Measure 8, following a two-year wage freeze (as the cost of living has gone up about 3% each year), by July 1995 faculty and other state employees will have lost 14% in real income in two years. Should the legislature continue this wage freeze for the 1995-97 biennium, the loss of real income would exceed 20%.

Faculty at OSU are angry and deeply resentful. In the coming months, some faculty—particularly in fields where competition for good faculty is greatest—will decide to leave OSU for jobs elsewhere. The damaging loss of faculty and the undermining of morale for those who remain, coupled with the expense and at least temporary chaos that will result from the loss of similarly outraged and underpaid classified staff and management, will be felt immediately. Recovery, even under the best of future circumstances, will take years.

The Faculty Senate of Oregon State University, therefore, supports the efforts, including litigation, of the Association of Oregon Faculty to alleviate the effects of Measure 8.

The Faculty Senate of Oregon State University also calls on Governor-elect Kitzhaber, the State Board of Higher Education, the chancellor, and particularly the new legislature, to provide the vision and leadership during the upcoming legislative session necessary to preserve the quality of education, and of educators, in Oregon. Education—from kindergarten through graduate school—must be recognized, at the very least, as the key to attracting and keeping the most desirable businesses, and to preparing Oregonians for employment in them. For the long term, Oregonians must be convinced by their elected and appointed leaders that the fabled quality of life in Oregon will be eroded if adequate funding is not guaranteed by a wisely reformed tax structure. In the short term, Oregon's leaders must make the financial commitment necessary to prevent the devastation to higher education threatened by Measure 8. Faculty compensation must be one of the highest priorities for the 1995-97 biennium.

AN OPINION

WILBERT GAMBLE

I rise to speak to this issue of the impact of "Measure 8" because I am compelled by circumstance and life's experience. Please forgive me for injecting a bit of personal background as a preface to my remarks. It explains, perhaps, why I am more sensitive to this issue than some of you. I had the privilege of being reared in a family with my great grandmother whosename was Mary Elizabeth Albritton Lawrence. She was the daughter of Molly Albritton, whose mother was a slave. On many occasions I spent time discussing with my great grandmother the paradoxical nature of life in the United States of America. For example I asked her how it was possible for the United States Constitution to declare all men equal, while some men were slaves. I asked her why it was possible in a country that had such a profoundand beautiful Bill Of Rights to have places where she and other persons of her background could not vote or eat and drink or use the restroom in certain public places. She said there is something you must understand. People, even those of good will, do not always take seriously the principles and precepts they write down and profess to live by and believe. Remember actions speak louder than words. Your primary objective should be to survive with dignity.Remember you have no power over anyone. The only thing you can control is your mind. Unless you carefully nurture it, you will lose control of it. There are many bad thingsthat can and will occur in life, including social, economic and physical death. But none, not one, is as bad as slavery. Slavery is the total abscence of personal diginity in a place lacking in compassion.

I now find myself in a circumstance and a place in which one can by purchase obtain fifty thousand signatures on petitions for as little as one dollar per signature and place a measure on a ballot. That measure if passed by a MERE PLURALITY OF THOSE PARTICIPATING IN THE VOTING will establish a constitutional amendment which can have immediate untoward and retroactive impact upon my well being.

Although it is possible for one to deny another, hopefully for lack of appropriate means and or fund, a salary increase. In my humble opinion one can not by edict or law prohibit one from receiving a salary increase regradless of the conditions. Moreover to do so provides evidence of the existence of an economic and political coop. Such an act borders on the tyranny of the majority.

In short, I do not agree with or accept the argument that one can by edict or law PROHIBIT one from receiving a salary increase. In my opinion any such declaration is not the end of the matter.

In support of my argument, I should remind us that on or about 1975-1976 the Oregon State Legislative Assembly passed a law which required contractors and builders of homes to guarantee that the agreed upon conditions in the contract and blue prints of the home would be fulfilled as stated. The contractors and lenders (banks and savings and loan institutions) objected to the law. Immediately the senators and legislators were called back into special session. The State Senate and Representatives both reversed the law and declared it void and without effect.

I rest my case.