Faculty Senate

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1995 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 5
- February 2
- March 2
- April 6
- May 4
- June 1
- October 5
- November 2
- November 14
- December 7

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 5, 1995; 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

1. **Lyla Houglum, Interim Dean of Extended Education/Director of OSU Extension Service**

   Dr. Houglum, will discuss her plans for Extended Education.

2. **Leu Swanson, Jr., OSBHE President (4:00 pm)**

   Mr. Swanson will speak about issues including Measure 8, the Administrative Efficiency Act, and Board legislative strategy.

B. ACTION ITEMS

1. **Install Elected Officials**

   Pres Elect Ken Krane

   Installation of Senate President, Sally Francis; new Executive Committee members: Russell Dix, John Lee and Maggie Niess; Interinstitutional Faculty Senate representative Steve Esbensen; and newly-elected Senators.

2. **Collective Bargaining Opportunities for OSU Faculty**

   This item was first introduced as New Business at the December meeting and was postponed to this meeting by Senator Mukatis, Business. The motion is as follows:

   I move that a special task force be created to search for a bargaining agent to represent Oregon State University faculty that has a record of delivering results for other faculties nationally.

3. **Resolution Regarding Faculty Representation on the State Board of Higher Education**

The Executive Committee offers the following resolution for approval by the Senate:

The OSU Faculty Senate supports the Interinstitutional Faculty Senate in its efforts to seek two faculty representatives on the State Board of Higher Education.

4. **Category I Proposal — Renaming the M.S. Degree in Radiation Health** (pp. 1-2)

Walter Loveland, Curriculum Council Chair, will present a proposal to change the name of the M.S. Degree in Radiation Health to an M.S. Degree in Radiation Health Physics.

C. INFORMATION ITEMS

1. **December Interinstitutional Faculty Senate Report** (pp. 3–5)

Attached is the report from the December IFS meeting.

2. **Interinstitutional Faculty Senate Report to the Board of Higher Education** (pp. 6–9)

Anthony Wilcox, IFS Representative, presented the attached report concerning Measure 8 to the Oregon State Board of Higher Education during the December meeting.

3. **Faculty Senate Handbook Update**

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

D. REPORTS FROM THE PROVOST

Roy Arnold, Provost & Vice President for Academic Affairs

E. REPORTS FROM THE FACULTY SENATE PRESIDENT

President Sally Francis

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
CHEMISTRY

OREGON
STATE
UNIVERSITY

Gilbert Hall 153
Corvallis, Oregon
97331-4003

Telephone
503-737-2081

Fax
503-737-2062

December 7, 1994

Prof. Michael Oriard
Faculty Senate Office
Oregon State University

Dear Prof. Oriard,

I am pleased to report to you that the Curriculum Council approved the Category I proposal to change the name of the M.S. degree in Radiation Health to an M.S. degree in Radiation Health Physics. This action was taken at the Council's regular meeting on 2 December, 1994. 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,

Walter Loveland

Walter Loveland
Professor of Chemistry
Chair, Curriculum Council

PROPOSAL TO RENAME THE M.S. DEGREE IN RADIATION HEALTH TO M.S. IN RADIATION HEALTH PHYSICS

1. Current Name of Degree

The current name of the degree is M.S. in Radiation Health.

2. Proposed Name of Degree

The proposed name of the degree is M.S. in Radiation Health Physics.

3. Reason for the Name Change

The Department of Nuclear Engineering offers a B.S. degree in Radiation Health Physics and an M.S. in Radiation Health. We are requesting the M.S. degree name be changed to M.S. in Radiation Health Physics to more accurately convey the course/research content of the degree and to standardize the degree offerings in this area.

4. Locus Within the Institution's Organizational Structure

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

No, the institutional location of the degree will not change.

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

The new name will be effective immediately upon final approval of this proposal.

5. Course of Study

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

No, the course of study for the degree will not change.

6. Admission Requirements

Will the admissions requirements for the degree change?

No, the admission requirements for the degree will remain the same.

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.

None.

IFS Report
December 2-3, 1994
OHSU

Present: Francis, Wilcox, Curtis

December 2

I. Dr. Leslie Hallick, Vice-President for Academic Affairs and Provost, OHSU, presented the OHSU proposal to convert to a public corporation model. Copies of the proposal were distributed.

II. Les Swanson, Chairman of the State Board of Higher Education, made remarks on the recent election results, the public corporation issue, and higher education needs in the metro area.

A. Swanson stated that Measure 15 had been "properly defeated." He predicted that K-14 will not have an easy Legislative session. He said that Kitzhaber has stated that he wants "stability in funding" for higher education.

Measure 8 damages higher education. In regard to Board actions, Swanson said that the Board will decide at its December 16 meeting whether the 6% payroll contribution will be taken pre- or post-tax. The Governor has said that raising salaries 6% is contrary to the intent of the measure. It is true, however, that local governments are doing so, but Swanson pointed out that they have their own ways of raising money and can do so with less political reprisal. Swanson agrees that the Board can not go against the intent of the Measure—but, this doesn't mean that we can not do anything. He thinks we should look for whatever money can be found for faculty salaries. However, he would base salary adjustments on merit and/or retention—they would specifically not be 6% because this would cause serious damage in the Legislative session.

B. In commenting on the OHSU public corporation proposal, Swanson said that he does not think that the teaching function should go under the public corporation model, but that the hospitals and clinics should. He thinks there should be a separate Board but with joint members and it should be appointed by OSSHE. He noted that the State contributes $60 million to OHSU in return for which OHSU should: maintain low tuition, provide Oregon resident access, emphasize statewide health science programs (e.g. nursing), avoid program duplication, and emphasize teaching versus practice or research. He stated that State assets at OHSU need to be protected and maintained. If OHSU becomes a separate public corporation, then the State would not help pay this nor pick up the hospital deficit. This issue will be discussed again at the December 16 meeting of the Board. The fundamental question is: What is the best public policy for the State of Oregon?

C. In his comments regarding the needs of the metro area, Swanson said that higher education does not have the visibility needed in the tri-county metro area and should marshall and enhance its assets in the metro area. Therefore, it is important for OHSU to remain a part of the State System. Half the population of Oregon resides in the tri-county area; however, the oldest universities are located in Eugene and Corvallis. The population centers of the state have changed since their establishment.

What are the higher education needs in Portland?

- Meet the Oregon benchmarks regarding numbers of graduates
- Provide graduate and professional education and work site training
- Provide engineering and hi-tech training, especially at the advanced level
- High quality undergraduate education, including residential

PSU can not do it all and is being asked to do too much already. Swanson sees several possible approaches in Portland:

1. Use UO and OSU in conjunction with PSU to develop joint programs in areas such as architecture, journalism, and business;
2. Develop a graduate and professional center in Portland utilizing faculty and degrees from all 3 universities;
3. Bring OSU or UO to Portland in a bigger way such as merging the 3 universities into 1 university with 3 sites and then putting programs in the sites where they make the most sense.

The criteria for any change are:

1. Enhancement of the capacity and quality of higher education;
2. Better targeting of business and industry;
3. Enhancement of the likelihood of increased funding from the State; and
4. Enhancement of the visibility and appeal of higher education to the people in the metro area.

III. Grattan Kerans, OSSHE Director of Governmental Relations, shared his views on the election results. He believes the election outcome was generally positive and cited the following examples:

1. Mandate for representative democracy;
2. Governor elected by full majority;
3. Both sides of the legislature led by the same party;
4. Defeat of Measures 5 & 15; and
5. Kitzhaber is supportive of higher education.

However, Kerans said that higher education has no advocates in the Republican party. Therefore, individual legislators must be "sold." The State System visits with legislators before the session. Chancellor Cox is having regional meetings now and is working with each of the education committees to identify what the concerns are.

The School committee report is positive. Higher education is viewed as being responsive to legislative concerns and is taking appropriate actions regarding student access, productivity, and so forth. This puts us in a good position going into the session.

Kerans reported that the Faculty Information Teams (FIT) have been launched. This is a vehicle to provide direct, organized, and sustained faculty involvement in the Legislature. Kerans believes that FIT will help to change the outlook and attitudes of legislators about everything we do.

IV. Clyde Calvin, PSU faculty member, shared his efforts to review and analyze PERS and other retirement systems. He will have a report ready to share in about 90–120 days.

December 3

I. President Danley reported on the October and November meetings of the State Board of Higher Education.

II. The IFS approved a change in its By-laws establishing the immediate past-president as an ex-officio member of the Executive Committee.

III. The OHSU proposal for a public corporation was discussed. IFS senators were concerned that this could become divisive and split the system.

IV. The following resolutions were passed:

1. The State Board of Education should rethink its legislative strategy and put faculty compensation and tuition reduction as its highest priorities.
2. Ask the Chancellor's Office to discuss its legislative strategy with IFS during its development.
3. IFS resolves to pursue legislation adding two faculty members on the Board in addition to current Board members and seeks the support of the Board in this action.

V. It was decided to request a place on the agenda of the December 16 Board meeting to make a statement regarding the impact of Measure 8. Senators were asked to attend the meeting and to recruit faculty from their campuses to try to have at least 50 faculty members present at the meeting.

VI. 1995 IFS meetings:

Feb. 3-4 OSU
April 7-8 UO
June 2-3 EOSC
Oct. 6-7 OHSU
Dec. 1-2 PSU

VII. New officers were elected:

President Sam Connell
Vice President Martha Sargent
Secretary Dennis Swanger
Executive Committee:
Eric Wakkuri
Beatrice Oshika
Liaison to Academic Council Tony Wilcox
Liaison to Board Martha Sargent

IFS Report to the
Board of Higher Education

Presented by
Anthony Wilcox, Ph.D.

December 16, 1994

By way of introduction, I am Anthony Wilcox, Chair of the Department of Exercise and Sport Science at Oregon State University and representative from that institution to the Interinstitutional Faculty Senate. I have been a member of the faculty of OSU since 1987. Thank you for allowing me to speak with you today.

I state the obvious when I inform you that since the passage of Measure 5, things have been very difficult in the State System of Higher Education: There has been an unconscionable reduction in departments, programs and degrees; student access has been hindered by precipitous increases in tuition; and talented faculty and staff have been lost due to cut-backs or flight to more promising positions. These have been hard times for educators.

But Measure 8 has outraged faculty and staff beyond anything I witnessed during the Measure 5 years. It may be that after years of struggling with the effects of Measure 5, Measure 8 is the proverbial straw that breaks the faculty's back. It may be because Measure 8 hits everyone across the State System, where the cuts brought on by Measure 5 could be directed within each institution in an attempt to preserve the strength of the remaining programs. Or the intensified outrage might be because, suddenly, with Measure 8, it got personal. The individuals in the State System were specifically targeted.

I know that the Chancellor and the members of the Board of Higher Education understand that Measure 8 has had a demoralizing effect on faculty and staff, but it is unlikely that you appreciate the extent of this discontent. I am here today to try to convey that to you. The presence of so many of my colleagues in the audience should also be taken as evidence of the depth of feeling over this issue and the pressing need to respond. Focusing on the injustice of Measure 8, focusing on the lack of appreciation shown us by the citizens of Oregon, and focusing on the injury to our earnings has heightened our awareness of how badly our salaries compare to national standards. This has created a new urgency for the Chancellor and the members of the Board to act decisively to rectify this situation.

There have been some developments in the last two weeks that offer glimmers of hope. Governor Roberts has declared that the 6% contribution to our pensions will be taken pre-tax, which slightly reduces the financial impact. She has also delayed the implementation of Measure 8 until July 1, 1995. Also, the Republican leadership in the Senate may propose that the excess corporate taxes taken in by the state be used to support higher education rather than being returned to the businesses.

We have in Governor-elect Kitzhaber someone who pledges his support for education. President Frohnmeyer of the University of Oregon is leading one of the legal challenges of Measure 8. And President Byrne of Oregon State University has been strongly advocating across-the-board cost-of-living adjustments for faculty and staff.

We have seen where local units of government all over the state have approved salary adjustments for their employees. They know that these employees have been unfairly victimized by Measure 8. These officials have shown political courage in defending the

interests of their employees. Measure 8 allows for this "window of opportunity" to adjust salaries before the measure goes into effect. Some simple-minded critics have pointed out that while such actions comply with the letter of the law, they violate the spirit of the law. An analysis of the measure reveals that it has a spirit that should be violated. Let's consider the violations enacted by Measure 8.

While teachers and city and county workers negotiate their salaries with their localities, we in OSSHE must negotiate with the State legislature. Since this is the case, the legislators should be able to fully appreciate the ways that Measure 8 is a breach of previous agreements between us and them. In one fell swoop, this measure violates two separate negotiations between OSSHE and the legislature: the 6% salary enhancement in 1979 and the wage freeze for this biennium.

As a brief recap, in 1979, when inflation was 11%, the State negotiated a 6% pick-up of the employee contribution to their pension in place of a pay increase. Faculty and staff did not request the pick-up; they preferred a pay raise, but the 6% pick-up was the only deal offered. The advantages of the pick-up to the State were the following: First and foremost, the 6% pick-up was a salary enhancement that was only 1/2 the rate of inflation at that time, so the State got away cheaply while faculty and staff saw further erosion in their earnings. Secondly, with the 6% pick-up, faculty and staff increased their take-home pay without receiving an increase in salary. Therefore, the State did not have to pay any of the increase in benefits that would be associated with an increase in salary. Thirdly, pay raises are given as percentages of the base salary, and a 6% increase in salary that year would have been compounded in future salary increases. With the base remaining unchanged, that compounding did not occur.

So the faculty and staff received a much deserved 6% salary enhancement, but it was very much on terms which favored the State. Fifteen years later, it turns out that these terms disadvantaged the OSSHE employees, for it provided a target for politicians and special interest groups with no sense of obligation to previously negotiated contracts. The true effect of Measure 8 was to rescind the 6% pay raise of 1979, but the backers of the measure disguised their intentions by targeting the 6% pick-up as a special benefit given by the State to its employees. If their motives had been honorable and they truly wished to have state employees contribute to their pensions, there would have been no condition barring the restitution of the earlier pay raise. We, the faculty, expect the legislators to see that the conditions they placed upon the pay raise given in 1979 left us vulnerable to Measure 8, we expect them to honor our previous agreement, and we expect the Chancellor and the Board to vigorously pursue this matter.

The passage of Measure 8 also violated the agreement between the State and OSSHE that salaries would be fixed during this biennium. While freezing salaries, legislators also directed OSSHE to increase teaching productivity and student access to classes. Faculty and staff were realistic about the salary freeze and responsible in accepting it as part of our contribution in dealing with the decreased funding available for Higher Education. And we rose to the challenge of increasing teaching productivity. Many of the people in the audience today were part of the teams of faculty that developed the productivity plans on each campus, and all of us have worked to implement these plans. We have increased the use of technology in the classroom. We have reduced the number of low enrollment classes. We have accentuated the role of senior faculty in undergraduate education. We have revised graduation requirements. We have shifted resources to be able to respond to student demand for classes. In short, we have changed the culture of the academic community. And throughout this process we have been vigilant about maintaining quality in undergraduate and graduate education. The commitment of OSSHE's faculty and staff has been remarkable, and by whatever yardstick used to measure it (such as student credit

hour generation, graduation rates), the results are clearly evident. The House Interim Task Force report on Higher Education has commended OSSHE for the way it has responded to the need to increase productivity in the face of Measure 5 cuts. With salaries frozen, faculty and staff stepped-up their efforts to serve the citizens of the State. Implementing Measure 8 is an appalling breach of faith. At the end of this biennium, our income will be reduced by 6%. Outrage is the only reasonable response to these circumstances.

Our economic fate is in the hands of the legislature. We have bargained in good faith, and we have been betrayed. When bold and decisive leadership is called for from the Chancellor and the Board, we find them appearing to be timid in advancing our case to the legislators. There must be institutional memory in the halls of Salem. School boards and city and county commissioners have come to the defense of their employees; you must do the same. Since Measure 8 invalidates the agreement to hold salaries constant during this biennium, give us the cost of living adjustments for the last two years the moment Measure 8 takes effect.

At our most recent meeting of the OSU Faculty Senate, Professor Wil Gamble spoke very eloquently concerning his response to the passage of Measure 8. He described the lessons in living that he learned from his great-grandmother. Wil's ancestors were slaves, and he would ask his great-grandmother about slavery and how it could exist in a country founded on the principle that all men are created equal and possess certain inalienable rights. Her answers resonate in his memory: that "slavery is the total absence of personal dignity in a place that is lacking in compassion." She also told him that "people do not always take seriously those things that they write down, and profess to live by and believe." The goal in life, she said, was to "survive with dignity."

Dr. Gamble decried as an affront to our dignity the injustice forced upon us because someone can purchase 50,000 signatures at $1 apiece, place a measure on the ballot, and by a mere plurality, change the Constitution of this state. We ask that the legislators take seriously those things that they wrote down in 1979 and 1993.

The significance of an African-American professor standing up at the Faculty Senate meeting and speaking about slavery, dignity, and Measure 8 should not be lost on the members of the Board. In a recent Board meeting, you reviewed the progress toward increasing the number of minorities on the faculties at the OSSHE institutions. While some progress has been made, much more is needed. Achieving these goals requires that we be very aggressive in attracting good candidates for positions, because it is extremely competitive among colleges and universities vying to hire the available minority candidates. And, once hired, retaining these individuals is just as important. One of the devastating effects of Measure 8 is that many faculty are looking for other opportunities. We cannot afford to wait until the end of the legislative session to respond to critical salary issues. It is imperative that the Board take preemptive action. Assure the faculty that they will receive a cost-of-living adjustment. <u>In addition</u>, you must make salary enhancement the top priority in your objectives for the next legislative session.

Oregonians must confront the implications of continued underfunding of Higher Education. The traditional role of public higher education in the United States has been to make education available to anyone, regardless of income, who was capable of taking advantage of it and willing to work hard. In Oregon, we are in danger of abandoning that at a time when other states and other countries have decided that the prosperity of their people depends on their education. We are also doing it at a time when the number of students graduating from Oregon's high schools is about to increase dramatically. The citizens and legislators of Oregon must now decide whether they wish to provide for this generation of students the kind of accessible, high quality education that was provided for previous

generations. They must also decide whether they want a system of higher education that will serve the needs of professionals and so attract new industry to the state.

The October 19th edition of The Chronicle of Higher Education reported that Oregon had the largest reduction of all the states in its support for higher education over the last two years. While Alabama, Georgia, Idaho, Mississippi and New Mexico increased their funding of higher ed by 13-37%, Oregon decreased it by 15%. As you well know, we have had to drastically increase tuition to help offset this reduction in support. As a result, it is becoming increasingly difficult for Oregonians to afford to attend their public institutions. We are fast approaching a time where the tuitions will be so high, the majority of our incoming freshman classes will be from out of state.

Using data published in the March/April 1994 issue of Academe, OSSHE faculty are paid approximately 20% less than faculty at comparable institutions in other states. This disparity must be addressed. Measure 8 has created a discontent among faculty that makes continued service to a state that undervalues our efforts increasingly untenable. Last July, the Board recommended annual 3% salary increases for the '95-97 biennium, and I have seen no revision of that request to the Governor. That just will not do. Measure 8 has widened the gap between OSSHE salaries and the national norm. It is time we properly compensated the dedicated faculty and staff who have worked so hard during these difficult times to maintain excellence in our public institutions of higher education.

This is the charge we put to you, Chancellor Cox, and the members of the Board.

EXTENDED EDUCATION AT OREGON STATE UNIVERSITY

Definition:

Extended education is education and service for citizens who are not resident at the University's campus and which draws upon the knowledge base of the University. (President Byrne)

Goal:

To improve the total university response to local educational needs through extended education. (President Byrne)

Priority issues for Interim Dean of Extended Education and Director of the OSU Extension Service:

1. Legislature - Extension Service Budget

2. Dialogue with faculty
   - What is Extended Education
   - How does it effect College/Department/Faculty
   - What is the Extension Service
   - Academic homes for Extension Faculty
   - What about P&T

3. Extended Education Committee Roles
   Activate the Coordinating Committee
   - Extended Education Inventory
   - Academic homes for Extension Faculty
   - Assist and coordinate faculty dialogue
   - Initiate the college planning process

4. Extended Education Staffing and Budgeting
   - Extension Service staffing plan
   - Continuing Higher Education staffing, distance education, conference services
   - Communication and marketing

REPORTS TO THE FACULTY SENATE

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331-6203

503-737-4344

FACULTY SENATE OFFICE
Social Science 107

Thursday, February 2, 1995; 3:00 pm - 5:00 pm
Construction & Engineering Hall
LaSells Stewart Center

AGENDA

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

A. SPECIAL REPORTS

1. Graduation/Retention Issues

   Bruce Shepard will present information concerning graduation/retention.

2. NCAA Meeting

   Dutch Baughman and Bob Frank will report on the January NCAA meeting.

B. ACTION ITEMS

Approval of Parliamentarian

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

C. INFORMATION ITEMS

1. Collective Bargaining Task Force (p. 1)

   A memo appointing individuals to a Collective Bargaining Task Force, in response to the Senate's wishes in January, is attached.

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, OSU Faculty Teaching Excellence, Richard M. Bressler Senior Faculty Teaching, Extended Education Faculty Achievement, and OSU Outstanding Faculty Research Assistant. Criteria for these awards may be obtained from Gordon Reistad at 737-3441 or the Faculty Senate Office. Nominations should be submitted to the Faculty Recognition and Awards Committee, in care of Gordon Reistad, Mechanical Engineering.

3. Faculty Forum Paper

The report presented by Anthony Wilcox at the December OSBHE Meeting is available on GOPHER as a Faculty Forum Paper by accessing "OSU Information and Services," then "Faculty Forum Papers." Hard copies are being sent to each department with a request to circulate to all faculty and are available for viewing in the Reserve Book Room of Kerr Library or in the Faculty Senate Office. Please share this information with your colleagues.

4. 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."

5. Faculty/Sabbatical Housing List

The listings for Faculty/Sabbatical Housing kept in the Faculty Senate Office are on GOPHER. If a faculty member is coming to OSU, GOPHER can be accessed to determine if there is housing which meets their needs; faculty members who are going on sabbatical can also list their homes as rentals. 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, Housing Needed, and Sale. The rental listing is organized by number of bedrooms.

D. REPORTS FROM THE PROVOST

Roy Arnold, Provost & Vice President for Academic Affairs

E. REPORTS FROM THE FACULTY SENATE PRESIDENT

President Sally Francis

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.

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OFFICE OF THE FACULTY SENATE

OREGON STATE UNIVERSITY
Social Science Hall 107
Corvallis, Oregon 97331-6203
Telephone 503-737-4344

January 23, 1995

TO: Gary Tiedeman, Chair
Mina Carson
William Earl
Frank Flaherty
Bruce Geller
Knud Larsen
David Sullivan
Ray Tricker

FROM: Sally Francis, President, OSU Faculty Senate

RE: Task Force on Collective Bargaining

Thank you for agreeing to serve on the Task Force on Collective Bargaining. The purpose of the task force is to explore collective bargaining as an option for OSU faculty. I expect the task force to produce a written report in which the advantages and disadvantages of collective bargaining for OSU faculty are presented and discussed. The report should reflect the history of previous collective bargaining initiatives at OSU.

The reporting deadline is May 1. For this report to be included on the agenda of the May 4 Senate meeting, it will need to be to me no later than April 24.

President-Elect Ken Krane will serve as the liaison from the Executive Committee to the task force. Vickie Nunnemaker is available to assist the task force in its work.

Thank you, again.

c: Executive Committee

Background Materials

Undergraduate Retention

Prepared for the
Faculty Senate meeting of
February 2, 1995

Office of Academic Affairs

TABLE 1

YEAR TO YEAR UNDERGRADUATE CONTINUATION PERCENTAGES BY COLLEGE[a]

UNIT	ALL UNDERGRAD			
	1991	1992	1993	1994
Agricultural Sciences	86.3% (510)	84.5% (523)	83.6% (531)	**80.9%** (554)
Business	86% (1706)	87.1% (1491)	85.5% (1247)	**85.4%** (1147)
Engineering	89.2% (1673)	87.6% (1698)	87.5% (1688)	**84.3%** (1716)
Forestry	87.6% (234)	78% (205)	83.3% (198)	**84.5%** (219)
Health and Human Performance	88.5% (427)	89.9% (454)	86.1% (505)	**84.7%** (535)
Home Economics and Education	87.7% (611)	86.1% (540)	87.6% (555)	**83.4%** (643)
Liberal Arts	85.8% (2726)	79.6% (2281)	80.5% (1854)	**76.6%** (1647)
Pharmacy	92.7% (330)	86.2% (319)	90.4% (323)	**87.4%** (294)
Science	82.5% (1169)	80% (1198)	83.5% (1248)	**79.5%** (1303)
University Exploratory Studies	72.2% (331)	74.2% (383)	79.3% (454)	**71.5%** (445)
University	86.1% (9717)	83.5% (9092)	84.4% (8603)	**81.4%** (8504)

a. End of Fall Term data. Undergraduate first-degree seeking students (i.e., post-baccalaureate and undergraduate "specials" excluded). Continuation rates are the percentage of students who were in the unit last year and who remain in the university (any unit) one year later, correcting for those who graduate. More precisely, denominator is number of students in unit one year ago who, at end of term, had attempted 1 or more credits and who did not graduate in the subsequent year. Numerator is the number of these students who, a year later, attempted 1 or more credits in any unit of the university. The denominators upon which the percentages are based are reported in parentheses under the percentages to which they pertain. Percentages not calculated for denominators of 0 or 1.

TABLE 2
YEAR TO YEAR UNDERGRADUATE CONTINUATION PERCENTAGES BY COLLEGE
FALL, 1994[a]

UNIT	GENDER		CLASS Students who, 1 year ago, were				ETHNICITY[b]				Inter-nation-al
	Female	Male	Frosh	Soph	Junior	Senior	Asian American	African American	Hispanic American	American Indian	
Agricultural Sciences	81% (226)	81% (327)	68.8% (96)	87.8% (123)	87% (193)	74.6% (142)	60% (5)	100% (3)	78.6% (14)	60% (10)	81.8% (11)
Business	88% (435)	83.7% (711)	79.2% (288)	85.1% (309)	89.5% (313)	87.8% (237)	85.4% (96)	81% (21)	86.5% (37)	81.8% (11)	82.5% (80)
Engineering	86% (186)	84.1% (1530)	76.8% (419)	82.8% (367)	86.8% (476)	89.9% (454)	81.7% (197)	66.7% (12)	87.2% (39)	88.9% (18)	91.8% (134)
Forestry	87.5% (56)	83.4% (163)	76.4% (55)	86.8% (38)	91.5% (59)	83.6% (67)	100% (2)	(1)	100% (3)	100% (7)	100% (4)
Health & Human Performance	87.5% (281)	81.5% (254)	77.8% (81)	83.6% (134)	91% (178)	81.7% (142)	78.1% (32)	100% (3)	66.7% (18)	100% (4)	91.7% (12)
Home Economics and Education	83.6% (556)	81.6% (87)	70.8% (96)	79.6% (147)	88.6% (229)	86.5% (171)	70.7% (41)	77.8% (9)	91.3% (23)	100% (7)	84.2% (19)
Liberal Arts	76.4% (856)	76.7% (791)	73.2% (228)	77.4% (376)	82.8% (581)	69.7% (462)	80% (85)	85.1% (47)	76.8% (69)	80% (30)	68.2% (22)
Pharmacy	89.7% (174)	84.2% (120)	76% (50)	82% (50)	88.1% (59)	93.3% (135)	83.5% (79)	(0)	100% (2)	40% (5)	75% (8)
Science	79% (594)	80% (709)	75.1% (301)	79.9% (329)	84.2% (392)	77.2% (281)	84.3% (134)	75% (12)	79.5% (44)	58.3% (12)	85% (20)
University Exploratory Study	69.3% (166)	73% (278)	70.4% (189)	78.3% (161)	68.8% (64)	48.4% (31)	66.7% (33)	93.8% (16)	53.8% (26)	50% (4)	66.7% (6)
University	81.6% (3530)	81.3% (4971)	75% (1803)	81.5% (2034)	86% (2544)	81.1% (2123)	81.1% (704)	83.1% (124)	78.9% (275)	77.1% (109)	85.8% (316)

a. End of Fall Term data. Undergraduate first-degree seeking students (i.e., post-baccalaureate and undergraduate "specials" excluded). Continuation rates are the percentage of students who were in the unit last year and who remain in the university (any unit) one year later, correcting for those who graduate. More precisely, denominator is number of students in unit one year ago who, at end of term, had attempted 1 or more credits and who did not graduate in the subsequent year. Numerator is the number of these students who, a year later, attempted 1 or more credits in any unit of the university. The denominators upon which the percentages are based are reported in parentheses under the percentages to which they pertain. Percentages not calculated for denominators of 0 or 1.

b. Excludes international students and those who decline to state their ethnicity.

TABLE 3
GRADUATION PERCENTAGES FOR ENTERING FULL-TIME FRESHMEN BY COLLEGE AS OF END OF SUMMER, 1994[a]

UNIT	PERCENTAGE GRADUATING FOR FULL-TIME FRESHMEN								
	COHORT ENTERING			COHORT ENTERING 6 YEARS AGO AND WHO ARE					
	4 Years Ago (Fall, '90)	5 Years Ago (Fall, '89)	6 Years Ago (Fall,'88)	Female	Male	American Indian	African American	Asian American	Hispanic American
Agricultural Sciences	41.6% (77)	62.7% (67)	**57.4%** (61)	50% (30)	64.5% (31)	40% (5)	(0)	(0)	75% (4)
Business	34.3% (327)	60.4% (497)	**67.7%** (507)	67.2% (253)	68.1% (254)	46.2% (13)	75% (8)	59.4% (32)	66.7% (9)
Engineering	15.7% (345)	57.7% (404)	**65.8%** (401)	61.2% (49)	66.5% (352)	33.3% (3)	50% (6)	54.8% (62)	50% (4)
Forestry	22.7% (22)	48.3% (29)	**51.3%** (39)	44.4% (9)	53.3% (30)	0% (2)	(0)	(1)	(0)
Health and Human Performance	24.4% (41)	61.5% (52)	**56.4%** (39)	59.1% (22)	52.9% (17)	(0)	(0)	(1)	(0)
Home Economics and Education	43.5% (62)	63.2% (57)	**64.1%** (78)	64.3% (70)	62.5% (8)	(0)	(0)	100% (5)	0% (2)
Liberal Arts	33.9% (369)	54.9% (377)	**54.6%** (302)	55% (202)	54% (100)	62.5% (8)	80% (5)	81.8% (22)	22.2% (9)
Pharmacy	10.2% (49)	54.8% (62)	**56%** (50)	52.9% (34)	62.5% (16)	(1)	(0)	33.3% (9)	(0)
Science	29.8% (265)	52.9% (329)	**65.1%** (255)	59.2% (142)	72.6% (113)	50% (6)	(1)	68.4% (19)	62.5% (8)
University Exploratory Studies	17.5% (154)	51.9% (133)	**59.5%** (116)	65.1% (63)	52.8% (53)	(1)	66.7% (3)	20% (5)	60% (5)
University	27.8% (1711)	56.9% (2007)	**62.9%** (1848)	60.8% (874)	64.8% (974)	46.2% (39)	69.6% (23)	60.9% (156)	51.2% (41)

a. Full-time, undergraduate first-degree seeking students (i.e., post-baccalaureate and undergraduate "specials" excluded). "Full-time" defined as attempting 12 or more credits during first term at OSU. Four-year graduation rates are the percentage of freshmen (straight from high school or with less than 32 transfer credits) who entered the unit Fall, 1990 and who, by end of Summer, 1994, had graduated from OSU (any unit). Five-year rate based upon cohort entering Fall, 1989; Six-year rate based upon cohort entering Fall, 1988. The denominators upon which the percentages are based are reported in parentheses under the percentages to which they pertain. Percentages not calculated for denominators of 0 or 1.

TABLE 4
GRADUATION PERCENTAGES FOR ENTERING FULL-TIME TRANSFER STUDENTS BY COLLEGE AS OF END OF SUMMER, 1994[a]

UNIT	PERCENTAGE GRADUATING FOR FULL-TIME TRANSFER STUDENTS								
	COHORT ENTERING			COHORT ENTERING 4 YEARS AGO AND WHO ARE					
	2 Years Ago (Fall, '92)	3 Years Ago (Fall, '91)	4 Years Ago (Fall,'90)	Female	Male	American Indian	African American	Asian American	Hispanic American
Agricultural Sciences	19.5% (87)	60.8% (79)	**75% (52)**	66.7% (21)	80.6% (31)	(1)	(0)	(0)	(0)
Business	19.2% (151)	67.9% (134)	**66.5% (161)**	69.7% (66)	64.2% (95)	100% (2)	(0)	41.7% (12)	(0)
Engineering	12.7% (189)	46.9% (145)	**62.9% (151)**	70.6% (17)	61.9% (134)	50% (4)	(0)	57.9% (19)	50% (4)
Forestry	3.4% (29)	33.3% (18)	**75% (24)**	70% (10)	78.6% (14)	(1)	(0)	(0)	(0)
Health and Human Performance	23.5% (51)	56.5% (46)	**77.1% (35)**	75% (24)	81.8% (11)	66.7% (3)	(0)	(0)	(0)
Home Economics and Education	15.9% (44)	61.4% (57)	**66.7% (54)**	64.7% (51)	100% (3)	(0)	(0)	66.7% (6)	50% (2)
Liberal Arts	26.7% (191)	52.2% (161)	**64.4% (208)**	61.4% (127)	69.1% (81)	75% (4)	50% (4)	83.3% (6)	100% (2)
Pharmacy	1.9% (54)	39% (59)	**65.4% (52)**	56% (25)	74.1% (27)	50% (2)	(0)	62.5% (8)	0% (2)
Science	19.8% (167)	56% (134)	**66.4% (122)**	62.3% (61)	70.5% (61)	33.3% (3)	(0)	50% (4)	100% (2)
University Exploratory Studies	0% (10)	28.6% (7)	**0% (9)**	0% (1)	0% (8)	(0)	(0)	(0)	(0)
University	18% (973)	54.5% (840)	**65.8% (868)**	64.5% (403)	66.9% (465)	60% (20)	50% (4)	58.2% (55)	58.3% (12)

a. Full-time, undergraduate first-degree seeking transfer students (i.e., post-baccalaureate and undergraduate "specials" excluded). "Full-time" defined as attempting 12 or more credits during first term at OSU. Four-year graduation rates are the percentage of full-time transfer students who entered OSU and the unit Fall, 1990 and who, by end of Summer, 1994, had graduated from OSU (any unit). Three-year rate based upon cohort entering Fall, 1991; two-year rate based upon cohort entering Fall, 1992. The denominators upon which the percentages are based are reported in parentheses under the percentages to which they pertain. Percen[illegible] not calculated for denominators of 0 or 1.

Planning Strategies

Development of strategies begins by setting aside several common perceptions.

First must be the realization that successful retention should not be defined simply as the attainment of a degree. Students enter with a variety of academic objectives and those objectives evolve. It is not simply that some students are not seeking a baccalaureate degree when they matriculation; in some cases, OSU may fulfill a student's academic objectives by helping the student's aspirations develop and clarify to the point that a student realizes that a baccalaureate degree from OSU is not what the student desires at this time. Consequently, as you find in the preceding vision statement, one must speak of successful retention in terms of the clarification and attainment of individual's differing academic objectives.

Second, as a review of national studies and data collected at OSU consistently reveal, students leave for reasons that usually are unrelated to inadequate academic capabilities; indeed, only a small fraction of those who withdraw from OSU are in academic difficulty. Consequently, in deciding upon retention emphases, it is very important to bear in mind that the reasons students do not return to OSU have usually to do with factors other than academic performance. These include: completion of academic objectives that do not involve obtaining a degree, change in academic objectives including plans to transfer to another institution, financial pressures, circumstances involving family and other relationships, and issues involving personal maturation and development.

Two fundamental retention strategies are paramount:

1. *Continuously improve the quality of instruction and advising.*
   In earlier studies at OSU, the quality of classes was listed as one of the best reasons for staying at OSU; "quality of classes" was also listed as one of the top reasons for leaving OSU. Meeting and exceeding students' expectations for high quality education is the single most important factor in successful retention.
2. *Early in students' time at OSU, create a sense of identity with and involvement in the university -- its programs, organizations, faculty, and fellow students -- through integration of the complete learning environment.*
   National research clearly establishes the centrality of this factor in promoting academic success.

Neither of the two fundamental strategies can be pursued through quick, simple, or single undertakings. Rather, there must be concerted efforts widely involving the many components of the university. Specific tactics underway or seriously being contemplated include:

* Restructure UESP to provide advising through academic units after second term in UESP.
* Require advising through use of PIN numbers for all UESP students.
* Involve faculty in special sections of the university's general orientation course.
* Provide access for all undergraduate to LS 114, a career counseling course formerly available only to UESP students.
* Establish an Honors College to challenge students in all majors.
* Develop innovative interdisciplinary undergraduate majors, minors, and certificates that bring the academic strengths of the university to bear upon emerging undergraduate instructional needs. Examples include: Natural Resources, Environmental Sciences, Bioresource Research, Ethnic Studies, Applied Ethics, Earth Information Science and Technology, and the International Degree.
* Simplify rules for determining academic standing and add the category "Academic Warning."; make the consequences of poor academic performance more predictable.
* Send letters to students on academic warning or probation advising them of resources available to help, the exact nature of the risks they face if problems continue, and the need to review their schedule for the current term with an advisor. Letters also provide for each College to insert its own paragraph offering help and identifying whom to contact.
* Establish an Undergraduate Education Council to give leadership to efforts to enhance the quality of undergraduate instruction; include within that body, workgroups on Recruitment and Retention; Instructional Access; Educational Effectiveness; and Diversity.
* Limit the use of the "5% Special Admits"admission category to those applicants who would be served by EOP and/or Student Athlete Services.
* Provide departments, colleges, and Academic Affairs with regular reports on the continuation rates of undergraduates by major so that administrators may discern problems and measure the impacts of initiatives.
* Provide a means for the systematic assessment of advising
* Establish a matriculation fee to remove fiscal impediments to participation in orientation programs and to allow further development of those efforts.
* Shift administrative responsibility for Student Athlete Services to the Office of Academic Affairs.
* Investigate establishment of a "Freshman Year" program.
* Pursue with each college not currently doing so, adoption of a policy requiring that each of their entering freshmen obtain advising prior to registration.
* Require that units, in preparing their productivity plans, consider unnecessary curricular impediments to academic progress.
* Automate transfer-articulation to improve the quality of information available to OSU advisors, transfer students, and academic counselors at Oregon community colleges.
* Automate degree audit to provide students and their advisors with reports on progress toward fulfillment of university requirements, those reports to be available regularly and much earlier than is currently the case for graduation audits.

Undergraduate Education Council
Recruitment & Retention Subcommittee
1994-1995 membership

Barbara Balz, Chair
Registrar's

Robert Bontrager
Registrar's

Daniel J. Brown
Business

Lee Cole
Agricultural Sciences

Carroll DeKock
Chemistry

Polly Gross
Liberal Arts

Kathy Heath
Health & Human Performance

Clara Horne
Business

Cassandras Manuelito-Kerkvliet
Multicultural Affairs

Mary Ann Matzke
Science

Kim McAlexander
Home Economics & Education

Keith McCreight
Financial Aid

Janet Nishihara
Educational Opportunities Program

Paulette Ratchford
Housing

Rebecca Sanderson
UESP/Counseling Cntr

Henry Sayre
Art

Bruce Shepard
Academic Affairs

Background Materials

The Undergraduate Education Council

Prepared for the
Faculty Senate meeting of
February 2, 1995

Office of Academic Affairs

Undergraduate Education Council

The Undergraduate Education Council will be the vehicle for the coordination and leadership of campus undergraduate programs. Appointed by the Provost and Executive Vice President, the Council is empowered to undertake initiatives and, as appropriate, to recommend policy guidelines pertaining to undergraduate education in such areas as advising; enrollment management including access to classes and programs, recruitment, admission, and retention; the enhancement of learning through attention to the full educational environment; the assessment of teaching and of student outcomes; new student orientation and 'first year' experiences.

The Council will meet quarterly to identify initiatives, hear reports and develop policy guidelines. The Council itself will be relatively small in size and be comprised of faculty and top administrative leaders on campus in the area of undergraduate education. Much of the activity of the Council shall occur through standing work groups authorized by the Council to bring together faculty and responsible officers from the Office of Academic Affairs, Student Affairs, Extended Education, and the colleges to coordinate matters of mutual concern. Ad hoc task groups working in coordination with appropriate Faculty Senate Committees will develop solutions to urgent problems of program development and coordination as they arise. The organizational principle of the Council is to coordinate the efforts of the standing work groups and Faculty Senate Committees on behalf of undergraduate education and draws on this expertise in order to draft specific recommendations.

Chaired by the Director of Undergraduate Academic Programs, the Council will consist of five academic deans, the Associate Provost for Academic Affairs, the Vice Provost for Student Affairs, and the chairs of the standing working groups established by the Council, a faculty member from each of the work groups, and the Chair of the Academic Advising Council. It is expected that each standing working group will be chaired by the individual with primary administrative responsibility for the focus of the working group. Each of the work groups will include at least two members of the faculty, appointed by the Executive Committee of the Faculty Senate. The faculty members in the Educational Effectiveness Work Group will have a primary responsibility in teaching.

Among the standing work groups, the following groups are essential.

- **Instructional Access Work Group:** to keep college administrators, the Undergraduate Admissions Committee, the Curriculum Council, and other responsible officers informed regarding enrollment projection and the prospective impact of enrollments on course loads by class, college, subject matter area, and department, with special attention to potential bottleneck courses impeding timely progress through the curriculum; to plan for timely delivery of courses to permit students to graduate in four years.

- **Recruitment and Retention Work Group**: in coordination with the Undergraduate Advising Committee develop and monitor plans for the recruitment and retention of students with attention to all the various areas of student life that bear upon the overall undergraduate experience.

- **Educational Effectiveness Work Group:** to develop and implement a program for the periodic review of those undergraduate programs that are not the subject of professional accreditation reviews; and to develop a program for the assessment of student outcomes that is responsive to OSSHE and accreditation requirements and that is supportive of improvement efforts at the departmental, college and university level; and working with the Advancement of Teaching Committee, to monitor and augment teaching evaluation guidelines to promote and reward excellent teaching; to identify, evaluate, and recommend means for the enhancement of instructional productivity.

- **Diversity Work Group:** to promote the quality of the education of all undergraduates through enhancing the diversity of the student body and the curriculum and to assure that issues of recruitment, retention, educational effectiveness, and educational outreach effectively address the interests of students of color. It will coordinate curriculum recommendations with the Curriculum Council and Baccalaureate Core Committee.

Decisions regarding the necessity and advisability of other work groups are delegated to the Council.

Undergraduate Education Council
1994-1995 membership

Barbara Balz
Enrollment Services

Lee Cole
Agricultural Sciences

John Dunn
Academic Affairs

Kinsey Green
Home Economics & Education

Larry Griggs
Educational Opportunites
Program

Fred Horne
Science

Mike Maksud
Health & Human Performance

Don Parker
Business

Brandon Prentice
Student Activity Center

Tom Savage
Animal Science

Kay Schaffer
Liberal Arts

Robert Schwartz
English

Bruce Shepard
Academic Affairs

Jo Anne Trow
Student Affairs

Undergraduate Education Council
Preliminary Work Plan
Academic Year 1994-95

TOPIC	INITIAL DISPOSITION		
	Next Steps	Who	When
Evaluate the effectiveness and status (e.g., numbers of courses) of the Baccalaureate Core	Report on current activities to be followed by determination of any needed additional efforts.	Shepard to arrange report involving Sahr, Moore, Scanlan, Shepard	Fall Term
Assess adequacy of instructional facilities, develop policy/guidelines to assure efficient, effective development and use of classrooms and other instructional facilities, to include issues of scheduling, "ownership," and responsibility for improvements and maintenance	Charge an ad hoc committee to undertake this study and to recommend policy/guidelines to Council as appropriate.	Shepard to draft charge; Council to review charge, determine members	Charge, committee members decided at next meeting
Substantially increase recruitment/retention of students of color.	Assign as a joint responsibility of Recruitment and Retention and Diversity work group.	Balz and Griggs to meet to determine best organizational approach.	Balz and Griggs to report back on preferred approach at next meeting.
In undergraduate education, recruitment, retention, what are we doing well?, what are we not doing well?, and how do we institutionalize regular attention to those questions? Includes definition of desired student educational outcomes and the measurement of students progress toward those outcomes.	Analyze results of Fall Term survey of recent graduates, survey of admitted students, forthcoming reports on continuation and graduation rates, considering not just the results *per se*, but mechanisms for regularly obtaining and incorporating such results in management	The Council	Winter Term

TOPIC	INITIAL DISPOSITION		
	Next Steps	Who	When
Impact of Oregon K-12 Educational Reform and proficiency based admissions on OSU curriculum and pedagogy.	Initial step is for Council to educate itself. Flynt will be invited to meet with the Council.	Green to arrange	Fall Term preferred, depends upon Flynt's schedule
More small group encounters of faculty and student	Responsibility for formulating recommendations assigned to Educational Effectiveness and Recruitment and Retention Workgroups. Consideration to include relationships to retention, productivity, Honors College	Educational Effectiveness Workgroup; Recruitment and Retention Workgroup	Report recommendations at December meeting
Increase student involvement in co-curricular activities that support the broad educational responsibilities of the university; in particular increase and then assess student use of the co-curricular activities transcript.	Invite appropriate individuals to report to the Council on the co-curricular activities transcript project.	Trow to arrange	Fall Term
Assess effectiveness of academic advising in its many forms including availability and access as well as quality.	Academic Advising Council to be asked to recommend procedures.	Shepard/Cole to convey request to the Academic Advising Council	Objective is to have a system in place by the end of the current academic year.
Review academic, programmatic, budgetary issues surrounding internship and practicum requirements	Council to appoint an ad hoc group to conduct the review and to formulate recommendations as appropriate.	Maksud to draft a charge	Ad hoc committee members and committee charge to be decided at next meeting.

TOPIC	INITIAL DISPOSITION		
	Next Steps	Who	When
Redundancy of courses	Provoke attention to possible redundancies	Academic Affairs working with Curriculum Council	Fall Term
Extended learning	Find out what the newly appointed Distance Learning Council will be addressing with the purpose of seeing if there are issues of importance to the Council that the Council will need to take up.	Shepard to invite Hughes, Dunham, Maresh, Loveland to meet with Council	Fall term preferred, depends upon schedules of invitees.

REPORTS TO THE FACULTY SENATE

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331-6203

503-737-4344

FACULTY SENATE OFFICE
Social Science 107

Thursday, March 2, 1995; 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. Minority Affairs Commission Report (pp. 1–4)

   Provost Roy Arnold and Jon Hendricks, Minority Affairs Commission Chair, will discuss the recommendations emanating from the 1993-94 Minority Affairs Commission.

2. Financial Information Services

   Robert Duringer, Business Affairs Director, will present a brief overview of the FIS system which will be implemented in July.

3. Proposed Instructional Resource Center

   Stan Brings, Advancement of Teaching Committee Chair, will explain the committee's recommendation for a proposed Instructional Resource Center and the survey related to it. (Senator's — please bring your survey to the meeting.)

B. ACTION ITEMS

1. Proposed Academic Regulations Changes (pp. 5–6)

   Sharon Martin, Academic Regulations Chair, will present proposed changes to AR 4a and AR 12. If approved, these changes will be effective Fall 1995.

2. Category I Proposal — Environmental Engineering (pp. 7–29)

Walter Loveland, Curriculum Council Chair, will present a proposal to establish a B.S. Degree in Environmental Engineering in the Department of Civil Engineering.

C. INFORMATION ITEMS

1. Interinstitutional Faculty Senate (pp. 30–32)

Attached is a recap of the February IFS meeting.

2. Promotion & Tenure Revised Guidelines Faculty Forums

Faculty Forums will be held on the following days to present the proposed revised Promotion & Tenure guidelines and address concerns. The proposed guidelines were printed in the February 23 edition of *OSU THIS WEEK*.

Monday, February 27 — 3:00–4:30 pm — MU 105
Tuesday, March 7 — 12:00–1:30 pm — MU 105

D. REPORTS FROM THE PROVOST

Provost Roy Arnold

E. REPORTS FROM THE FACULTY SENATE PRESIDENT

President Sally Francis

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

Minority Affairs
Commission

February 20, 1995

TO: Faculty Senate

FR: Minority Affairs Commission (Joe Hendricks, Chair)

RE: 1993-94 MAC RECOMMENDATIONS

The following recommendations are excerpted from the Minority Affairs Commission report to Provost Arnold in August, 1994.

MAC Recommendation: In searches to fill positions where under-representation exists, ask Search Committees to form subcommittees to focus specifically on recruiting people of color.

MAC Recommendation: Within individual units, develop long-term recruitment strategies, visiting appointments; arranging seminar opportunities for senior graduate students or external faculty who may be future recruits; and offer innovative faculty appointments such as a faculty rank with a year free of teaching responsibilities to individuals who are A.B.D.

MAC Recommendation: Emphasize the current practice of appointing people of color to both chair and participate on search committees for positions in which there is under-representation. If people of color are unavailable within the OSU community, make appointments of knowledgeable individuals from outside of the University.

MAC Recommendation: Instruct search committees to submit the top-ranked person of color in a pool of candidates to the hiring authority for review.

MAC Recommendation: Reinforce the expectation that whenever possible units should practice flexibility in defining specific specialty areas, allowing for more serious consideration of candidates from under-represented groups.

OREGON
STATE
UNIVERSITY

Jon Hendricks, Chair
737·2641

Butcher, Vice Chair
737·3411

FAX
(503) 737·5372

MAC Recommendation: The Office of Academic Affairs should publicly reaffirm OSU's commitment to strengthening the pipeline for people of color. Importantly, the existence of these efforts will assist the University in attracting faculty of color to OSU, either as employees of the programs themselves or by virtue of the fact that these programs create a positive climate within the institution.

MAC Recommendation: Wide-ranging efforts should be undertaken much earlier in the students' education than is currently the case. Sponsoring scholarly experiences as early as the middle-school years should be considered an important priority that will ultimately pay dividends for higher education in general and OSU in particular.

MAC Recommendation: This proposal (refers to earlier recommendation to develop software to track student progress and retention) to develop tracking software should be approved, be given priority consideration, and be monitored by the Office of Academic Affairs.

MAC Recommendation: An exit interview or letter from each departing minority faculty member should be requested by the Office of Academic Affairs.

MAC Recommendation: The Office of Academic Affairs should undertake specific efforts to address and deal with these feelings among faculty of color who are currently part of the OSU community and whom the university wants to retain in the future.

MAC Recommendation: The proposed university Committee on Salary Equity for Women should also be directed to examine comparative salaries for faculty of color.

MAC Recommendation: Central administration should develop a mentoring program for minority faculty linking them with senior faculty and administrators.

MAC Recommendation: Central administration should recognize that until the numbers of minority faculty and staff are increased significantly on campus, there will not be adequate minority representation to staff the structural changes advocated in this report. It is also time to train majority faculty to become advocates and spokespersons for cultural diversity on committees.

MAC Recommendation: The MAC should track and document OSU's efforts to act on this BVMA recommendation.

MAC Recommendation: The MAC should identify university boards and committees that would benefit by having minority representation and be charged with providing oversight and greater integration.

MAC Recommendation: Chairs of various committees and commissions constituted by central administration should serve on a global committee to insure greater cohesion and integration.

MAC Recommendation: The MAC should evaluate the degree to which these recommendations have been implemented. No new or replacement appointments should be approved unless and until there is minority representation on all major university and college advisory committees. The Office of the President should be responsible for ensuring that such actions occur for all major Boards and the Office of Academic Affairs or the Affirmative Action Office assume oversight responsibilities for all faculty and staff committees.

MAC Recommendation: The University should continue to seek resources to develop and implement systematic training for administrators and faculty on successful approaches to recruiting and selecting faculty of color.

MAC Recommendation: A speakers' bureau should be established and coordinated through the Office of Multicultural Affairs. Staffing requirements should be supported as necessary and in cooperation with the MU.

MAC Recommendation: Encourage all students, faculty, and staff to report incidents of racial harassment, intimidation, and discrimination to the administration.

MAC Recommendation: Take appropriate steps to ensure that psychological and emotional support is provided during investigative and resolution process.

MAC Recommendation: Provide cross-cultural training to key faculty, staff, and administrative personnel.

MAC Recommendation: Such training should be a priority and the appropriate administrative units (AA, OMA, HR) should take responsibility for organizing training sessions aimed at all current OSU administrators, faculty, staff, and all new hires.

MAC Recommendation: The MAC should be imbued with enhanced responsibility and authority and be made integral to the entire diversity agenda on campus. Terms of appointment and an annual directive from the President or Provost to explore a particular issue should be part of the enhanced profile.

MAC Recommendation: Since inclusion of minorities in the social fabric of the OSU community is an important dimension of the retention of faculty and staff, it is suggested that the MAC be asked to further explore this BVMA recommendation and make appropriate recommendations to central administration.

MAC Recommendation: The Office of the President should be asked to oversee this important linkage with the community and see that an assignment is made for this responsibility.

February 7, 1995

TO: Faculty Senate

FROM: Academic Regulations Committee

MOTION: Revision of AR 4a, Classifying Students

The Academic Regulations Committee recommends a change in the current classification of students. This regulation is superseded by the OSSHE, in that they have defined what constitutes class standing for the institutions. According to OSSHE, any undergraduate with 135 plus credit hours is a senior, without regard to GPA. The recommended change is as follows:

a. Undergraduate students: A student who has earned at least 45 credits is classified as a sophomore. A student who has earned at least 90 credits is classified as a junior. A student who has earned **at least** ~~a grade point average of 2.00 on~~ 135 credits is classified as a senior.

We recommend that, if approved, this revision become effective Fall term, 1995.

February 7, 1995

TO: Faculty Senate

FROM: Academic Regulations Committee

MOTION: Procedural Change in AR 12, Withdrawal From Individual Courses

The Academic Regulations Committee recommends a change in procedure in AR 12, which would allow students to withdraw from individual courses through the telephone registration system. The recommended change is as follows:

~~a. Official forms for withdrawing from individual courses are obtained in the Registrar's Office; instructions to be followed are shown on each form.~~

~~b.~~ **a.** ~~After consultation with his or her academic adviser, a student~~ **Students** may withdraw from a course with a W grade after the tenth day of classes and through the end of the seventh week of classes. ~~In each case, the students must notify the appropriate department by obtaining a signature in the departmental office.~~ After the seventh week of classes, students are expected to complete the program attempted and will receive letter grades (A, B, C, D, F, I, S, U, P, N) for all courses in which enrolled unless they officially withdraw from the University.

~~c. Completed course withdrawals are to be turned in at the Registrar's Office windows. The Registrar's Office will then record W grades on the student's record.~~ **Procedures for Withdrawal From Individual Courses are outlined in the term Schedule of Classes.**

We recommend that, if approved, this procedural change become effective Fall term, 1995.

DEPARTMENT OF
CHEMISTRY

OREGON
STATE
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503-737-2081

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January 17, 1995

Professor Sally Francis
Faculty Senate Office
Oregon State University

Dear Professor Francis,

I am pleased to report to you that the Curriculum Council approved the Category I proposal to establish a B.S. degree in Environmental Engineering in the Dept. of Civil Engineering. This action was taken at the Council's regular meeting on 13 January, 1995. 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,

Walter Loveland

Walter Loveland
Professor of Chemistry
Chair, Curriculum Council

WDL/clp

Oregon State University
College of Engineering
Department of Civil Engineering

Category I Proposal for the Initiation of a New Instructional Program Leading to a B.S. in Environmental Engineering

OVERVIEW

The Department of Civil Engineering currently offers programs leading to B.S. degrees in Civil Engineering and in Construction Engineering Management, and proposes to offer a third undergraduate degree program in **Environmental Engineering.** The proposed Environmental Engineering B.S. degree was developed by a committee consisting of faculty and students in the Departments of Civil Engineering, Chemical Engineering, Public Health, and Chemistry. A list of committee members appears in Appendix A.

The Environmental Engineering baccalaureate degree is one of several new or proposed degree programs for students with interests in environmental engineering. These programs include the following:

B.S. in Environmental Engineering **(EnvE)**
Masters of Engineering in Environmental Engineering **(MEngr in EnvE)**
B.S. in Civil Engineering **(CE)** with an Option in Environmental Engineering
B.S. in Chemical Engineering **(ChE)** with an Option in Environmental Engineering
B.S. in Environmental Science with an Option in Environmental Engineering
Environmental Engineering Undergraduate Minor

OSU and PSU are cooperating as part of the Oregon Joint Graduate Schools of Engineering to offer course work leading toward a Masters of Engineering in Environmental Engineering. The program will be developed for OSU or PSU resident graduate students and for distance learners. The Category I proposal for the MEngr in EnvE should come before the OSU Curriculum Council during the 1994/95 academic year. The EnvE minor and the option in EnvE for Civil Engineering and for Environmental Science students exist, and will remain if the B.S. in Environmental Engineering is established. A transcript-visible option in EnvE is being developed for students pursuing the B.S. in Chemical Engineering and should come before the OSU Curriculum Council during winter quarter, 1995.

This document describes the requirements for the B.S. in Environmental Engineering. A proposal is also being prepared to request a change in the Civil Engineering Department name to the Department of Civil, Construction, and Environmental Engineering. We also propose to add a new course designator, ENVE, to allow common course numbers for joint OSU/PSU course work, reducing student confusion. This Category I proposal uses current course numbers for clarity.

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 proposed B.S. in Environmental Engineering will prepare students for registration as professional environmental engineers. Students will gain a strong background in the sciences, engineering science, and design. The program provides students with course work in water and wastewater treatment, hazardous wastes, air pollution control, and environmental health.

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

We do not anticipate offering specializations. While students may elect engineering course work related to the environmental engineering field, the program has few elective credits.

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

None are being considered at this time.

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?*

We propose to accept students into the junior year (professional program) for the first time during fall quarter, 1995.

2. DEPARTMENT OR COLLEGE RESPONSIBLE

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

The degree will be administered by the Department of Civil Engineering within the College of Engineering.

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

The program will not involve a new or reorganized administrative unit. However, the Department of Civil Engineering will submit a proposal to request a change in department name to the Department of Civil, Construction, and Environmental Engineering.

3. OBJECTIVES OF THE PROGRAM

a. What are the objectives of the program?

The overall objective of the proposed program is to provide an accredited curriculum in environmental engineering that offers students a strong background in the basic sciences as well as engineering science and engineering design. Students will be required to complete course work in each of the four areas required for accreditation:

water and wastewater engineering,
air pollution control engineering,
solid and hazardous wastes engineering, and
environmental and occupational health engineering
(Accreditation Board for Engineering and Technology (ABET), 1993)

The objectives of this proposed program are:

Objective 1. To provide an ABET accredited Environmental Engineering baccalaureate degree program,

Objective 2. To provide students with a strong background in environmental engineering, preparing them for employment in industry, consulting, and regulatory agencies, and for graduate education, and

Objective 3. To prepare students for registration as professional environmental engineers.

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 Civil Engineering Department will be responsible for compiling the following information concerning program objectives:

Objective 1. To provide an ABET accredited Environmental Engineering baccalaureate degree program.

- An external program review will be conducted by a member of an ABET environmental engineering program review team. The review will be conducted in 1995 and will focus on the program's potential for accreditation by ABET. Suggestions will be incorporated into the program prior to the official accreditation visit in 1998.
- Upon graduation of the first class, ABET will review the program for accreditation.
- Information concerning the number of awarded B.S. degrees in Environmental Engineering will be collected.

Objective 2. To provide students with a strong background in environmental engineering, preparing them for employment in industry, consulting, and regulatory agencies, and for graduate education.

- The employment history of environmental engineering students during their first year after graduation will be determined.
- The numbers of B.S. EnvE students entering graduate school will be determined.
- A survey of student employers will be conducted to determine the job preparedness of EnvE graduates.
- A survey of student satisfaction with the program will be conducted at graduation and again after two to five years.

Objective 3. To prepare students for registration as professional environmental engineers.

- The passing rates for B.S. EnvE students completing the Fundamentals of Engineering examination will be determined. This examination is the first of two required for registration and is commonly taken by students during their senior year. Passing rates for students in OSU's College of Engineering have traditionally been among the highest nationally.

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

OSU is a Land Grant, Sea Grant, and Space Grant university with a "special responsibility for education and research enabling the people of Oregon and the world to develop and utilize human, land, atmospheric, and oceanic resources" (Oregon State University, 1994). Environmental research and education are among OSU's greatest strengths. Creation of an undergraduate program in environmental engineering will support this mission. Although there is a great deal of student interest in this program and a need for environmental engineering graduates, there are no existing Environmental Engineering baccalaureate degree programs within the State of Oregon or the Pacific Northwest.

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

Students completing the B.S. in EnvE will be well suited for employment in industry, consulting firms, and regulatory agencies. Traditionally, environmental engineers have focussed on the design of water and wastewater treatment facilities, water resources engineering, air quality, and solid waste management. Although these areas continue to be central to environmental engineering, it is estimated that the costs for hazardous wastes remediation and hazardous substance management will dwarf the wastewater treatment plant construction boom of the 1970s. Hazardous waste related expenditures are forecasted to increase to over $14 billion/year in 1995 (Baillod, et al., 1991).

Although this program retains a strong environmental and water resources engineering design component, it also draws heavily upon course work in the sciences (i.e. chemistry, physics, mathematics, and biology) and engineering sciences (i.e. fluid mechanics, thermodynamics, and mass transfer). This background should provide graduates with the flexibility to work in water resources engineering, environmental engineering design, hazardous substance management, and other aspects of environmental engineering.

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.

Oregon State University is a world leader in environmental education. We offer hundreds of courses each year that apply to the environmental engineering field. In addition to strengths in environmental education, our engineering programs are well respected. The most closely related undergraduate engineering programs are civil and chemical engineering; these programs are ranked 39th and 32th, respectively (Gourman, 1993), of several hundred U.S. and international institutions.

Oregon State University's graduate program in Environmental Engineering has been in existence for over 30 years. The program is well enrolled with approximately 12 Ph.D. students and 60 active M.S. students.

The following current or emerging programs are closely related to the B.S. in Environmental Engineering:

Environmental Engineering Minor
B.S. in Civil Engineering with an Option in Environmental Engineering
B.S. in Chemical Engineering with an Option in Environmental Engineering
B.S. in Environmental Science with an Option in Environmental Engineering
B.S. in Environmental Health and Safety with an Option in Environmental Health

There are important differences between each of the degree options listed above. Students graduating from the College of Engineering (in EnvE, CE, ChE or other programs) will be prepared to take the Fundamentals of Engineering Examination (FE) and will be eligible for registration as a professional engineer.

Environmental Engineering Minor. Students completing baccalaureate degrees in engineering or related sciences may choose to complete the minor in Environmental Engineering. This minor provides students with a background in water, wastewater, and hazardous wastes engineering. However, unless the student completes an engineering baccalaureate degree, the minor does not provide the background necessary for completion of the Fundamentals of Engineering examination and is not likely to lead to registration as a professional engineer.

B.S. in Civil Engineering with an Option in Environmental Engineering. The B.S. in Environmental Engineering will differ from the existing Civil Engineering B.S. or CE B.S. with EnvE option in that 41 credits of specified course work in transportation, geotechnical engineering, structures, engineering materials, surveying, physics, and engineering graphics will be replaced with course work in environmental engineering, water resources engineering, chemical engineering, chemistry, biology, and public health.

B.S. in Chemical Engineering with an Option in Environmental Engineering. The B.S. in Environmental Engineering will differ from the existing Chemical Engineering B.S. or Chemical Engineering B.S. with Environmental Engineering Option in that 36 credits of Chemical Engineering course work and 18 credits of organic and physical chemistry is replaced with Civil and Environmental Engineering course work such as water and wastewater characterization and treatment, hydrology, hazardous waste remediation, and geotechnical engineering.

B.S. in Environmental Science with an Option in Environmental Engineering. While it is important that environmental scientists and engineers work together to understand environmental problems and develop strategies for solutions, an important strength in interdisciplinary teams is the very different background that the environmental scientist and environmental engineer possess. OSU's Environmental Science baccalaureate program seeks to "develop scientists having the ability to analyze and understand environmental systems, to predict environmental change, and to participate in management of the environment" (Environmental Science Interdisciplinary Degree Committee, 1992). The Environmental Engineering program differs in that it maintains a focus on environmental engineering design. Students completing the B.S. in Environmental Science with the Environmental Engineering Option will not be prepared for engineering registration. The Environmental Science program is more broad and requires 10 additional credits in the biological sciences. The Environmental Engineering program requires increased depth in mathematics plus 72 credits of engineering science and design course work.

B.S. in Environmental Health and Safety with an Option in Environmental Health. While public health officials and engineers often work closely together, their backgrounds and responsibilities differ. The public health program has greater depth in the life sciences while the Environmental Engineering program requires 72 credits of engineering science and engineering design course work.

5. COURSE OF STUDY

a. Describe the proposed course of study.

An overview of the accreditation and baccalaureate core requirements for the B.S. in Environmental Engineering is presented in Table 1. Specific course requirements are listed in Table 2, and an evaluation of accreditation criteria is provided in Appendix B. An example four-year student program is shown in Table 3.

The requirements for accreditation and OSU's baccalaureate core result in a rigorous program but one with few elective credits. To be eligible for accreditation, engineering programs must include 48 credits of course work in engineering science, defined as course work taken within the College of Engineering including courses such as thermodynamics, statics, dynamics, and mass transfer. In addition, 24 credits of engineering design course work must be completed. This course work must also be taken within the College of Engineering and requires students to solve open-ended design problems. Thus, a minimum of 72 (48 + 24) credits of course work must be taken within the College of Engineering. In addition, ABET requires that students complete an additional 79 credits of engineering and basic science course work including 23 credits of mathematics, one year of chemistry (15 credits), and two quarters of

physics (8 credits). The chemistry, mathematics, and physics requirements fulfill 46 of the 79 credits of science and engineering course work. Thus, 33 credits of course work in science or engineering remain to be selected. Within this 33 credits, the Committee chose to require 22 credits of course work within the College of Science (11 credits of biology, ecology, microbiology and 11 credits of organic, physical, and analytical chemistry). Nine credits of course work is required in air pollution and public health, reflecting ABET's four focus areas for environmental engineering (page 3).

Discussion of free electives. The baccalaureate core requirements for science and mathematics are met within the Environmental Engineering major. Requirements for perspectives, synthesis, writing, and fitness require 36 additional course credits. The sum of the credit requirements for engineering science (48), engineering design (24), basic science and other technical course work (79), and the baccalaureate core (36) is 187 credits. Within a 192 credit major, a maximum of 5 credits may be free electives. Our program, as proposed, has 1 free elective credit. While we recognize the importance of free electives in undergraduate programs, the lack of free electives is common in engineering programs and reflects the need to meet accreditation and baccalaureate core degree requirements. The current Civil Engineering B.S. program requires 204 credits for graduation, with 14 credits of free electives. Thus, 190 credits are required courses or restricted technical electives. Similarly the Chemical Engineering B.S. program allows 15 credits of free electives in a 204 credit program and the Electrical Engineering B.S. program allows 12 credits of free electives in a 204 credit program. When student input was solicited concerning the proposed program, we asked their thoughts concerning the lack of free electives; their response was "What is a free elective?" Undergraduate students are clearly in favor of the degree program and support the program regardless of the lack of free electives.

While there are few free electives within the program, we have chosen not to restrict the choices within the perspectives and synthesis requirements and we have made an effort to include technical elective credits. The combination of technical electives, free electives, perspectives, and synthesis is 41 credits. We will not further restrict these 41 credits.

Discussion of biological science requirements. While developing the EnvE program, there was much discussion concerning the biological science requirements. The curriculum requires microbiology (MB 230, 4 credits), introductory biology with ecology content (BI 101 or BI 213, 4 credits), and ecology (BI 370, 3 credits). While additional biological sciences would be preferable, addition of ten credits (to bring the curriculum in line with the Environmental Science B.S. program) would result in either the creation of a degree program with no free electives and requiring 201 credits for graduation; or it would result in the loss of organic, physical, and analytical chemistry. After much discussion with faculty and department chairs in the College of Science, the committee is satisfied with the biological science requirements reflected in Table 2. We are grateful to the College of Science for their input and thoughtful suggestions.

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

The program is a reorganization of existing OSU course work. No new civil engineering courses are required.

Table 1. Overview of Minimum Requirements (ABET and Baccalaureate Core) for the B.S. in Environmental Engineering

Baccalaureate Core Course Work	
Perspectives	18
Synthesis	6
Writing I, II, III	9
Fitness	3
Science and Mathematics requirements are fulfilled in major	
Environmental Engineering Major Requirements (Accreditation Requirements)	
Basic Science and Other Technical Course Work	79
Engineering Science (College of Engineering)	48
Engineering Design (College of Engineering)	24
Free Electives	0
Total Credits Required	**187**

16.

Table 2. Course Requirements for the B.S. in Environmental Engineering

Baccalaureate Core			36
Perspectives		18	
Synthesis		6	
Writing I, II, III			
WR 121	English Composition	3	
WR 327	Technical Writing	3	
COMM	Public Speaking (COMM 111) or Argument and Critical Discourse (COMM 114)	3	
Lifetime Fitness (HHP 231)		3	
Requirements for the Major			
Mathematics and Statistics			23
MTH 251	Differential Calculus	4	
MTH 252	Integral Calculus	4	
MTH 253	Infinite Sequences and Series	4	
MTH 254	Vector Calculus I	4	
MTH 256	Applied Differential Equations	4	
ST 314	Introduction to Statistics for Engineers	3	
Chemistry			26
CH 221	General Chemistry[1]	5	
CH 222	General Chemistry[1]	5	
CH 223	General Chemistry[1]	5	
CH 331	Organic Chemistry[2]	4	
CH 324	Quantitative Analysis	4	
CH 440	Physical Chemistry	3	
Physics			8
PH 211	General Physics with Calculus	4	
PH 212	General Physics with Calculus	4	
Biological Sciences			11
MB 230	Introductory Microbiology	4	
BI 101	General Biology (or BI 213)	4	
BI 370	General Ecology	3	
General Engineering and Engineering Science			34
CE 101	Engineering Orientation Course (may be CE 101, ENGR 111, ChE 101 or others)	3	
FE 215	Forest Engineering Computations (or ChE 102)	3	
ENGR 211	Statics	3	
ENGR 212	Dynamics	3	
ENGR 213	Strengths of Materials	3	
ENGR 201	Electrical Engineering Fundamentals	3	
ChE 211	Material Balances	3	
ENGR 332	Momentum, Energy, and Mass Transfer	4	
ENGR 333	Momentum, Energy, and Mass Transfer	3	
ENGR 311	Thermodynamics	3	
ENGR 390	Engineering Economics	3	

Table 2 (continued). Course Requirements for the B.S. in Environmental Engineering

Environmental Engineering Core Courses			34
CE 311	Fluid Mechanics	3	
CE 312	Fluid Mechanics	3	
CE 313	Hydraulic Engineering	3	
CE 412	Hydrology	3	
CE 353	Environmental Engineering Fundamentals I	3	
CE 467	Water and Wastewater Characterization	3	
CE 453	Environmental Engineering Design	3	
CE 460	Hazardous Substance Management (WIC)[3]	3	
ChE 434	Air Pollution Control	3	
CE 372	Soils Engineering	4	
H 441	Environmental Health	3	
Restricted and Free Electives			20
	One approved 400 level course from ATS or H	3	
	Engineering Science electives[4]	3	
	Engineering Design electives[4]	13	
	Free electives	1	
Total Credits Required			**192**

[1] The CH 221, 222, 223 sequence (15 credits) is recommended. However, students that begin the CH 121 or CH 201 sequence before selecting Environmental Engineering as a major may meet the requirements in either of two ways:

- CH 121, 122, 123, 219 (17 credits)
- CH 201, 202, 203, 219 (11 credits) + 4 credits of approved chemistry course work to bring the total for CH course work to 26 credits

[2] CH 334 may be taken in lieu of CH 331. The student advising guide will recommend that students complete the 8 credit organic chemistry sequence (CH 331/332) or the 9 credit sequence (CH 334, 335, 336) to meet the requirements for a chemistry minor.

[3] A WIC proposal for CE 460 is being developed.

[4] Engineering science and engineering design restricted electives must be College of Engineering course work to meet accreditation requirements.

Table 3. Undergraduate Major in Environmental Engineering - Example Program

Freshman Year			Sophomore Year		
Fall	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**
Differential Calculus MTH 251 4	Integral Calculus MTH 252 4	Infinite Series & Seq. MTH 253 4	Vector Calculus I MTH 254 4	Applied Diff. Eqns. MTH 256 4	Intro. to Statistics ST 314 3
Chemistry CH 221 5	Chemistry CH 222 5	Chemistry CH 223 5	Lifetime Fitness HHP 231 3	Microbiology MB 230 4	Electrical Engr. Fund. ENGR 201 3
Biology BI 101 or BI 213 (S) 4	Writing WR 121 3	Speech Communications COMM 111/114 3	Statics ENGR 211 3	Dynamics ENGR 212 3	Strengths ENGR 213 3
CE/CEM/EnvE Orient. CE 101 3	Engr. Computations FE 215 3	General Physics/Calc PH 211 4	General Physics/Calc PH 212 4	Perspectives 3	Technical Writing WR 327 3
			Perspectives 3	Perspectives 3	Perspectives 3
16	**15**	**16**	**17**	**17**	**15**
Junior Year			**Senior Year**		
Fluid Mechanics CE 311 3	Fluid Mechanics CE 312 3	Fluid Hydraulics CE 313 3	W/WW Characterization CE 467 3	Environmental Engr. Design CE 453 3	Engr. Science/Design/Free Elective 3
Quantitative Analysis CH 324 4	Soils Engineering CE 372 4	Ecology BI 370 3	Physical Chemistry CH 440 3	Hydrology CE 412 3	Engr. Science/Design/Free Elective 3
Mass Balances ChE 211 3	Thermodynamics ENGR 311 3	Engr. Economics ENGR 390 3	ATS or H Elective 3	Engr. Science/Design/Free Elective 3	Air Pollution Control ChE 434 3
Organic Chemistry CH 331 4	Energy Transfer ENGR 332 4	Mass Transfer ENGR 333 3	Synthesis 3	Environmental Health H 441 3	Synthesis 3
Environ. Engr. Fund. CE 353 3	Perspectives 3	Perspectives 3	Hazardous Substance Mgmt CE 460 3	Engr. Science/Design/Free Elective 4	Engr. Science/Design/Free Elective 4
17	**17**	**15**	**15**	**16**	**16**

The Engr. Science/Design/Free Electives (17 cr) must be distributed as follows: Engineering Science (3 credits), Design (13 credits), and Free (1 credits).

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

Only one new course is to be included in the major: "Air Pollution Control," ChE 434.

6. ADMISSION REQUIREMENTS

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

Like all baccalaureate degree programs in the College of Engineering, students must apply for admission to the Environmental Engineering program upon completion of a standard group of core courses. This is commonly done at the end of the sophomore year.

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 no enrollment limitations?*

Each academic year, the Department of Civil Engineering admits 100 new undergraduate students to the professional program. Currently, 65 students are admitted to the Civil Engineering program and 35 to the Construction Engineering Management program. If the Environmental Engineering program is approved, 15 students will be admitted to the Environmental Engineering program, 50 to the Civil Engineering program, and 35 to the Construction Engineering Management program.

As with all programs in the College of Engineering, students will be admitted to the program based upon their grade point average in the group of core courses. The "College of Engineering Core" is described in Appendix C.

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?*

This proposed program is part of a series of degree programs, options, and minors in Environmental Engineering. It is coordinated with the existing Civil (Environmental) Engineering M.S. and Ph.D. programs, and it will be coordinated with the proposed MEngr in Environmental Engineering. With the addition of a department name change to include Environmental Engineering, OSU's expertise in environmental engineering will be more readily apparent to potential students.

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

The undergraduate option in Environmental Engineering for Chemical Engineering is being developed. The proposal to establish an MEngr in Environmental Engineering will be submitted during the 1994/95 academic year.

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.)*

Yes. Accreditation of engineering programs is granted by the Accreditation Board for Engineering and Technology (ABET).

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?*

The proposed Environmental Engineering B.S. meets the requirements for accreditation stated by ABET (1993). ABET will evaluate the program during its first scheduled visit after the first class of students complete their degree program. It is anticipated that the first student will graduate from the program at the end of spring quarter, 1997. The College of Engineering will request a visitation by ABET in 1998. If the program is accredited, the accreditation will be retroactive, including all past graduates of the program.

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

The proposed program is an undergraduate program.

9. EVIDENCE OF NEED

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

No baccalaureate degree programs in EnvE currently exist in Oregon or in the Pacific Northwest. As of 1993, only nine accredited EnvE baccalaureate programs were in existence (Table 4). However, many are emerging and will be eligible for accreditation within the next few years.

Table 4. Summary of Existing ABET-Accredited Environmental Engineering B.S. Programs
(American Society for Engineering Education, 1993)

California Polytechnic State University, San Luis Obispo
University of Central Florida
University of Florida
Michigan Technological University
Montana College of Mineral Science and Technology
New Mexico Institute of Mining and Technology
Northwestern University
Rensselaer Polytechnic Institute
Syracuse University

There is a great deal of student interest in environmental engineering. Approximately one fourth of the students in the B.S. Civil Engineering program have elected the Environmental Engineering Option. The Environmental Engineering option is also a popular choice among students in Environmental Science.

Michigan Technological University has one of the oldest baccalaureate program in Environmental Engineering. The program has experienced healthy growth since it was accredited as a separately titled degree program in 1986. Enrollment trends for their EnvE and CE programs for the first five years of the EnvE degree are shown in Table 5. While the enrollment in Environmental Engineering increased to 134 students (freshmen through seniors) over a five year period, this growth did not result in a decrease in students electing the traditional civil engineering curriculum (Baillod et al., 1991).

Other universities have had similar experiences. Stevens Institute of Technology recently developed a new EnvE program. Although it was not yet accredited in 1993, the program graduated two students in 1992. Within the next two years (the 1993 and 1994 classes), the program graduated over 50 environmental engineers. We anticipate similar interest in the program and have had many student inquiries.

Table 5. **Total Student Enrollment (Freshmen through Seniors) in the B.S. EnvE and B.S. CE Programs at Michigan Technological University**
(Baillod et al., 1991)

Year	B.S. Environmental Engineering	B.S. Civil Engineering
1985	--	407
1986	17	350
1987	32	364
1988	54	395
1989	83	408
1990	137	490

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

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

Enrollment limitations within the Civil Engineering Department allow admission of 65 students in Civil and Environmental Engineering B.S. programs. Thus, the new degree program will not allow OSU to graduate additional students. The proposed program provides students with a new degree option. If allowed to grow, the program will likely attract additional students to OSU.

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

See part d.

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?*

Baccalaureate and graduate engineering programs in the U.S. currently provide the environmental engineering field with 1,000 to 2,000 graduates per year. These include students completing graduate or undergraduate programs in Environmental Engineering plus students graduating from civil, chemical, or other engineering departments that become employed in the environmental field. This is estimated at less than half of the demand of 2,000 to 5,000 new environmental engineering graduates per year (Baillod, et al., 1991).

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

This degree program presents an unparalleled opportunity for OSU to assume the leadership position in environmental engineering education in the Pacific Northwest. Student interest in this program is very high and many students turn toward other universities to major in environmental engineering.

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

The Civil Engineering Advisory Committee consists of practicing environmental engineers. The Committee reviewed the proposed degree program and support it. Their responses to the proposal are included in Appendix D.

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

The B.S. in Environmental Engineering program will remain a program for resident undergraduate students during traditional class hours. The MEngr program that is currently being developed will serve the need for environmental engineering education by part-time and evening students.

10. SIMILAR PROGRAMS IN THE STATE

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

There are no other environmental engineering undergraduate programs in the State of Oregon.

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?*

There are no other programs offered in the state.

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

None will be used.

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 is a brief description of the environmental engineering faculty within the Civil Engineering Department. Their vitae appear in Appendix E.

Wayne C. Huber, Ph.D., P.E., Massachusetts Institute of Technology, 1968. Dr. Huber is Head of the Department of Civil Engineering. His teaching interests are in the areas of applied hydrology and water quality modeling. Dr. Huber's research interests include urban stormwater hydrology, modeling, and management, and surface and groundwater quality assessment. Dr. Huber has major responsibility for development of the EPA's SWMM model which is widely used for urban stormwater management and combined sewer overflow studies.

Kenneth J. Williamson, Ph.D., P.E., Stanford University, 1973. Dr. Williamson serves as associate director of the Western Region Hazardous Substance Research Center in charge of Technology Transfer. His teaching interests include hazardous waste management, biological treatment process design, and environmental engineering fundamentals. He is also an expert at applying learning style theory to engineering education. Dr. Williamson's research interests include innovative biological and chemical waste treatment process development, bioremediation of contaminated soils and groundwater, hazardous waste management, and environmental impact assessments.

Sandra L. Woods, Ph.D., University of Washington, 1985. Dr. Woods' teaching interests include biological wastewater treatment, environmental fate of xenobiotic compounds, and bioremediation. Her research interests include the development of bioremediation strategies for chlorinated aromatic compounds, and understanding the factors that affect degradation pathways and kinetics for hazardous substances.

Peter O. Nelson, Ph.D., Cornell University, 1975. Dr. Nelson's teaching interests are in the areas of aquatic chemistry and physical and chemical treatment process fundamentals and design. His research interests include the environmental chemistry of metals, remediation of metals-contaminated soils and groundwater, and lake water quality assessment. Recent funded studies have focused on the sorption and reduction of hexavalent chromium in natural soils, nutrient loading model assessment of Oregon's coastal lakes, and lead chemistry in soils. Dr. Nelson is also technical adviser to the Western Region Lead Training Center funded by EPA.

Lewis Semprini, Ph.D. Stanford University, 1986. Dr. Semprini's teaching interests are in the areas of hazardous waste treatment, groundwater remediation, and laboratory-scale treatment processes. His research interests include enhanced in-situ bioremediation of chlorinated solvents, field modeling studies of transport and fate of hazardous substances in the subsurface, and the use of radon as in in-situ tracer for determining properties of the subsurface system. Dr. Semprini has extensive experience in managing pilot scale field studies directed toward developing methodologies for aquifer restoration.

Jonathan D. Istok, Ph.D., Oregon State University, 1986. Dr. Istok's teaching interests are in the areas of groundwater hydraulics, groundwater transport modeling, and groundwater remediation. His research interests include geostatistical and mathematical modeling of groundwater flow and solute transport, and geostatistical methods for estimating hydrologic data. Dr. Istok has recently published two books in his areas of teaching and research interest.

David A. Bella, Ph.D., P.E. New York University, 1967. Dr. Bella's teaching interests are in the areas of surface water transport modeling and issues related to technology and society. His research interests include lake, river, and estuary analysis, environmental impact assessment, and sociology and philosophy of technology. Dr. Bella is a specialist in interdisciplinary studies that bridge the gap between engineering and the social sciences. Recently he has been the leader in several workshops that facilitate dialogue between interests on social-technical issues.

Peter C. Klingeman, Ph.D., University of Cal, Berkeley, 1965. Dr. Klingeman's teaching interests are in the areas of hydraulic engineering, water resources design, and river engineering. His research interests include hydraulics and sediment transport, river and estuarine processes, and water resources planning and impact assessment. Dr. Klingeman serves on two regionally and nationally significant advisory panels, the Technical Steering Panel, Hanford Environmental Dose Reconstruction Project, and the Snake River Salmon Recovery Team, National Marine Fisheries Service.

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?*

No new faculty need be added to offer the Environmental Engineering B.S. if the overall enrollment of undergraduate students in the Civil Engineering Department remains constant at 100 new students/year. If the program grows such that additional students are accepted into the professional program, then new faculty should be added and additional resources should be provided.

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

No additional staff are needed. There will be an increase in the work load at the advising office due to record-keeping for an additional degree program.

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).*

An assessment of library resources was conducted and library resources were determined adequate to support the proposed program (Appendix F).

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 library recommended funding of $300/year to upgrade collections and services to support the proposal.

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

The College of Engineering will consider the needs of environmental engineering when it addresses library resource requirements for all of its degree programs.

d. *Attach a statement from the Director of Libraries indicating present resources and funding of future needs.*

See Appendix F.

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?*

The Environmental Engineering program is housed in Merryfield Hall. Over 4000 ft^2 of laboratory space is used by the Environmental Engineering Program for research and teaching. Laboratories are equipped with the standard equipment of a modern chemical laboratory. Our analytical equipment includes the following:

- two Hewlett Packard Model 5890 gas chromatographs with electron capture and flame ionization detectors,
- a Hewlett Packard Model 5988A Mass Spectrometer coupled with an HP 5890 gas chromatograph,
- Dionex Model 4000i and Dionex Model 2000i ion chromatographs with conductivity and spetrophotometric detectors,
- a Dohrmann DC-190 Total Organic Carbon Analyzer,
- a Packard Instrument Company Tri-Carb 2505TR liquid scintillation counter, and
- a Perkin Elmer Model 360 atomic absorption spectrophotometer with standard flame and graphite furnace atomization capabilities.

Environmental Engineering's Groundwater Research Laboratory is an off-campus 2000 ft^2 facility that houses several large-scale two- and three-dimensional physical aquifer models for contaminant transport and remediation studies. Field facilities include an experimental groundwater transport well array and a sediment bedload transport laboratory on a local stream.

Undergraduate students have participated in field studies as special projects and most of our analytical equipment (excluding the GC/MS) is used in laboratory courses at the 400/500 level. Frankly, Environmental Engineering lacks adequate laboratory space to efficiently teach our 400/500 laboratory classes. For classes with 50 students, we offer four or five different laboratory sections due to lack of space. While creation of this new degree program will result in additional student interest and larger classes, the faculty are willing to continue to offer additional class sections.

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

No new facilities are required. The Environmental Engineering faculty and Civil Engineering Department will continue to make upgrading of our facilities a high priority.

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

No new facilities are required.

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

No new facilities are required.

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 page 22 of this document.*

This program is a reorganization of existing course work. No new faculty or facilities are required. The same total number of students (100) is proposed for the CE (50), CEM (35) and EnvE (15) programs as currently exists within the Civil Engineering Department. Hence, the primary difference in activities will relate to keeping records in a new format for the 15 EnvE students. There will also be an additional selection process each spring for admission into the professional program (junior year) in EnvE.

These activities will not add additional costs and will be performed by existing faculty and staff. After discussing the program with Bruce Sorte, Chair of OSU's Budgets and Fiscal Planning Committee, we have not included the budget found on page 22 of OSU's curricular procedures handbook.

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 necessary.

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

None is required.

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 impact is expected.

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.

See Section 14, part a.

f. *State which resources will be moved and how this will affect those programs losing resources.*

New resources are not required and we do not anticipate the loss of resources from existing programs.

15. REFERENCES

Accreditation Board for Engineering and Technology (ABET), Engineering Accreditation Commission, Criteria for Accrediting Programs in Engineering in the United States, Effective for Evaluations during the 1993-94 Accreditation Cycle, New York, NY, 1993.

American Society for Engineering Education, Directory of Engineering and Engineering Technology Undergraduate Programs, Washington, D.C., 1993.

Baillod, Robert et al., "Development of Environmental Engineering Baccalaureate Programs and Degrees," Environmental Engineering Education in the Year 2000, Kenneth Williamson, editor, Oregon State University, 1991.

Environmental Science Interdisciplinary Degree Committee, Proposal for Reorganization, Curricular Revision and Renaming of an Instruction Program Offering Undergraduate Degrees in Environmental Sciences, Oregon State University, April 22, 1992.

Gourman, J., The Gourman Report - A Rating of Undergraduate Programs in American and International Universities, National Education Standards, Sixth Edition, Los Angeles, California, 1993.

Oregon State University, "Mission Statement," Fact Book, 1994.

Report on the Interinstitutional Faculty Senate Meeting Held February 3 & 4, 1995, at Oregon State University

OSU IFS representatives present: Anthony Wilcox, Larry Curtis, Stephen Esbensen

OSU President John Byrne began the meeting with a discussion of how Extended Education has been established as the third mission of the OSU and the ramifications this has: Extension agents are now housed in academic units, Deans are responsible for extended education, and faculty are involved in outreach. As a separate but related topic, Pres. Byrne discussed the revisions that are currently underway in the promotion and tenure guidelines. A matrix of the various forms of scholarship was distributed. Pres. Byrne also described the recognition given at OSU to the importance of creating the students' living environment as a learning environment, and how it should complement in-class experiences. He updated IFS on the status of the College of Veterinary Medicine at OSU. Its academic programs were slated for elimination in the budget proposed by Governor Kitzhaber, but considerable support exists in Salem for continued funding for the College.

Chancellor Joseph Cox gave an abbreviated version of the presentation he has been giving legislators and citizen groups around the state, in which he emphasizes the various and extensive ways OSSHE serves the citizens of Oregon, the relationship between higher education and the economy of the state, and the failure of the state to properly fund higher education at a time when most other states are increasing their support. The goals of the Chancellor in the legislative session are: 1) to moderate tuition increases, 2) to establish fiscal stability, which includes increasing faculty salaries, 3) to gain the passage of the Higher Education Efficiency Act, and 4) establish higher education as an investment in the future of Oregon. There was discussion of the efforts to win support for the funding required to increase faculty salaries. Chancellor Cox distributed a sheet which showed that $50 million would be needed from the legislature, in combination with $25.6 million generated within OSSHE's 1995-97 budget, to allow a 4% per year cost-of-living adjustment to counter the effects of inflation and to make the equivalent of 5% per year available as a Faculty Retention and Recruitment fund for selective increases. He indicated that legislators have been resistant to across-the-board salary increases but receptive to merit-based salary increases. The Chancellor's office has been working to convince legislators to direct money from the excess in corporate tax collections to higher education and to achieve a more equitable distribution in funding for K-12, community colleges, and higher education. The Governor's budget recommends funding for K-12 at 98% of the 1993-95 level, while higher education is slated for a 13.7% reduction. The Chancellor stated that funding the higher education budget he has submitted would only reduce K-12 funding to 96.8% of current levels. He concluded by recommending that faculty continue to impress upon Oregonians the importance of higher education, to increase the visibility of higher education in the state, and mentioned that one way to achieve this would be to increase the consulting we do within the state.

Gratten Kerans, Government Relations Director of OSSHE, updated IFS on legislative activities. The Higher Education Efficiency Act has been pared down and has been submitted as SB 271. The name change for the state system has been dropped from the proposal. In response to a persistent question from legislators – What do faculty do? – Vice-Chancellor Shirley Clark has prepared a report: Higher Education Faculty Work. People can track the status of bills related to higher education in the OSSHE Net on the GOPHER server. The Faculty Information Team (FIT) will have its orientation meeting on February 21; 102 faculty from OSSHE have been invited to attend. IFS will have several members on FIT. Kerans is also organizing a Higher Education Lobby Network, connecting with numerous unions and lobbies within the state, to respond to needs of the legislature on issues relating to higher education. IFS will have a member on this group.

Roger Bassett, Commissioner of Community College Services, gave a brief update on issues relating to community colleges and on articulation with OSSHE institutions.

Senator Cliff Trow and Representative Carolyn Oakley gave their perspectives on higher education issues in Salem. Senator Trow stated that the 14% reduction in general fund dollars proposed by the Governor's budget represents a 20% cut in the current service level of OSSHE. The extensive change in the cast of characters in the Senate and House (and their committees) and in the Chancellor's office means that some of the baggage of past sessions is gone. Senator Trow feels that the legislators are "educable" on higher education. Lottery money is not being used to fund higher education in the Governor's budget. Senator Trow indicated that the March and May revenue forecasts for the state will likely allow for flexibility in setting final budgets for programs and help to plug gaps in the funding proposals from the Governor. Representative Oakley said that 70 of the 90 state legislators have signed on to the legislation that will continue funding for the College of Veterinary Medicine. Both legislators felt that there would be little support in Salem for legislation to place faculty on the State Board of Higher Education.

In the Saturday business meeting there was discussion of the December and January OSSHE Board meeting, and Wilcox reported on the January meeting of the Academic Council. The effectiveness of the IFS presentation by Wilcox to the Board and the IFS-organized turn-out of faculty at the December Board meeting was noted. The resolution unanimously passed by the Board at the December meeting (given below) was read, and the need to hold the Board accountable to it was emphasized.

> First, to make equity for faculty salaries a priority in the 1995 legislative session. Second, to state our unanimous and heartfelt support for faculty and staff, gratitude for their past service to the people of Oregon, and our commitment to obtain the resources necessary to offset inflationary decreases and to provide for equitable increases in salary for faculty and staff.

Scott Burns presented his analysis of OSSHE faculty salaries and how they compare with national norms, based on the AAUP data on 1993-94 faculty salaries at US colleges and universities. A resolution on the need for increases in faculty salaries, and recommendations regarding how much is required and where the funding can be found, will be developed by IFS for presentation at the February 17 OSSHE Board meeting.

In other business, a resolution for IFS to join as a co-sponsor of the AOF/AAUP Spring Meeting (to be held in Corvallis on April 29 or May 6) passed unanimously. IFS members Beatrice Oshika, Davison Soper, and Paul Simonds will be recommended to Grattan Kerans to serve on the FIT. An IFS representative to the Higher Education Lobby Network will be recommended once clarification is received from Kerans regarding the role and responsibilities of the member. The April IFS meeting site, previously scheduled to be at U of O, will be changed to Salem, and an attempt will be made to have legislative leaders and committee chairs meet with IFS. Maxine Warnath informed the body that Representative Tiernen has developed new legislation to further reduce the benefits of state employees.

SURVEY: INSTRUCTIONAL RESOURCE CENTER

The Advancement of Teaching Committee is proposing the establishment of an Instructional Resource Center which will assist faculty with the improvement of their classroom instruction. Following is a list of functions for the Center that have been suggested. According to the scale at the right of each of the survey items, please indicate your response to the statement.

	Strongly Disagree				Strongly Agree
1. The Center should assist departments and faculty in identifying and implementing new instructional technologies (including software).	1	2	3	4	5
2. The Center should maintain an extensive library of videotapes, reprints, and books dealing with instructional methodology and classroom management for short-term loan to faculty and GTA's.	1	2	3	4	5
3. The Center should serve as a source of information about conferences and workshops on teaching improvement and innovation.	1	2	3	4	5
4. The Center should assist departments with arranging their own orientation meetings and workshops for new faculty and GTA's prior to the start of fall term.	1	2	3	4	5
5. The Center should assist departments with teaching improvement activities such as senior faculty mentorships for new faculty and GTA's.	1	2	3	4	5
6. The Center should provide information and assistance to faculty seeking sources of extramural funding to support innovative approaches to instruction.	1	2	3	4	5

	Strongly Diasgree				Strongly Agree
7. The director of the Center should be an ex-officio member of the Advancement of Teaching Committee.	1	2	3	4	5
8. The director of the Center should be an ex-officio member of the new Undergraduate Council.	1	2	3	4	5
9. The Center should seek external grants in partial support of its operation.	1	2	3	4	5
10.The Center should be linked with the reorganized (and renamed) Communication Media Center after it moves into the expanded library.	1	2	3	4	5
11. The Center should provide a "safe haven" for faculty and GTA's seeking to increase their teaching effectiveness.	1	2	3	4	5
12. Do you favor the establishment of this Center?	1	2	3	4	5

Comments:

_____

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Thank you.

REPORTS TO THE FACULTY SENATE

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331-6203

503-737-4344

FACULTY SENATE OFFICE
Social Science 107

Thursday, April 6, 1995; 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

1. Multicultural Affairs

   Phyllis Lee, Multicultural Affairs Director, will report on activities her office is currently engaged in.

B. ACTION ITEMS

1. Category I Proposal — History of Science (pp. 1-21)

   Walt Loveland, Curriculum Council Chair, will present a Category I Proposal for The Initiation of a New Instructional Program Master of Arts Degree, The Master of Science, and Doctor of Philosophy in History of Science.

2. Proposal to Change AR 11 (p. 22)

   Sharon Martin, Academic Regulations Committee Chair, will present the attached proposal to change AR 11.

C. DISCUSSION ITEM

1. Promotion & Tenure Guidelines Revision — DRAFT (pp. 23-33)

   Michael Oriard, Promotion & Tenure Guidelines Review Committee Chair, will discuss the attached draft. Since this item will also be on the May agenda, it will be necessary for you to retain these guidelines. If there are no substantial changes to the draft, it will not be reprinted in the May agenda. This discussion item will be limited to 45 minutes.

D. INFORMATION ITEMS

1. 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.

2. Committee Interest Forms

Committee interest forms will be distributed after Spring break and will be due back in the Faculty Senate Office on April 14. Please consider volunteering for these committees.

E. REPORTS FROM THE PROVOST

Roy Arnold, Provost & Vice President for Academic Affairs

F. REPORTS FROM THE FACULTY SENATE PRESIDENT

President Sally Francis

G. EXECUTIVE SESSION

The purpose of the Executive Session is to consider the nominees for the Distinguished Service Award which will be conferred at the June 11 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). Distinguished Service Award materials distributed to Senators marked 'CONFIDENTIAL' should be returned to the Senate Administrative Assistant prior to leaving the meeting.

H. 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
CHEMISTRY

OREGON
STATE
UNIVERSITY

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February 20, 1995

Professor Sally Francis
Faculty Senate Office
Oregon State University

Dear Professor Francis,

I am pleased to report to you that the Curriculum Council approved the Category I proposal to establish a new instructional program in the Dept. of History leading to the MA, MS and Ph.D. in History of Science. This action was taken at the Council's regular meeting on 27 January, 1995. Notification of this approval was held pending approval of the budget by the Budgets and Fiscal Planning Committee, an event that occurred recently. 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,

Walter Loveland

Walter Loveland
Professor of Chemistry
Chair, Curriculum Council

Oregon State University

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM LEADING TO THE MASTER OF ARTS DEGREE, THE MASTER OF SCIENCE, AND DOCTOR OF PHILOSOPHY IN HISTORY OF SCIENCE

DESCRIPTION OF PROPOSED PROGRAM

I. 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 area of the proposed program is history of science. History of science studies the development of scientific thought, the social significance of scientific activity, and the relationship of science to its cultural context.

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

The program will focus on the development of the natural sciences, their applications, historical consequences, and cultural context.

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?

NA

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

A program is currently operational under "General Science." OSU has been training professional historians of science for over twenty-five years. It has given them an excellent education, and they have gone on to do well in their careers (see Addendum 1). The program has also been a valuable asset to the institution, for it has served as a bridge between the humanities and the sciences, and has been a vital link in innovative reforms of science education. Until 1992 the History of Science Program was part of the Department of General Science, and the degrees awarded were "General Science" degrees.

Although the Department of General Science was eliminated in 1992, it was not the intent of the institution to eliminate the History of Science Program (and the degree authorization for "General Science" still exists). Instead, administration of the History of Science Program was moved to the Department of History. The move strengthened the Program by adding to it the participation of four faculty whose primary research is currently in the history of science (Ferngren, Kopperman, Robbins, and Sarasohn), and two others (Carson, Rubert) whose work is closely related. Even more dramatic, the recruitment in 1994 of Professors Mary Jo Nye and Robert Nye, two internationally known historians of science to hold the endowed Horning Chairs in the Humanities, now makes OSU an institution that has a number of specialists in the history of science comparable to any of the major programs in the United States. Additional funds from the Horning Bequest make it possible to support graduate students, invite speakers, and enhance the library. This new strength has not been lost on those in the profession, and OSU is currently receiving an increase in inquiries concerning graduate work in history of science. Also contributing to OSU's reputation is the library's special collection that houses the Pauling Papers, the Atomic Energy Collection, and other related collections. The Pauling Papers alone attracts every year numerous scholars from across the nation. OSU, therefore, has the potential to be a national center of excellence in the history of science.

II. Department or College Responsible.

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

Department of History, College of Liberal Arts, will administer the program.

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

No.

III. Objectives of the Program.

a. What are the objectives of the program?

The program provides professional training in the interdisciplinary subject of history of science and technology. It bridges the humanities, social sciences, and the natural sciences by revealing the social and

cultural context within which science is practiced and has developed. Its successful pursuit requires a comprehensive understanding of natural science and technology, the relevant areas of history, different aspects of the social sciences and of philosophy and the ability to synthesize knowledge from these seemingly disparate although in fact intimately related fields of study into a single, coherent picture. In addition to engaging in the teaching and research of a challenging academic discipline, historians of science have recently begun to take part significantly in the reform of the teaching of science. There is great concern among scientists and educators that the approaches currently being used to teach science are not effective, particularly at the introductory level. One of the new approaches intended to address that concern and endorsed by the American Association for the Advancement of Science and the National Academy of Science is to use history of science to place science in a broader context and to use the history of science to illustrate and explain the process of science. The National Science Foundation, for instance, last summer sponsored a major conference on the use of history of science in teaching college and university biology. The organizer of the conference was Dr. Joel Hagen, a graduate in history of science from OSU. This is no accident, for what has characterized OSU's graduate training in history of science is its close association with science teaching. A pioneering new introductory textbook by three OSU faculty (one historian of science, two biologists) is seen by its publisher, HarperCollins, as the model for future science textbooks.

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 profession has no formal machinery for review or accreditation; the program shows its success in the success of its graduates. We will continue to monitor the careers of our graduates and will arrange regular peer reviews by professionals in other programs.

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

The program will "Encourage and strengthen interdisciplinary studies and interdisciplinary research" (OSU, Creating the Future: A Plan for Beginning the '90's, objective 3.3). History of science is an integrative subject that brings together faculty and

students from the natural sciences, technology, humanities and social sciences. President Byrne has emphasized the need for OSU in this time of dwindling resources to utilize better the resources we presently have; this proposed program will use existing resources to build upon and broaden a program already in existence. It will be doing more with what we have. History of science courses are an important component of the Baccalaureate Core and supplies courses for the Synthesis requirement. Many of the History of Science courses are also writing intensive courses (WIC) and provide WIC courses for several majors in the College of Science. History of science courses are utilized by many programs, especially the environmental degree, science education, and biology program.

d. What are the employment opportunities for persons who have been educated in the proposed program?

History of science graduates are teachers at high schools, colleges and universities; they are archivists, museum curators, and editors; they are analysts of science and technology policy, and historians for governmental agencies, for research facilities, and for business corporations. Addendum 1, below, contains a sample of positions currently held by graduates of our program.

The OSU program is unique nationally in encouraging students to pursue education in both history of science and in the sciences. This gives our graduates an advantage in competing for positions where knowledge in both areas is desirable or necessary.

IV. 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 certificate program in Science, Technology, & Society provides major support for the program. In addition to faculty and courses in history, including history of science, other courses and faculty are in the departments or areas of anthropology, environmental science, philosophy, political science, sociology, and speech communication. Further support will come from the newly endowed Thomas Hart and Mary Jones Horning endowment. This endowment, in addition to funding two chairs will also support related educational activities such as lectures, course development as well as visiting scholars. The Center for the Humanities has had in residence several fellows who are historians of science. These visitors have taught courses through the Department of History and have

worked with graduate students.

V. Course of Study.

a. Describe the proposed course of study.

Requirements for the Master's Degree. Either the M.A. or M.S. may be earned. The M.A. requires demonstration, either by course work or examination, of a reading knowledge of a foreign language appropriate for research (second year proficiency). Both degrees require the successful completion of 45 hours of graduate credit. Candidates are required to have a major field of at least 24 credits of course work (including Historiography and 9 hours of 500-only, or 600 courses) from a list of approved history of science courses (see Addendum 3 and 5.c.) and a minor field of 15 hours of course work in science, history, or a related (or integrated) field; a thesis is also required.

Requirements for the Doctoral Degree. The equivalent of three years of graduate work beyond the bachelor's degree is required including a thesis. This must include the requirements for, or the equivalent of, a master's degree in History of Science. Course work should have history of science as the major; the minor field can be in science, history, or a related (or integrated) field. Two foreign languages are required. The individual's student graduate committee will decide which languages are the most appropriate for the candidate.

Addendum 2, gives two samples.

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

All required elements are now in operation with the exception of a some new separately numbered courses (see 5.c.).

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

The following new separately numbered courses will need to be added: Historiography (HSTS 531), Ancient Science (HSTS 611), The Scientific Revolution (HSTS 612), Modern Science (HSTS 613), Twentieth-Century Science (HSTS 614), and Selected Topics (HSTS 621, 622, 623). HSTS 621-23 will cover different topics each year. Five new blanket-numbered courses will be necessary (HSTS 601, 603, 605, 606, 607).

VI. Admission Requirements.

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

A bachelor's degree (or equivalent) in a science or in history is required. A reading knowledge of a foreign language allows a considerably wider choice of possible research topics. Applicants must show their ability to pursue successfully a graduate-level program by grades, GRE scores, and supporting letters of recommendation.

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

There will be no limits on enrollment. Participation in the program has been small and we do not expect this to change.

VII. 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 program supports OSU's continuing efforts to develop areas of interdisciplinary study and research.

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

There are no further plans associated with this program.

VIII. 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?

There is no accrediting agency nor have the several professional societies established formal or informal standards for programs. These societies can provide outside review if requested.

b. If so, does the proposed program meet the accreditation standards?

NA

c. If the proposed program is a graduate program in which the institutions offers an undergraduate program, is the undergraduate program fully accredited?

NA

NEED

IX. Evidence of Need.

a. What evidence does the institution have of need for the program?

The history of science program at Oregon State has been and continues to be a valuable asset. Scientists, science educators, and policy makers realize that many of the problems they face cannot be understood or addressed without taking into account the past both in tracing the history of the problem and in seeing the cultural context in which the problem arose and was defined. This understanding is all the more important in a land-grant institution which emphasizes both science and its applications. History of science informs research in science education, science policy, technology assessment, environmental science, natural resource management, and environmental ethics. Both undergraduate and graduate students benefit from history of science courses. The program will provide graduate students at OSU and in OSSHE with a graduate minor in history of science; this will formalize and accurately name a practice of many students who previously called an area in history of science an "integrated minor." History of science is currently a large discipline, and there are programs in most states. OSU has the only program in Oregon.

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 enrollment over the last ten years has averaged 5 graduate students per year; this number is expected to increase to 12.

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

Historians of science find employment in academic institutions, archives (government and private), museums,

and government agencies and private organizations dealing with science policy or technology assessment. Graduate preparation in history of science is of great value for scientific journalism, public school teaching, and scientific administration.

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

The job market for trained historians of science is small but growing. Advertisements regularly appear in professional journals inviting applications. An average of 45 positions per year have been advertised. History of science is becoming an integral part of science education, both for majors and non-majors. In recent years the AAAS has recommended the inclusion of history of science in introductory science courses and consequently interest in the field is expanding. Demonstration of an existing and growing job market is seen in our graduates; all OSU graduates whom we have tracked (80% of the graduates in the past 10 years) have found employment.

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

The graduate program in history of science has been an intellectually stimulating force at OSU. It sponsors public lectures and provides a forum to bring together and promote the interaction among individuals from different disciplines who are concerned about the nature of science, the social impact of science and technology, and the cultural context of scientific work and technological innovation. As a case in point, the program has for a number of years conducted a regular, informal, weekly meeting of interested faculty, students, and staff which at the time of this writing consists of about a dozen people from seven different units on campus. It, clearly, has a demonstrated record of success, vitality and viability.

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

Museums, archives, and policy makers use the history of science as basic information and for perspective.

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

Part-time students have completed their degree program over a period of time. Evening students are accommodated only at the research and thesis level.

Duplication of Effort

X. Similar Programs in the State.

a. List any similar programs in Oregon.

There are no other programs in the state.

b. If similar programs are offered in other institutions in the state, what purpose will the proposed program serve?

NA

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

Students have and can make use of the considerable strengths of the UO and PSU libraries and departments of history. Both institutions have faculty that complement that of OSU in such areas as medical history, environmental history, labor history, and intellectual history. Students can take courses at other OSSHE campuses and can have their faculty serve on their graduate committees. (See 11., a., below, for partial list of faculty from other OSSHE campuses.)

Resources

XI. 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 is a partial list of OSU faculty members who offer courses, pursue research, or have significant interests in the area. All are members of the OSU Graduate Faculty.

Mina J. Carson (History): Ph.D., American social and cultural history, history of family therapy.
Paul Farber (History & Zoology): Ph.D., history of science, history of biology.
Gary B. Ferngren (History): Ph.D., history of ancient Near East, Greece and Rome, history of ancient medicine.

Jon A. Hendricks (Sociology): Ph.D., sociology of science.
Paul E. Kopperman (History): Ph.D., military history, history of colonial medicine.
Peter C. List (Philosophy): Ph.D., environmental ethics.
Flora L. Leibowitz (Philosophy): Ph.D., philosophy of science.
William M. Lunch (Political Science): Ph.D., natural resource and science policy.
Robert J. Morris (History & GeoSciences): Ph.D., history of science, history of physical and earth sciences and technology.
Mary Jo Nye (History): Ph.D., history of chemistry, history of the physical sciences, scientific elites.
Robert Nye (History): Ph.D., history of social sciences, French cultural history, history of professional ethics.
Jeff Ramsey (Philosophy): Ph.D., philosophy of science.
William G. Robbins (History): Ph.D., history of the American West and Pacific Northwest, environmental history.
Steven C. Rubert (History): Ph.D., African history, agricultural history of sub-Saharan Africa.
Lisa T. Sarasohn (History): Ph.D., early modern European history, history of early modern science, science and ethics.
Michael J. Scanlan (Philosophy): Ph.D., philosophy of science and mathematics.
George N. Somero (Zoology): Ph.D., philosophy of biology.
Charles E. Starnes (Sociology): Ph.D., sociology of science and technology.
William L. Uzgalis (Philosophy): Ph.D., epistemology, history of philosophy.

A partial list of OSSHE faculty whose teaching and research complement OSU faculty include:

Lois Becker (Portland State, History): Ph.D., history of technology.
Raymond Birn (University of Oregon, History): Ph.D., French social & cultural history, the Enlightenment.
Howard Brick (University of Oregon, History): Ph.D., American thought & culture, U.S. intellectual history.
David A. Johnson (Portland State, History): Ph.D., U.S. environmental history.
James Mohr (University of Oregon, History): Ph.D., history of medicine.

Jeffrey Ostler (University of Oregon, History): Ph.D., history of the American West, U.S. environmental history.
Louise C. Wade (University of Oregon, History): Ph.D., American social history, history of urbanization.

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.

No new faculty will be needed.

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

Support staff (.10 FTE) is in place. No additional staff will be needed.

XII. 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).

OSU has been collecting in the history of science for over twenty five years. Kerr Library currently subscribes and has extensive runs of all major history of science journals. History of science and technology monograph holdings are strong. The Special Collections has particularly extensive holdings in modern physical science. In particular, the Linus Pauling Papers and the Atomic Energy Collection are of national and international importance; and the newly established collection, The Philosophy of Nature, 1800-1950, adds more strength to the library in this area. The library is especially strong in resource-based sciences, as well as 19th- and 20th-century natural sciences. The large collection of science monographs and journals is a primary resource for research in the history of science, and Kerr library has one of the major collections on the west coast.

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?
No additional library support is needed.

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

NA

d. Attach a statement from the Director of Libraries indicating present resources and funding of future needs.

Letter is attached.

XIII. 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?

The program requires no special facilities. Occasional use is made of department and library microfilm and microfiche readers.

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

All necessary facilities and equipment is on hand.

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

None.

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

NA

XIV. Budgetary Impact.

a. Please indicate the estimated cost of the program for the first four years of its operation, following the format found on page 36 of this document.

See attached.

b. If a special legislative appropriation is required to launch the program, please provide a statement of the nature of the special budget request, the amount requested, and the reasons a special appropriation is needed.

NA

c. If federal or other grant funds are required to launch the program, what does the institution propose to do with the program upon termination of the grant?

NA

d. Will the allocation of going-level budget funds in support of the program have an adverse impact on any other institutional programs?

NA

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.

The College of Science shifted resources along with faculty, courses, and administrative responsibility for the program to the Department of History in 1992. At present the Department of History allocates partial FTE of 10 faculty to the program. Any additional FTE allocated to the program will come from dropping low enrollment courses.
The College of Science provides support for one graduate teaching assistant. The College of Liberal Arts will provide $4,000 per year for added administrative costs and advertising. The Horning Trust will contribute support for two teaching assistants.

f. State which resources will be moved and how this will affect those programs losing resources.

NA

Addendum 1

A Sample of Positions Currently Held by Graduates
of the
OSU Program in History of Science

Professor, Department of Biomedical History & Ethics, School of Medicine, University of Washington, Seattle, Washington.
Professor, School of Interdisciplinary Studies, Miami University, Oxford, Ohio.
Professor, Kerr Library, Oregon State University, Corvallis, Oregon.
Archivist, Pacific University, Forest Grove, Oregon.
Associate Professor, Biology Department, Radford University, Radford, Virginia.
Professor & Chair, Biology Department, St. Mary's College, Moraga, California.
Associate Professor, History Department, University of California at Santa Barbara, Santa Barbara, California.
Assistant Professor, Portland Art Institute, Portland, Oregon.
Associate Professor, Biology Department, College of St. Thomas, St. Paul, Minnesota.
Professor, Graduate College of Education, University of California, Berkeley, Berkeley, California.
Chair, Physics Department, Beaverton High School, Beaverton, Oregon.
Professor, Department of Biology, East Stroudsburg University, East Stroudsburg, Pennsylvania.

Addendum 2.

Sample History of Science Graduate Programs

M.A.
Major:

History of Science, HSTS 511, 512, 513.	9 Cr.
History of Evol. Theory, HSTS 515.	3 Cr.
Science and Mod. Society, HSTS 516.	3 Cr.
Science and Society, HSTS 518, 519.	6 Cr.
History of Technology, HSTS 521.	3 Cr.
Historiography, HSTS 531.	3 Cr.
Thesis, HSTS 503.	6 Cr.
	33 Cr.

Minor (integrated):

Paleobiology, Z 527.	3 Cr.
Biogeography, Z 581.	3 Cr.
Selected Topics, Z 565.	3 Cr.
Evolution, BI 545.	3 Cr.
Community Structure and Analysis, BI 670	3 Cr.
	15 Cr.

Language: French.

M.S. Same as above, no language.

Ph.D. Languages: French and German.

Major:

History of Science, HSTS 611, 612, 613.	9 Cr.
History of Evol. Theory, HSTS 515.	3 Cr.
Science and Mod. Society, HSTS 516.	3 Cr.
History of Medicine, HSTS 517.	3 Cr.
Science and Society, HSTS 518, 519.	3 Cr.
History of Technology, HSTS 520.	3 Cr.
Historiography, HSTS 531.	3 Cr.
American Thought and Culture, HST 561,562.	6 Cr.
Seminar on History of Env. Prob., HST 507.	3 Cr.
Seminar on Medicine in Antiquity, HST 507.	3 Cr.
Selected Topics (Hum. Sexuality), HSTS 621	4 Cr.
History of Pacific NW, HST 569.	3 Cr.
Thesis, HSTS 603.	35 Cr.
	81 Cr.

Minor 1 (Physiology):

Environ. Phys. of Plants, BOT 588.	3 Cr.
Environ. Phys., Z 523.	

Prin. of Physiology, Z 530.	4 Cr.
Endocrinology, Z 537.	4 Cr.
Immunology, MB 516.	3 Cr.
	18 Cr.

Minor 2 (integrated):

Research Perspectives, FW 667.	4 Cr.
Selected Topics: Plant Ecology, BOT 691.	3 Cr.
Principles of Systematics, ENT 562.	3 Cr.
Methods of Data Analysis, ST 511, 512.	4, 4 Cr.
Analysis of Environ. Issues, BI 589.	3 Cr.
	21 Cr.

Addendum 3.

Available Courses

The following list contains only those courses most clearly related to history of science. Others are possible and depend entirely on the interests and the program of study of the student. History of science (HSTS) courses are listed first; the rest follow alphabetically. For new courses, see 5.c.

HSTS 511. History of Science: Science in Antiquity. (3).

HSTS 512. History of Science: The Scientific Revolution. (3).

HSTS 513. History of Science: Science After Newton. (3).

HSTS 515. Theory of Evolution and Foundation of Modern Biology. (3).

HSTS 516. Science and the Emergence of Modern Society. (3).

HSTS 517. History of Medicine. (3).

HSTS 518. Science and Society: Science and Utopia. (3).

HSTS 519. Science and Society: Great Trials of Science. (3).

HSTS 520. History of Technology. (3).

HSTS 521. Technology and Social Change. (3).

ANTH 581. Natural Resources and Community Values. (3).

ANTH 583. Medical Anthropology. (3).

BI 589. Analysis of Environmental Issues. (3).

COMM 580. History of the Mass Media. (3).

COMM 582. Mass Media in Culture and Society. (3)

HST 510. History Internship. (1-12).

HST 515. Selected Topics. (4).
Several relevant topics are offered periodically; e.g., Civilization & Disease (Ferngren) was offered Fall 1992.

HST 527. History of Western Thought. (4).

HST 560. American Thought and Culture: To 1840. (3).

HST 561. American Thought and Culture: 1840-1898. (3).

HST 562. American Thought and Culture: 1898-Present. (3).

PHL 511 and 512. Great Figures in Philosophy. (4).
Relevance depends upon the person.

PHL 521. Mathematical Logic. (3).

PHL 540. Environmental Ethics. (3).

PHL 543. Values and Human Ecology. (3).

PHL 544. Bioethics. (3).

PHL 545. World-Views and Contemporary Global Issues. (3).

PHL 551. Knowledge and Reality. (3).

PHL 570. Philosophy of Science. (3).

PS 574. Bureaucratic Politics and the Policy Process. (4).

PS 575. Politics of Environmental Problems. (4).

PS 576. Science and Politics. (4).

SOC 521. Social Change and Modernization. (3).

SOC 556. Science and Technology in Social Context. (3).

HISTORY OF SCIENCE - CATEGORY I PROPOSAL
Operating Budget - First Year

Personnel	FTE/Amt.	Rate	Horning Endowment	Departments History/Zoology	Colleges COS/CLA	Amount
Faculty						
Paul Farber	0.33	65,330	0	21,559	0	21,559
Robert Nye	0.33	90,000	29,700	0	0	29,700
Mary Jo Nye	0.33	90,000	29,700	0	0	29,700
Jim Morris	0.50	46,152		23,076	0	23,076
Staff						
Sharon Johnson	0.10	24,720	0	2,472	0	2,472
GTA's						
At least three Grad. Students	1.50	18,000	18,000	0	9,000	27,000
						0
OPE						
Faculty	82,476	0.3195	18,978	14,261	0	33,239
Staff	2,472	0.4197	0	1,037	0	1,037
GTA	27,000	0.0112	0	302	0	302
Subtotal Personnel			96,378	62,708	9,000	168,086
Equipment-Facility Renovation			100,000	0	0	100,000
Materials & Supplies			0	0	4,000	4,000
Travel			0	0	0	0
Other			0	0	0	0
Total			196,378	62,708	13,000	272,086
Percentage of Total			72%	23%	5%	100%

HISTORY OF SCIENCE - CATEGORY I PROPOSAL
Operating Budget - Continuing

Personnel	FTE/Amt.	Rate	Horning Endowment	Departments History/Zoology	Colleges COS/CLA	Amount
Faculty						
Paul Farber	0.33	65,330	0	21,559	0	21,559
Robert Nye	0.33	90,000	29,700	0	0	29,700
Mary Jo Nye	0.33	90,000	29,700	0	0	29,700
Jim Morris	0.50	46,152		23,076	0	23,076
Staff						
Sharon Johnson	0.10	24,720	0	2,472	0	2,472
GTA's						
At least three Grad. Students	1.50	18,000	18,000	0	9,000	27,000
						0
OPE						
Faculty	82,476	0.3195	18,978	14,261	0	33,239
Staff	2,472	0.4197	0	1,037	0	1,037
GTA	27,000	0.0112	0	302	0	302
Subtotal Personnel			96,378	62,708	9,000	168,086
Equipment			0	0	0	0
Materials & Supplies			0	0	4,000	4,000
Travel			0	0	0	0
Other			0	0	0	0
Total			96,378	62,708	13,000	172,086
Percentage of Total			56%	36%	8%	100%

February 20, 1995

TO: Faculty Senate

FROM: Academic Regulations Committee

MOTION: Revision of AR 11. Adding and Dropping Courses

The Academic Regulations Committee recommends the following change in AR 11, Adding and Dropping Courses:

a. Students may add courses through the first ~~ten~~ five class days of each term, depending on the nature of the course and the availability of space. ~~From the sixth class day through the tenth class day of each term, permission (signature) of the instructor offering the course must be obtained.~~

b. A student may drop courses without responsibility for grades through the tenth class day of each term. After the tenth class day of each term courses may not be dropped. Failure to drop a course properly will result in an F grade being recorded; courses properly dropped do not appear on the student's transcript.

c. Add/drop fees will be assessed in accordance with the fee policies stated in the Schedule of Classes.

With the advent of telephone registration, students are getting settled into their classes prior to the beginning of the term and the need for the second week of adding courses is decreasing.

Furthermore, many faculty do not like to add students during the second week of a course and refuse to sign a second week add form.

We recommend that, if approved, this revision become effective Fall term, 1995.

A GUIDE TO THE GUIDELINES

BASIC PRINCIPLES AND ASSUMPTIONS UNDERLYING THE REVISION OF THE PROMOTION AND TENURE GUIDELINES:

1. Promotion and tenure guidelines must be reviewed periodically and revised as necessary, but the restructuring of Extended Education is the major impetus for undertaking this review and revision now.

2. These guidelines are intended to apply to all faculty, making supplemental guidelines unnecessary. The guidelines establish basic principles, leaving the specifics to the tenure units. Supplemental guidelines currently in use will continue to be useful in dossier preparation.

3. It was the committee's intention neither to raise nor to lower the standards for achieving promotion and tenure, but rather to clarify existing standards where necessary and to make them applicable to all professorial-rank faculty. In addition, we intend that these guidelines can be adapted for considering the promotions of faculty with non-professorial ranks.

4. Promotion and tenure guidelines ought not to be "visionary" in the sense of providing a blueprint for what the University should be in five, ten, or twenty years; but rather are meant to evaluate the faculty currently at the University. At the same time, wherever possible, P&T guidelines should anticipate such changes as will affect faculty responsibilities and performance in the near future. In this spirit, these guidelines attempt to recognize the extraordinary changes in delivery of information that are underway, and that may transform what faculty do in teaching, scholarship, and other activities.

5. The revised guidelines are intended to serve OSU's missions as a Carnegie I Research University. They reaffirm the importance of scholarship for all faculty in the professorial ranks, on the principle that no faculty position should carry professorial rank unless scholarship is both possible and valuable for anyone holding that position.

6. These guidelines, when approved, will go into effect for P&T decisions made in 1996-1997.

KEY PRINCIPLES WITHIN THE REVISED GUIDELINES:

Section 2. Criteria for Promotion and Tenure (Section 3 in the 1988 "Guidelines"):

1. "Teaching," "Research," and "Service" have been redefined as "Teaching, Advising, and Other Assignments"; "Scholarship"; and "Service." The new terms are intended to be more inclusive. The guidelines address the faculty's varying responsibilities in these three areas, which are to be identified in position descriptions.

2. The guidelines reaffirm the importance of on-campus teaching and endorse the innovative efforts that currently engage many OSU faculty, while recognizing that faculty also engage in teaching in other environments, such as extension services. The importance of documenting and evaluating the candidate's teaching performance is reaffirmed; the guidelines only begin the shift toward evaluating *student learning*, instead of teaching, because the University has only begun to make that shift.

3. "Research" has been broadened to "Scholarship and Creative Activity," again to include the diversity of the faculty. The requirements that scholarly and creative work

be peer-evaluated and communicated beyond the University are to maintain OSU's traditional high standards.

4. Teaching is not identified as a form of scholarship but as an activity that can lead to scholarship in many forms.

5. Some activities (such as extended education) that will be a primary part of the assigned duties for certain faculty will be service for other faculty. Service that is related to faculty positions is distinguished from service related to good citizenship in the community and is the service to be considered for promotions and tenure.

6. "Teaching, Advising, and Other Assignments" and "Scholarship and Creative Activity" are identified as the primary responsibilities of all faculty, "Service" as a secondary responsibility.

7. The sixth year is established as the normal year to be considered for tenure, without eliminating the possibility of earlier tenure.

8. The criteria for promotions to Associate Professor and Professor are tied more directly to the three areas of faculty responsibilities.

9. "National or international reputation" are replaced by "widely recognized and prominent contributor to the field or profession." The intention here is to recognize that in some fields a truly "national or international reputation" is not possible, but faculty in those fields must still achieve prominence well beyond the University; and to express more accurately the professional distinction required by promotion to professor. We intend no lowering of academic standards, while leaving to the units the determination of appropriate breadth of scholarly recognition.

10. Criteria for promotion to Assistant Professor have been dropped without precudling the exception case in which an Instructor may be appointed (not promoted) to an Assistant Professor position.

11. Because "promotion" and "tenure" are not possible for no-rank faculty, the paragraph implying that this is not the case has been dropped. The professional advancement of no-rank faculty will be addressed in the *Faculty Handbook*.

Section 4. Procedural Guidelines for Promotion and Tenure

12. The candidate is given the right to insist that the dossier be forwarded to the college review, even if both recommendations within the tenure unit are negative.

13. The candidate is given the right to write a statement regarding the evaluations within the tenure unit, to be added to the dossier as it is forwarded to the college for review.

14. Specific details about the relationship between the "tenure unit" and the "funding unit" for faculty for whom the two are not the same are not included in these guidelines but will be addressed separately.

15. Following the recommendation of the Faculty Senate Promotion and Tenure Committee, the supervisor in the tenure unit is included with the dean, as someone to be consulted when there are divided recommendations in the University review.

PROMOTION AND TENURE GUIDELINES

[Draft]

I. General Purposes and Responsibilities

The quality of Oregon State University is sustained through the dedicated and creative work of the faculty. Objective, systematic, and thorough appraisal of each candidate for initial and continued appointment, for promotion in academic rank, and for the granting of indefinite tenure is therefore important. The purpose of these guidelines is to provide common criteria and procedures for tenure and promotion for all Oregon State University faculty in the professorial ranks. Guidelines for promoting instructors, research assistants, and faculty with courtesy or research appointments are adapted from these criteria.

Promotions in rank and the granting of tenure are based on merit. They are never automatic or routine, and are made without regard to race, color, religion, gender, age, marital status, sexual orientation, disability, political affiliation, or national origin. In general, promotions are awarded to recognize the level of faculty members' contributions to the missions of the University in teaching, advising, and other assignments; in scholarship and creative activity; and in institutional, public, and professional service.

Responsibility for promotion and tenure recommendations rests principally with the senior members of the faculty, unit administrators, and academic deans. Final responsibility rests with the Provost and Executive Vice President. Reviewers base their recommendations on carefully prepared dossiers that document and evaluate the accomplishments of each candidate.

II. Criteria for Promotion and Tenure

General Guidelines

Candidates for promotion and tenure will be evaluated objectively for evidence of excellence in their performance of assigned duties, in their scholarship or creative activity, and in their professional service. Each of these responsibilities will be documented in the dossier.

Oregon State University is committed to educating, both on and off campus, the citizens of Oregon, the nation, and the international community, and in expanding and applying knowledge. The responsibilities of individual faculty in relation to these fundamental commitments will vary and will be specified in position descriptions developed at the time of initial appointment and revised periodically, as necessary. Some positions will require more direct involvement in classroom instruction; others, more in conducting research and disseminating the results; others, in extending the university's programs and expertise to its regional, national, and international publics. Whatever the assignment, faculty in the professorial ranks will engage in appropriate scholarship or other creative activity.

In addition to these primary responsibilities, all faculty are expected to be collegial members of their units, and to perform appropriate service that contributes to the effectiveness of their departments, colleges, and the University, and of their professions.

Faculty Responsibilities

1. Teaching, Advising, and Other Assignments

Faculty at Oregon State University have diverse assignments: classroom instruction, advising, extended education, counseling, academic administration, research, international assignments, information services, and student services. The university values and encourages collaborative efforts, which are an essential part of many of these assignments.

TEACHING

The teaching of students is central to the missions of Oregon State University. Most faculty have significant responsibilities in instruction:

- in presentation of resident credit courses, extension and international programs, non-credit seminars and workshops, and continuing-education and distance-learning programs;
- in directing undergraduate and graduate projects, internships, and theses, and in serving on masters and doctoral committees;
- in mentoring undergraduate and graduate students, and postdoctoral associates.

When teaching is part of the faculty assignment, effectiveness in teaching is an essential criterion for appointment or advancement. Faculty with responsibilities in instruction can be promoted and tenured only when there is clear documentation of effective performance in the teaching role.

Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and ability to organize material and convey it effectively to students. Other activities that provide evidence of a faculty member's particular commitment to effective teaching include:

- contributions in curricular development, including collaborative courses and programs;
- innovation in teaching strategies, including the incorporation of new technologies and approaches to learning;
- documented study of curricular and pedagogical issues, and incorporation of this information into the classroom.

Evaluation of instruction is based on a combination of systematic peer evaluations; tabulated responses from learners or participants; and evaluation, by student representatives, of materials in the dossier that pertain to teaching. Peer evaluations should be based both on classroom observations and on review of course syllabi, texts, assigned reading, examinations, and class materials. Where possible, evaluation is enhanced by evidence of student learning.

ADVISING

All faculty must also be committed to the well-being of students, both inside and outside the classroom. Effective advising helps create an environment which fosters student learning and student retention. The formal and informal advising and mentoring of undergraduate and

graduate students is an indispensable component of the broader educational experience at the University.

Faculty advising may take the form of assisting students in the selection of courses or careers, serving as faculty adviser with student groups, assisting learners in educational programs off-campus, and mentoring students. For promotion and tenure, performance in such activities must be documented and evaluated. Documentation should include the number of students served and the advising or mentoring services provided. Evaluation will consider the innovation and creativity of the services, and their effectiveness; it may be based on systematic surveys of and assessments by students and former students who received these services.

OTHER ASSIGNMENTS: RESEARCH, EXTENSION, INTERNATIONAL ASSIGNMENTS, INFORMATION SERVICES, STUDENT SERVICES, AND ADMINISTRATION

Many positions held by faculty with professorial rank enhance the learning environment for students and the larger social environment within which learning takes place, extend the University's programs and expertise to publics off campus, and focus directly on the creation, integration, and application of knowledge. Faculty with assignments in these areas will be evaluated by the standards appropriate to the field. Where faculty assignments entail serving students or clients, evaluation will focus on the quality of the specific services provided, determined by the purposes of the service and the faculty member's success in achieving them. Documentation should include number of students or clients served and the services provided. Evaluation will consider innovation and creativity, and evidence of effectiveness; and it may be based on systematic surveys of and assessments by those who received the services.

2. Scholarship and Creative Activity

All Oregon State University faculty in the professorial ranks have a responsibility to engage in scholarship and creative activity. Scholarship and creative activity are understood to be intellectual work whose significance is validated by peers and which is communicated. More specifically, such work in its diverse forms is based on a high level of professional expertise; must give evidence of originality; must be documented and validated as through peer review or critique; and must be communicated in appropriate ways so as to have impact on or significance for publics beyond the University, or for the discipline itself. Intellectual work in teaching is scholarship if it is shared with peers in journals, in formal presentations at professional meetings, or in comparable peer-evaluated forums. Scholarship and creative activity may take many forms in addition to research contributing to a body of knowledge. These include, but are not limited to:

- development of new technologies, materials, or methods;
- integration of knowledge or technology leading to new interpretations or applications;
- creation and interpretation in the arts.

While the kinds of scholarship for faculty across the range of positions at the University will vary, the requirement that the significance of the scholarship be validated and be communicated to publics beyond the University will sustain a uniformly high standard. In some fields, refereed journals and monographs are the traditional media for communication and peer validation; in others, exhibitions and performances. In still other fields, emerging technologies are creating, and will continue to create, entirely new media and methods. In consideration for promotion and tenure, scholarship and creative activity are not merely to be enumerated but are to be carefully, objectively, and rigorously evaluated by professional peers, including ones external to the University.

When work that is the product of joint effort is presented as evidence of scholarship, clarification of the candidate's role in the joint effort should be provided in the dossier.

In certain positions, seeking competitive grants and contracts is an essential responsibility, and success in this endeavor--particularly when the grants are highly competitive and peer-reviewed--is a component of achievement in scholarship.

3. Service

Faculty service is essential to the University's success in serving its central missions, and is a responsibility of all faculty. Faculty members perform a broad array of services that are vital to supporting and sustaining the quality and effectiveness of the University and its programs. Faculty members are expected to provide service to the University, its students, clients, programs, and professional disciplines, as collegial and constructive members of the University and the broader community. Examples include service in faculty governance; in academic and student-support units; in international development; in community and state programs; in mentoring students and student groups; and on department, college, and university committees. In addition, service to professional organizations contributes to the national and international intellectual communities of which OSU is a part. Service that is relevant to a faculty member's assignment, and which draws upon professional expertise or contributes significantly to university relations, is considered and valued in promotion and tenure decisions. Service to the community not directly related to the faculty member's appointment, though valuable in itself and ideally a responsibility of all citizens, is considered in promotion and tenure decisions to the extent that it contributes to the University's missions.

Criteria for Granting Indefinite Tenure

Tenure ensures the academic freedom that is essential to an atmosphere conducive to the free search for truth and the attainment of excellence in the University. But in addition, tenure also reflects and recognizes a candidate's potential long-term value to the institution, as evidenced by professional performance and growth. Tenure sets universities apart from other institutions. Faculty are not merely employed by the University but *are* the educational and research programs of the University; tenured faculty are the community of educators who create institutional stability and an ongoing commitment to excellence. Tenure, therefore, will be granted to faculty members whose character, achievements in serving the University's missions, and potential for effective long-term performance warrant the institution's reciprocal long-term commitment. The granting of tenure is more significant than promotion in academic rank.

Tenure is granted for achievement, not for years in rank, but under normal circumstances faculty will be considered for tenure in their sixth year of service in professorial rank. By the end of the sixth year on tenure track ("annual tenure"), the faculty member must be granted indefinite tenure or be given a year's timely notice that the appointment will not be continued. Under extenuating circumstances, such as personal or family illness, a faculty member can request of the Provost and Executive Vice President that the tenure clock be extended.

The tenure decision is based primarily on the candidate's performance of assigned duties and achievements in scholarship. In judging the suitability of the candidate for indefinite tenure, however, it is also appropriate to consider collegiality, professional integrity, willingness to accept and cooperate in assignments, and commitment to the University's missions and goals.

Criteria for Promotions

Criteria for Promotion from Assistant to Associate Professor

Promotion to the rank of Associate Professor is based upon evidence of the candidate's:

- demonstrated effectiveness in teaching, advising, and other assigned duties;
- achievement in scholarship and creative activity that establishes the individual as a significant contributor to the field or profession, with potential for distinction;
- appropriate institutional, public, and professional service.

Promotion to Associate Professor does not automatically grant tenure. Tenure will usually accompany a promotion, but the decision on tenure is made independently of the decision on promotion.

Criteria for Promotion to Professor

Promotion to the rank of Professor is based upon evidence of the candidate's:

- distinction in teaching, advising, or other assigned duties, as evident in continuing development and sustained effectiveness in these areas;
- distinction in scholarship, that has established the candidate as a widely recognized and prominent contributor to the field or profession;
- exemplary institutional, public, and professional service.

Criteria for Promotion of Courtesy and Senior Research Faculty

Faculty with courtesy and senior research appointments will be expected to meet the same criteria for advancement in professorial rank as those with regular appointments. Given the nature of the appointments, commitments in some areas of responsibility may be greater than in others, but the criteria for scholarship and service will adhere to the same standard expected of faculty with regular appointments.

Criteria for Promotions of Instructors and Research Assistants

Faculty with non-professorial rank are hired in positions to meet units' specific needs. Criteria for promotion will therefore be specific to the candidate's position.

Promotion from the rank of Instructor to Senior Instructor may be considered after four years of service. To be promoted, a candidate must:

- have a graduate degree appropriate to the assigned duties, or comparable educational or professional experience;
- have special skills or experience needed in the unit;

- have an exceptional record of achievement in the assigned duties.

The criteria for Teaching, Advising, and Other Assignments in this document can provide guidelines for documenting and evaluating the level of achievement. Promotions cannot be made from non-professorial to professorial ranks.
Promotion from Faculty Research Assistant to Senior Faculty Research Assistant may be considered after four years of service. To be promoted, a candidate must:

- have a graduate degree appropriate to the field in which the research activities are performed, or comparable educational or professional experience;
- demonstrate a high level of competence, achievement, and potential in research, or serve effectively in a position requiring high individual responsibility or special professional expertise;
- demonstrate a high degree of initiative in research and leadership among research colleagues in the department, as documented in authorship, management responsibilities, and creative approaches to research.

III. Faculty Dossiers

Compilation of the Dossier

Promotion and tenure decisions are based primarily on an evaluation of the faculty member's achievements as described in his or her dossier. The dossier must document and contain evaluation of the candidate's performance in teaching, advising, or other assignments; in scholarship; and in service, consistent with the candidate's position. Copies of the current Dossier Preparation Guidelines and models for requesting letters of evaluation can be obtained from the Office of Academic Affairs.

Although the candidate prepares much of the material for the dossier, the immediate supervisor of the tenure unit (department chair or head, county staff chair, dean or director) will assure that the candidate receives assistance as needed, and will be responsible for seeing that the final dossier is complete and conforms to University guidelines.

Recommendations for the promotion or tenure of a unit supervisor will be reviewed in the same manner as for other faculty, except that the dean or director to whom the supervisor reports will appoint a senior faculty member to assume the supervisor's usual responsibilities.

Access to the Dossier and University Files by the Faculty Member

As described in the OSU Faculty Records Policy contained in the *Faculty Handbook*, faculty members will be allowed full access to their own dossiers, personnel files, and records kept by the institution, college, or department, except for:

- letters of evaluation submitted as part of a pre-employment review at Oregon State University;
- solicited letters of evaluation for faculty who have signed voluntary waivers of access to those letters as part of a particular year's promotion and tenure review.

Prior to the dossier receiving its first formal review, the candidate must sign and date a certification that the open part of the dossier is complete. Should the candidate and the supervisor of the tenure unit disagree on the inclusion of some materials, the candidate may indicate his or her objection in the statement of certification. Once the dossier is certified, the only materials to be added subsequently will be the letters of committee and administrative review, and in some cases the candidate's statement as described in the following section.

Throughout the process of review, the open parts of the dossier remain available to the candidate at his or her request. The candidate will be notified when letters of evaluation by reviewers at the unit and college levels are added to the dossier.

IV. Procedural Guidelines for Promotion and Tenure

The process for earning promotion and tenure begins at the moment of hiring. Faculty are hired with expectations in job performance, scholarship, and service that are established in position descriptions, which may then be revised as the tenure unit's needs and the faculty member's assignments change. From the time of their arrival at the University, new faculty should be well advised of what is expected of them for promotion and tenure. Reports from the annual Periodic Reviews of Faculty (Proof's), while not included in the candidate's dossier for promotion and tenure, are used by supervisors in tenure units to inform faculty, in a constructive way, of their progress toward promotion and tenure.

Initiation of the Recommendation

Tenure resides in the academic unit, which for most faculty will be the department. Final decisions on promotion and tenure are made by the Provost and Executive Vice President, but the primary responsibility for evaluating the candidate's performance and recommending promotion and tenure actions rests in the tenure unit. The supervisor of the tenure unit or a committee of faculty assigned this responsibility, in consultation with the candidate, will normally initiate the candidate's review for promotion and tenure. The candidate, however, always has the right to initiate the review. In either case, a complete dossier will be compiled.

Tenure Unit Review and Recommendation

In all but rare cases, the supervisor of the tenure unit and a promotion-and-tenure review committee formed from among the tenured faculty within the unit (at or above the rank for which the candidate is being considered) will independently evaluate the materials in the dossier, and will recommend either for or against the candidate's promotion or tenure. The supervisor will also consult the candidate's personnel file maintained in the unit. If both the supervisor's and the committee's recommendations are negative, the dossier will not be forwarded to the next level of review, unless the candidate, following discussion with the supervisor, insists, or the candidate is in the final year of annual tenure. In such cases the dossier must be forwarded for consideration.

The letters from the supervisor and the promotion-and-tenure review committee are to evaluate the relative strengths and weaknesses of the candidate's performance. These letters should summarize and comment on key points in the letters of evaluation solicited from qualified reviewers in the candidate's field.

As required by the Oregon State Board of Higher Education, students will be invited to participate in the review of faculty for promotion and tenure. The supervisor of the tenure unit or dean will select and invite an appropriate number of students to evaluate that portion of the candidate's dossier related to

teaching. A letter of evaluation written by the student representatives will be added to the dossier. Units may develop a similar process for evaluating the delivery of programs to other clients.

Prior to the dossier leaving the unit, the supervisor will meet with the candidate to share the outcomes of the unit reviews. The candidate may add a written statement regarding these reviews, to be included in the dossier.

College Review and Recommendation

The candidate's dossier--including the letters of evaluation and recommendation from the supervisor, the faculty committee, and the student or client representatives; together with the candidate's statement when one is added--is forwarded for review at the college level. The college review should insure that each dossier has been carefully and properly prepared, and that uniform or equivalent standards are applied to all faculty within the college. The reviewers at the college level are to determine whether the letters of evaluation from the unit accurately assess the candidate's performance as documented in the dossier. Due to the diversity of college structures, each college will establish its own procedures for this review, but care should be taken to insure appropriate and adequate input by faculty throughout the review process. A letter of evaluation from the dean, and from the review committee in colleges where one is established for this purpose, are added to the dossier as it is forwarded for review at the University level.

University Review and Recommendation

Each dossier will be reviewed for completeness by the Associate Provost for Academic Affairs. Where additional information is needed, the candidate's supervisor or dean will be contacted.

Completed dossiers that have received uniformly positive recommendations at the previous levels of review will be forwarded to the Provost and Executive Vice President, who will assure that University-wide standards have been met. In reaching a final decision, the Provost and Executive Vice President may confer with others as appropriate. All dossiers that have received mixed recommendations at the unit or college level will be reviewed by the University Administrative Promotion and Tenure Committee, which is chaired by the Provost and Executive Vice President and consists of the Associate Provost for Academic Affairs, the Vice Provost for Research and International Programs, the Dean of Extended Education, and the Dean of the Graduate School.

The Faculty Senate Promotion and Tenure Committee will have access to all dossiers under consideration, and representatives of the committee will observe the deliberations of the University Administrative Promotion and Tenure Committee, to ensure an equitable process for all faculty.

The purpose of the University review is to ensure that all faculty are held to common standards, and to resolve disagreements in previous recommendations. In cases in which the members of the University Administrative Promotion and Tenure Committee are divided over the final recommendation, or in which their recommendation differs from those of the college or unit, the candidate's dean and supervisor will be invited for discussion.

Decisions and Appeals

When all necessary reviews and discussions have been completed, the Provost and Executive Vice President will make the final decision. Candidates will be informed of the decision in writing. In the case of a negative decision, the basis for the denial will be stated, along with information on the right to appeal.

Faculty not approved for promotion or tenure by the Provost and Executive Vice President may appeal to the President within two weeks of receipt of the letter announcing the decision. Extenuating

circumstances, procedural irregularities that were not considered by the Provost and Executive Vice President, and factual errors in the evaluations are grounds for appeal.

Return of Dossiers

After the institutional review is finished, the complete dossier is retained temporarily in the Office of Academic Affairs. The dossier is subsequently returned to the appropriate dean, typically at the start of the next academic year. The dean will then return it to the tenure unit, where, after confidential letters have been removed, the dossier is retained as part of the faculty member's personnel files.

Members of the committee:

Leslie Davis Burns, Apparel, Interiors, Housing and Merchandising
Carroll DeKock, Chemistry
Rebecca Donatelle, Public Health
John Dunn, Associate Provost for Academic Affairs
Everett Hansen, Botany and Plant Pathology
Kathleen Heath, Health and Human Performance
Joe Hendricks, Sociology
Lyla Houglum, Extension Administration
Tom Maresh, Graduate School
Michael Oriard, English (Chair)
Jose Reyes, Nuclear Engineering
Bart Thielges, College of Forestry
C. J. Weiser, Dean Emeritus, College of Agricultural Sciences
David Williams, Food Science and Technology

Rev. 3/9/95

OREGON STATE UNIVERSITY
Corvallis OR 97331-6203 (737-4344)
Faculty Senate Office
Social Science 107
March 13, 1995

MEMORANDUM

TO: OSU Faculty Senators

FROM: D. Curtis Mumford Faculty Service Award Subcommittee
Kenneth Krane, Chair
Leslie Davis Burns
Jo-Ann Leong
Beth Strohmeyer

Re: D. Curtis Mumford Faculty Service Award Recommendation

On February 24, 1995, the Subcommittee selected **Dr. Carroll W. DeKock** as the 1995 recipient of the D. Curtis Mumford Faculty Service Award. We on the committee felt that his long service to the Faculty Senate, faculty, and Oregon State University fully justified our choice. On March 6, 1995, the Executive Committee of the Faculty Senate approved our selection. We solicit your support for this selection.

Attached you will find a biographical sketch of the candidate to help you decide.

Note to Senators. Since Carroll DeKock is a Senator and does not know he 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 7. If the Senate feels he is worthy of this honor, he 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.

CONFIDENTIAL

February 27, 1995

To: OSU Faculty Senators

From: D. Curtis Mumford Award Subcommittee
Leslie Davis Burns, Ken Krane, Jo-Ann Leong, Beth Strohmeyer

Subj: Nomination for the 1995 D. Curtis Mumford Faculty Service Award

The Executive Committee recommends that the Senate confirm Carroll W. DeKock, Department of Chemistry, as its 1995 recipient of the D. Curtis Mumford Faculty Service Award.

Carroll W. DeKock came to OSU in 1967 as Assistant Professor of Chemistry, following Ph.D. work at Iowa State University and two years as a postdoctoral fellow at Argonne National Laboratory. He has served on the faculty with distinction, achieving the rank of Professor of Chemistry in 1980. Since 1985 he has served as Chair of the Department of Chemistry.

Dr. DeKock has served the faculty of Oregon State University in many ways. He has been an outspoken and active supporter of increasing the diversity of the faculty and student body. He chaired the University Minority Affairs Commission from 1990 to 1993. In that role he provided an outstanding model of how to deal with the challenge of moving toward a more culturally diverse campus. He also served as chair of the University Multicultural Affairs Director Selection Committee and the Affirming Diversity Committee. In the latter capacity and during his tenure as Faculty Senate President, he was instrumental in bringing the Difference, Power, and Discrimination program to fruition.

As Faculty Senate President, Dr. DeKock provided dynamic leadership during a difficult period and was always an outspoken advocate for faculty governance, for improving faculty-student relations, and for increasing the representation of no-rank faculty in the Senate. Many will recall his impassioned talks in response to Measures 5 and 8 in the Senate and at University Day. He has twice served as a Senator from the College of Science, and during his 1986-88 term as Senator he served as a member of the Executive Committee.

In his role as Chair of the Department of Chemistry, Dr. DeKock has maintained a pattern of vigorous service to the Department and to the College of Science. His record of outreach to alumni and of hiring and nurturing young faculty are models for the institution. In an era of declining budgets, he has maintained high morale and led his department to increased levels of productivity. Under his leadership the Department of Chemistry has recently been recognized for its outstanding accomplishments in student retention. He is an active local worker and national spokesperson for reforms in chemistry education. In the College of Science, he has chaired the Affirmative Action Committee and the Promotion and Tenure Committee, as well as serving on the search committee for the Acting Dean of Science.

In all of these roles, Dr. DeKock has exemplified exceptional, ongoing, dedicated, and unselfish concern for and service to the faculty of Oregon State University, and is richly deserving of the D. Curtis Mumford Faculty Service Award.

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 (Leslie Davis Burns, Kenneth Krane, Jo-Ann Leong, and Beth Strohmeyer), is nominating **Carroll W. DeKock** for this important award. The subcommittee's recommendation is noted that over the years Carroll has devoted untold hours and considerable energies and leadership to faculty and faculty governance as outlined in the biographical information.

Please indicate your vote on this nomination and return to the Faculty Senate Office no later than April 7, 1995.

____ I support this nomination for the Mumford Award

____ I oppose this nomination for the Mumford Award

Do NOT leave this ballot on the table at the Faculty Senate Meeting!

DEPARTMENT
OF
MECHANICAL
ENGINEERING

March 2, 1995

CONFIDENTIAL

To: Vickie Nunnemaker
Faculty Senate Administrative Assistant

From: Gordon M. Reistad, Chair
Faculty Recognition and Awards Committee

Subject: Nominations of Bruce Andrews and Robert (Bob) Chandler for Distinguished Service Awards

OREGON
STATE
UNIVERSITY

Rogers Hall 204
Corvallis, Oregon
97331-6001 USA

Telephone
503-737-3441
Fax
503-737-2600

The Faculty Recognition and Awards Committee has selected both Bruce Andrews and Robert Chandler for Distinguished Service Awards. 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 Bruce Andrews is based on his superb record of leadership in agriculture throughout Oregon, the Pacific Northwest, the nation, and the world. Bruce is presently the Director of the Oregon Department of Agriculture, a position he has held since 1989. This position serves by appointment of the Governor--Bruce has thus been the selected choice of three governors. He also presently serves as the President of the National Association of State Departments of Agriculture and works toward international agriculture trade through a variety of national and international committees.

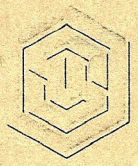
He has been a key player in the development of several new and exciting programs, including the Wheat Marketing Center, Food Innovation Center, Seafood Center, and the Center for Applied Agricultural Research. His role in these initiatives included idea/concept generation, advocacy, leadership of political approval, and implementation processes. A consistent and sustained emphasis of Bruce's leadership has been the importance of value-added products and processes to Oregon's agriculture and economy. The several new initiatives identified above are important expressions of his commitment to strengthen Oregon's value-added industries. These initiatives have substantially helped Oregon and Oregon State University.

International marketing and trade development has been another major priority for Bruce Andrews. He has greatly strengthened this area for the state. Again, Oregon agriculture has clearly benefitted from these efforts.

Bruce's leadership nationally and internationally through such roles as Chair of the Western International Trade Development Center, President of the Western United States Agricultural Trade Association, and President of the National Association of State Departments of Agriculture are advancing agriculture for the benefit of all.

CONFIDENTIAL

Bruce has also provided important service to Oregon State University. He provided leadership in the effort to develop the Wheat Research Endowed Chair at OSU. This successful endeavor established the principle of a state funds match to private gifts for the establishment of an endowed chair or professorship. Bruce has also served on the advisory committee to the College of Agricultural Sciences at OSU. He is serving presently in the College's current Kellogg Foundation supported visioning project and was recently appointed as a Trustee of the OSU Foundation.



OREGON
STATE
UNIVERSITY

The nomination of Robert Chandler is based on his over forty years of service to the public good. Some details follow.

Robert Chandler is the editor/publisher of the "The Bulletin" and is one of Oregon's most distinguished journalists and civic leaders.

Throughout his extraordinary career, he has always been a voice of leadership in Oregon. He is a strong advocate of higher education and private philanthropy, and has been responsible for supporting numerous initiatives to help Oregon and Oregonians. Named Oregon philanthropist of the year in 1990, he is the former chairman of the Oregon Community Foundation and has helped to build the High Desert Museum in Bend, and the Bill Healy Housing Center for homeless families. In addition, his support has helped the Central Oregon Battering and Rape Alliance, the Rosie Bareis Community Campus for children and families, Central Oregon Community College, and has made possible more than 50 college scholarships.

A past chairman of the Oregon Commission on Judicial Fitness, Bob Chandler also has been nationally prominent in his profession. He is a former national president of the Society of Professional Journalists, Sigma Delta Chi, and has been honored throughout the country for his service to journalism and journalism education.

Bob Chandler's many contributions to Oregon have been recognized by several private universities. He has received the Presidential Leadership Award from Marylhurst College and the Glenn L. Jackson Leadership Award from Willamette University.

The Committee believes that these nominees have 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 both of these nominations for OSU Distinguished Service Awards.

daj0302.03

c: J. Byrne, J. Dunn, S. Francis

REPORTS TO THE FACULTY SENATE

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331-6203

503-737-4344

FACULTY SENATE OFFICE
Social Science 107

Thursday, May 4, 1995; 3:00 pm - 5:00 pm
MU 105

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

Jo Anne Trow

Dr. Jo Anne Trow, Vice Provost for Student Affairs, will present a status report from the Office of Student Affairs.

B. ACTION ITEMS

1. Bylaws Changes Affecting Apportionment Units (pp. 1–6)

   Carroll DeKock, Bylaws & Nominations Committee Chair, will present the proposed Bylaws changes to abolish the Extension and Library apportionment units and create an Information Services apportionment unit. The highlighted sections are to be added and the strike-throughs indicate deletions.

2. Category I — Department of Civil Engineering Name Change (pp. 7–10)

   Walt Loveland, Curriculum Council Chair, will present a Category I proposal to change the name of the Department of Civil Engineering to the Department of Civil, Construction and Environmental Engineering.

3. Promotion & Tenure Guidelines Revision (pp. 11–19)

   Michael Oriard, Promotion & Tenure Guidelines Review Committee Chair, will present the revised document. Additions and deletions to the draft are underlined. Oriard will lead a discussion of the changes made and entertain amendments, possibly resulting in a vote on the document. Consideration of this item will be limited to 45 minutes.

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.

1994 Promotion & Tenure Committee, Rebecca Donatelle, Chair (pp. 20–26)
Faculty Grievance Committee, Walter Rudd, Chair — The committee reports no activity for 1994/95.
Faculty Status Committee, Ron Lovell, Chair (pp. 27) — The draft referred to in the report is available for viewing in the Faculty Senate Office.
Library Committee, Jim White, Chair — The committee reports no activity for 1994/95.

D. INFORMATION ITEMS

1. Collective Bargaining Task Force Report (pp. 28–57 and 58–60)

   The Collective Bargaining Task Force, authorized by the Faculty Senate in January 1995, has completed their report to the Senate. Senators will note that there is a report from the Committee as well as a Minority Report from one of the committee members.

2. Interinstitutional Faculty Senate (p. 61)

   Attached is a recap of the April IFS meeting.

3. Annual Committee Reports

   Committee chairs are reminded that annual reports are due in the Faculty Senate Office no later than May 17 to be included in the June Faculty Senate agenda.

E. REPORTS FROM THE PROVOST

Roy Arnold, Provost & Vice President for Academic Affairs

F. REPORTS FROM THE FACULTY SENATE PRESIDENT

President Sally Francis

G. NEW BUSINESS

Please note the meeting location

Please recycle this agenda

DEPARTMENT OF
CHEMISTRY

April 11, 1995

Sally Francis, President Faculty Senate
Faculty Senate Office
Campus

OREGON
STATE
UNIVERSITY

Gilbert Hall 153
Corvallis, Oregon
97331-4003

Dear Sally:

Attached please find the recommended bylaws changes. These arise from the incorporation of Extension Faculty into departments and the consolidation of the Library into Information Services. I trust that these are ready to be acted upon by the Faculty Senate.

Sincerely,

Carroll W. DeKock
Chair, Bylaws and Nominations

Telephone
503-737-2081
Fax
503-737-2062

academic ranks, Instructor, Senior Instructor, Senior Faculty Research Assistant, Research Associate, Assistant Professor, Associate Professor, or Professor (as defined in Section 580-20-005 of the OSSHE Administrative Rules), or (2) 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 election to the Faculty Senate providing they are stationed within the State of Oregon at the time Senate apportionment is determined annually.

Sec. 3. Ex-Officio Members. The President of the University, 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, and Information Services are apportionment groups. The Executive Committee of the Faculty Senate shall determine each Fall the full-time-equivalent (FTE) of Faculty as described in Article III, Section 1., above, in each College 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, and Information Services. 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 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-campus~~

~~Extension Faculty.~~ The Associate Provost for Information Services, or someone appointed by that officer, together with incumbent elected representatives of the group, shall conduct the nominations for the Information Services apportionment group.

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 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.~~ The Associate Provost for Information Services, or someone appointed by that officer, together with incumbent elected representatives of the group, shall conduct the election for the Information Services apportionment group. 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.

Information Services Apportionment Unit — Proposed —	
Unit	FTE
Communication Media Ctr.	6.55
Information Services	2
Library	40
Telecommunications	0
Univ. Computing. Svcs.	6
Total	54.55
1996 Senators	3.90 = 4

1996 Proposed Faculty Senate Apportionment					
Apportionment Unit	1995 Total FTE	1995 Senators	1996 Total FTE	1996 Senators	Gain or Loss
Agricultural Sciences	344.70	25	344.70	25	--
Associated Faculty	219.31	16	207.39	15	-1
Business	46.26	3	46.26	3	--
Engineering	124.36	9	124.36	9	--
Extension (off-campus)	157.00	11	--	--	-11
Forestry	109.60	8	109.60	8	--
Health & Human Performance	45.11	3	45.11	3	--
Home Economics & Education	76.74	5	76.74	5	--
Information Services	--	--	51.92	4	+4
Liberal Arts	194.76	14	194.76	14	--
Library	34.62	2	--	--	-2
Oceanic & Atmospheric Sciences	87.31	6	87.31	6	--
Pharmacy	32.45	2	32.45	2	--
ROTC	26.00	2	26.00	2	--
Science	215.36	15	215.36	15	--
Student Affairs	58.55	4	58.55	4	--
Veterinary Medicine	32.84	2	32.84	2	--
Total	1804.97	127			

NOTE: The overall 1996 projection is based on actual 1995 figures, however, more precise information will not be known until after July 1 when all off-campus Extension faculty are integrated into academic units. The units most likely to be affected are: Agricultural Sciences, Engineering, Forestry, Home Economics & Education and Science. The figures for the proposed Information Services apportionment unit were current as of March 1995.

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DEPARTMENT OF
CHEMISTRY

OREGON
STATE
UNIVERSITY

Gilbert Hall 153
Corvallis, Oregon
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Telephone
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March 10, 1995

Professor Sally Francis
Faculty Senate Office
Oregon State University

Dear Professor Francis,

I am pleased to report to you that the Curriculum Council approved the Category 1 proposal to change the name of the Dept. of Civil Engineering to the Department of Civil, Construction, and Environmental Engineering. This action was taken at the Council's regular meeting on 10 March, 1995. 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,

Walter Loveland

Walter Loveland
Professor of Chemistry
Chair, Curriculum Council

WDL/clp

Oregon State University

1. *Current Name of Major or Administrative Unit*

   Department of Civil Engineering

2. *Proposed Name of Major or Administrative Unit*

   Department of Civil, Construction, and Environmental Engineering

3. *Reason for Name Change*

   Why is the name of this major or administrative unit being changed?

   The Department of Civil Engineering currently offers the following degree programs:

   B.S. in Civil Engineering **(CE)**
   B.S. in Construction Engineering Management **(CEM)**
   M.S. in Civil Engineering
   Ph.D. in Civil Engineering
   M.Oc.E. in Ocean Engineering

   Undergraduate Option and Minor in Environmental Engineering
   Undergraduate Option and Minor in Earth Information Science and Technology (Interdisciplinary)

   During the 1994-95 academic year, the Curriculum Council will review proposals to establish the following additional programs:

   B.S. in Environmental Engineering **(EnvE)**
   MEngr in Environmental Engineering
   Option in Environmental Engineering for the B.S. in Environmental Science
   Option in Environmental Engineering for the B.S. in Chemical Engineering

   Primarily, the name change recognizes the unique undergraduate programs in CEM (existing) and EnvE (to be approved this year) that are unavailable elsewhere in the State or region. Upon approval of the B.S. in EnvE, the Department will admit 100 students per year into the undergraduate professional program: 50 in CE, 35 in CEM, and 15 in EnvE.

   The CEM program has been administered within the Department of Civil Engineering since 1966 and produces 35 highly employable and sought-after undergraduates each year. All 35 CEM graduates find full-time employment within the Construction Industry, usually with a Northwest-based company. The CEM Program is nationally accredited by the American Council for Construction Education (A.C.C.E), and is recognized throughout the U.S. as one of the outstanding programs in construction education.

Because of its civil/sanitary engineering origins, environmental engineering programs are traditionally housed within civil engineering departments. At OSU, the Environmental Engineering Program has resided within the Department of Civil Engineering for well over 30 years.

Approximately 25% of the departments that confer undergraduate degrees in civil engineering (regardless of whether they also confer degrees in environmental engineering) incorporate "environmental" in their department name; examples include MIT, Cornell, UCLA, and WSU. For those departments that offer a B.S. in Environmental Engineering, all incorporate "environmental" in their department name.

The graduate program in Environmental Engineering is the largest within the Department of Civil Engineering, reflecting approximately 40% of the total graduate student enrollment in the Department. In addition, the number of graduate degrees received by students in the Environmental Engineering program within Civil Engineering for the period from the 1989/90 to the 1992/93 academic year exceeded those of many departments within the College of Engineering.

Of the eleven existing and proposed degree programs listed above, the current Department of Civil Engineering administers eight outright and participates in the other three. The proposed name change reflects this fact and provides a focal point for prospective students. The name change does not inhibit other environmentally-related programs from flourishing, but does emphasize the engineering focus of the current department's activities.

Finally, the name change "advertises" an invaluable resource to the citizens of Oregon, for both the Construction Engineering Management and Environmental Engineering Programs. In particular, it will be necessary to deal with environmental issues and problems well beyond the foreseeable future. The name change unequivocally demonstrates the readiness and capability of Oregon State University to accept these challenges.

4. *Locus Within the Institution's Organizational 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 become effective?*

   Immediately. We will continue to use most publications and letterhead with the existing department name until depleted.

5. *Course of Study*

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

   A Category I proposal to initiate a new undergraduate program in Environmental Engineering was approved by the Curriculum Council and is under review by the Faculty Senate.

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 budget page.*

   No.

   b. *Note savings here.*

   None.

PROMOTION AND TENURE GUIDELINES

[Draft]

I. General Purposes and Responsibilities

The quality of Oregon State University is sustained through the dedicated and creative work of the faculty. Objective, systematic, and thorough appraisal of each candidate for initial and continued appointment, for promotion in academic rank, and for the granting of indefinite tenure is therefore important. The purpose of these guidelines is to provide common criteria and procedures for tenure and promotion for all Oregon State University faculty in the professorial ranks. Guidelines for promoting instructors, research assistants, and faculty with courtesy or research appointments are adapted from these criteria.

Promotions in rank and the granting of tenure are based on merit. They are never automatic or routine, and are made without regard to race, color, religion, gender, age, marital status, sexual orientation, disability, political affiliation, or national origin. In general, promotions are awarded to recognize the level of faculty members' contributions to the missions of the University in teaching, advising, and other assignments; in scholarship and creative activity; and in institutional, public, and professional service.

Responsibility for promotion and tenure recommendations rests principally with the senior members of the faculty, unit administrators, and academic deans. Final responsibility rests with the Provost and Executive Vice President. Reviewers base their recommendations on carefully prepared dossiers that document and evaluate the accomplishments of each candidate.

II. Criteria for Promotion and Tenure

General Guidelines

Candidates for promotion and tenure will be evaluated objectively for evidence of excellence in their performance of assigned duties, in their scholarship or creative activity, and in their professional service. Each of these responsibilities will be documented in the dossier.

Oregon State University is committed to educating, both on and off campus, the citizens of Oregon, the nation, and the international community, and in expanding and applying knowledge. The responsibilities of individual faculty in relation to these fundamental commitments will vary and will be specified in position descriptions developed at the time of initial appointment and revised periodically, as necessary. Some positions will require more direct involvement in classroom instruction; others, more in conducting research and disseminating the results; others, in extending the university's programs and expertise to its regional, national, and international publics. Whatever the assignment, faculty in the professorial ranks will engage in appropriate scholarship or other creative activity.

In addition to these primary responsibilities, all faculty are expected to be collegial members of their units, and to perform appropriate service that contributes to the effectiveness of their departments, colleges, and the University, and of their professions. Relative contributions expected in the three areas of responsibility will depend on the faculty member's assignment.

Criteria for the professional advancement of faculty without professorial rank (no-rank faculty) can be adapted from these guidelines, with the approval of the Provost.

Faculty Responsibilities

1. Teaching, Advising, and Other Assignments

Faculty at Oregon State University have diverse assignments: classroom instruction, advising, extended education, counseling, academic administration, research, international assignments, information services, and student services. The university values and encourages collaborative efforts and international activities, which are an essential part of many of these assignments.

TEACHING

The teaching of students is central to the missions of Oregon State University. Most faculty have significant responsibilities in instruction:

- in presenting resident credit courses, extension and international programs, non-credit seminars and workshops, and continuing-education and distance-learning programs;
- in directing undergraduate and graduate projects, internships, and theses, and in serving on masters and doctoral committees;
- in mentoring undergraduate and graduate students, and postdoctoral associates;

When teaching is part of the faculty assignment, effectiveness in teaching is an essential criterion for appointment or advancement. Faculty with responsibilities in instruction can be promoted and tenured only when there is clear documentation of effective performance in the teaching role.

Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and ability to organize material and convey it effectively to students. Other activities that provide evidence of a faculty member's particular commitment to effective teaching include:

- contributions in curricular development, including collaborative courses and programs;
- innovation in teaching strategies, including the incorporation of new technologies and approaches to learning;
- documented study of curricular and pedagogical issues, and incorporation of this information into the classroom.

Evaluation of instruction is based on a combination of systematic peer evaluations; tabulated responses from learners or participants; and evaluation, by student representatives, of materials in the dossier that pertain to teaching. Peer evaluations should be based both on classroom observations and on review of course syllabi, texts, assigned reading, examinations, and class materials. Where possible, evaluation is enhanced by evidence of student learning.

ADVISING

All faculty must also be committed to the well-being of students, both inside and outside the classroom. Effective advising helps create an environment which fosters student learning and

student retention. The formal and informal advising and mentoring of undergraduate and graduate students is an indispensable component of the broader educational experience at the University.

Faculty advising may take the form of assisting students in the selection of courses or careers, serving as faculty adviser with student groups, assisting learners in educational programs both on and off campus, and mentoring students. For promotion and tenure, performance in such activities must be documented and evaluated. Documentation should include the number of students served and the advising or mentoring services provided. Evaluation will consider the innovation and creativity of the services, and their effectiveness; it may be based on systematic surveys of and assessments by students and former students who received these services.

OTHER ASSIGNMENTS: RESEARCH, EXTENSION, INTERNATIONAL ASSIGNMENTS, INFORMATION SERVICES, STUDENT SERVICES, DIAGNOSTIC AND ANALYTICAL SERVICES, AND ADMINISTRATION

Many positions held by faculty with professorial rank enhance the learning environment for students and the larger social environment within which learning takes place, provide educational programs for resident students outside the classroom setting, extend the University's programs and expertise to publics off campus, and focus directly on the creation, integration, and application of knowledge. Faculty with assignments in research, extension, international development, information services, student services, diagnostic and analytical services, and administration will be evaluated by the standards appropriate to the field. Where faculty assignments entail serving students or clients, evaluation will focus on the quality of the specific services provided, determined by the purposes of the service and the faculty member's success in achieving them. Documentation should include number of students or clients served and the services provided. Evaluation will consider innovation and creativity, and evidence of effectiveness; and it may be based on systematic surveys of and assessments by those who received the services.

2. Scholarship and Creative Activity

All Oregon State University faculty in the professorial ranks have a responsibility to engage in scholarship and creative activity. Scholarship and creative activity are understood to be intellectual work whose significance is validated by peers and which is communicated. More specifically, such work in its diverse forms is based on a high level of professional expertise; must give evidence of originality; must be documented and validated as through peer review or critique; and must be communicated in appropriate ways so as to have impact on or significance for publics beyond the University, or for the discipline itself. Intellectual work in teaching is scholarship if it is shared with peers in journals, in formal presentations at professional meetings, or in comparable peer-evaluated forums.

Scholarship and creative activity may take many forms, including but not limited to:

- research contributing to a body of knowledge;
- development of new technologies, materials, or methods;
- integration of knowledge or technology leading to new interpretations or applications;
- creation and interpretation in the arts.

While the kinds of scholarship for faculty across the range of positions at the University will vary, the requirement that the significance of the scholarship be validated and be communicated to publics beyond the University will sustain a uniformly high standard. In some fields, refereed journals and monographs are the traditional media for communication and peer validation; in others, exhibitions and performances. In still other fields, emerging technologies are creating, and will continue to create, entirely new media and methods. In consideration for promotion and tenure, scholarship and creative activity are not merely to be enumerated but are to be carefully, objectively, and rigorously evaluated by professional peers, including ones external to the University.

When work that is the product of joint effort is presented as evidence of scholarship, clarification of the candidate's role in the joint effort should be provided in the dossier.

In certain positions, seeking competitive grants and contracts is an essential responsibility, and success in this endeavor--particularly when the grants are highly competitive and peer-reviewed--is a component of achievement in scholarship.

3. Service

Faculty service is essential to the University's success in serving its central missions, and is a responsibility of all faculty. Faculty members perform a broad array of services that are vital to supporting and sustaining the quality and effectiveness of the University and its programs. Faculty members are expected to provide service to the University, its students, clients, programs, and professional disciplines, as collegial and constructive members of the University and the broader community. Examples include service in faculty governance; in academic and student-support units; in international development; in community and state programs; in mentoring students and student groups; and on department, college, and university committees. In addition, service to professional organizations contributes to the national and international intellectual communities of which OSU is a part. Service that is relevant to a faculty member's assignment, and which draws upon professional expertise or contributes significantly to university relations, is considered and valued in promotion and tenure decisions. Service to the community not directly related to the faculty member's appointment, though valuable in itself and ideally a responsibility of all citizens, is considered in promotion and tenure decisions to the extent that it contributes to the University~~'s missions~~.

Criteria for Granting Indefinite Tenure

Tenure ensures the academic freedom that is essential to an atmosphere conducive to the free search for truth and the attainment of excellence in the University. But in addition, tenure also reflects and recognizes a candidate's potential long-term value to the institution, as evidenced by professional performance and growth. Tenure sets universities apart from other institutions. Faculty are not merely employed by the University but *are* the educational and research programs of the University; tenured faculty are the community of educators who create institutional stability and an ongoing commitment to excellence. Tenure, therefore, will be granted to faculty members whose character, achievements in serving the University's missions, and potential for effective long-term performance warrant the institution's reciprocal long-term commitment. The granting of tenure is more significant than promotion in academic rank.

Tenure is granted for achievement, not for years in rank, but under normal circumstances faculty will be considered for tenure in their sixth year of service in professorial rank. By the end of the sixth year on tenure track ("annual tenure"), the faculty member must be granted indefinite tenure or be given a year's timely notice that the appointment will not be continued. Under extenuating circumstances, such as personal or family illness, or parental leave, a faculty member can request of the Provost and Executive Vice President that the tenure clock be extended.

The tenure decision is based primarily on the candidate's performance of assigned duties and achievements in scholarship. In judging the suitability of the candidate for indefinite tenure, however, it is also appropriate to consider collegiality, professional integrity, and willingness to accept and cooperate in assignments. ~~, and commitment to the University's missions and goals.~~

Criteria for Promotions

Criteria for Promotion from Assistant to Associate Professor

Promotion to the rank of Associate Professor is based upon evidence of the candidate's:

- demonstrated effectiveness in teaching, advising, and other assigned duties;
- achievement in scholarship and creative activity that establishes the individual as a significant contributor to the field or profession, with potential for distinction;
- appropriate institutional, public, and professional service.

Promotion to Associate Professor does not automatically grant tenure. Tenure will usually accompany a promotion, but the decision on tenure is made independently of the decision on promotion.

Criteria for Promotion to Professor

Promotion to the rank of Professor is based upon evidence of the candidate's:

- distinction in teaching, advising, or other assigned duties, as evident in continuing development and sustained effectiveness in these areas;
- distinction in scholarship, as evident in the candidate's wide recognition and significant contributions to ~~that has established the candidate as a widely recognized and prominent contributor~~ the field or profession;
- exemplary institutional, public, and/or professional service.

Criteria for Promotion of Courtesy and Senior Research Faculty

Faculty with courtesy and senior research appointments will be expected to meet the same criteria for advancement in professorial rank as those with regular appointments. Given the nature of the appointments, commitments in some areas of responsibility may be greater than in others, but the criteria for scholarship and service will adhere to the same standard expected of faculty with regular appointments.

Criteria for Promotions of Instructors and Research Assistants

Faculty with non-professorial rank are hired in positions to meet units' specific needs. Criteria for promotion will therefore be specific to the candidate's position.

Promotion from the rank of Instructor to Senior Instructor may be considered after four years of service. To be promoted, a candidate must:

- have a graduate degree appropriate to the assigned duties, or comparable educational or professional experience;
- have special skills or experience needed in the unit;
- have an exceptional record of achievement in the assigned duties.

The criteria for Teaching, Advising, and Other Assignments in this document can provide guidelines for documenting and evaluating the level of achievement. Promotions cannot be made from non-professorial to professorial ranks.

Promotion from Faculty Research Assistant to Senior Faculty Research Assistant may be considered after four years of service. To be promoted, a candidate must:

- have a graduate degree appropriate to the field in which the research activities are performed, or comparable educational or professional experience;
- demonstrate a high level of competence, achievement, and potential in research, or serve effectively in a position requiring high individual responsibility or special professional expertise;
- demonstrate a high degree of initiative in research and leadership among research colleagues in the department, as documented in authorship, management responsibilities, and creative approaches to research.

III. Faculty Dossiers

Compilation of the Dossier

Promotion and tenure decisions are based primarily on an evaluation of the faculty member's achievements as described in his or her dossier. The dossier must document and contain evaluation of the candidate's performance in teaching, advising, or other assignments; in scholarship; and in service, consistent with the candidate's position. Copies of the current Dossier Preparation Guidelines and models for requesting letters of evaluation can be obtained from the Office of Academic Affairs.

Although the candidate prepares much of the material for the dossier, the immediate supervisor of the tenure unit (department chair or head, county staff chair, dean or director) will assure that the candidate receives assistance as needed, and will be responsible for seeing that the final dossier is complete and conforms to University guidelines.

Recommendations for the promotion or tenure of a unit supervisor will be reviewed in the same manner as for other faculty, except that the dean or director to whom the supervisor reports will appoint a senior faculty member to assume the supervisor's usual responsibilities.

Access to the Dossier and University Files by the Faculty Member

As described in the OSU Faculty Records Policy contained in the *Faculty Handbook*, faculty members will be allowed full access to their own dossiers, personnel files, and records kept by the institution, college, or department, except for:

- letters of evaluation submitted as part of a pre-employment review at Oregon State University;
- solicited letters of evaluation for faculty who have signed voluntary waivers of access to those letters as part of a particular year's promotion and tenure review.

Prior to the dossier receiving its first formal review, the candidate must sign and date a certification that the open part of the dossier is complete. Should the candidate and the supervisor of the tenure unit disagree on the inclusion of some materials, the candidate may indicate his or her objection in the statement of certification. Once the dossier is certified, the only materials to be added subsequently will be the letters of committee and administrative review, and in some cases the candidate's statement as described in the following section.

Throughout the process of review, the open parts of the dossier remain available to the candidate at his or her request. The candidate will be notified when letters of evaluation by reviewers at the unit and college levels are added to the dossier.

IV. Procedural Guidelines for Promotion and Tenure

The process for earning promotion and tenure begins at the moment of hiring. Faculty are hired with expectations in job performance, scholarship, and service that are established in position descriptions, which may then be revised as the tenure unit's needs and the faculty member's assignments change. From the time of their arrival at the University, new faculty should be well advised of what is expected of them for promotion and tenure. Reports from the annual Periodic Reviews of Faculty (Proof's), while not included in the candidate's dossier for promotion and tenure, are used by supervisors in tenure units to inform faculty, in a constructive way, of their progress toward promotion and tenure.

Initiation of the Recommendation

Tenure resides in the academic unit, which for most faculty will be the department. Final decisions on promotion and tenure are made by the Provost and Executive Vice President, but the primary responsibility for evaluating the candidate's performance and recommending promotion and tenure actions rests in the tenure unit and college. The supervisor of the tenure unit or a committee of faculty assigned this responsibility, in consultation with the candidate, will normally initiate the candidate's review for promotion and tenure. The supervisor of the tenure unit will also work in cooperation with any other supervisors to whom the faculty member reports. The candidate, however, always has the right to initiate the review. In either case, a complete dossier will be compiled.

Tenure Unit Review and Recommendation

In all but rare cases, the supervisor of the tenure unit and a promotion-and-tenure review committee formed from among the tenured faculty within the unit (at or above the rank for which the candidate is being considered) will independently evaluate the materials in the dossier, and will recommend either for or against the candidate's promotion or tenure. The supervisor will also consult the candidate's personnel file maintained in the unit. If both the supervisor's and the committee's recommendations are negative, the dossier will not be forwarded to the next level of review, unless the candidate, following discussion with the supervisor, insists, or the candidate is in the final year of annual tenure. In such cases the dossier must be forwarded for consideration.

The letters from the supervisor and the promotion-and-tenure review committee are to evaluate the relative strengths and weaknesses of the candidate's performance. These letters should summarize and comment on key points in the letters of evaluation solicited from qualified reviewers in the candidate's field.

As required by the Oregon State Board of Higher Education, students will be invited to participate in the review of faculty for promotion and tenure. The supervisor of the tenure unit or dean will select and invite an appropriate number of students to evaluate that portion of the candidate's dossier related to teaching. A letter of evaluation written by the student representatives will be added to the dossier. Units may develop a similar process for evaluating the delivery of programs to other clients.

Prior to the dossier leaving the unit, the supervisor will meet with the candidate to share the outcomes of the unit reviews. The candidate may add a written statement regarding these reviews, to be included in the dossier. In addition, at any time during the review process the candidate may withdraw his or her dossier, unless the candidate is in the final year of annual tenure.

College Review and Recommendation

The candidate's dossier--including the letters of evaluation and recommendation from the supervisor, the faculty committee, and the student or client representatives; together with the candidate's statement when one is added--is forwarded for review at the college level. The college review should insure that each dossier has been carefully and properly prepared, and that uniform or equivalent standards are applied to all faculty within the college. The reviewers at the college level are to determine whether the letters of evaluation from the unit accurately assess the candidate's performance as documented in the dossier. Due to the diversity of college structures, each college will establish its own procedures for this review, but care should be taken to insure appropriate and adequate input by faculty throughout the review process. A letter of evaluation from the dean, and from the review committee in colleges where one is established for this purpose, are added to the dossier as it is forwarded for review at the University level.

University Review and Recommendation

Each dossier will be reviewed for completeness by the Associate Provost for Academic Affairs. Where additional information is needed, the candidate's supervisor or dean will be contacted.

Completed dossiers that have received uniformly positive recommendations at the previous levels of review will be forwarded to the Provost and Executive Vice President, who will assure that University-wide standards have been met. In reaching a final decision, the Provost and Executive Vice President may confer with others as appropriate. All dossiers that have received mixed recommendations at the unit or college level will be reviewed by the University Administrative Promotion and Tenure Committee, which is chaired by the Provost and Executive Vice President and consists of the Associate Provost for Academic Affairs, the Vice Provost for Research and International Programs, the Dean of Extended Education, and the Dean of the Graduate School.

The Faculty Senate Promotion and Tenure Committee will have access to all dossiers under consideration, and representatives of the committee will observe the deliberations of the University Administrative Promotion and Tenure Committee, to ensure an equitable process for all faculty.

The purpose of the University review is to ensure that all faculty are held to common standards, and to resolve disagreements in previous recommendations. In cases in which the members of the University Administrative Promotion and Tenure Committee are divided over the final recommendation, or in which their recommendation differs from those of the college or unit, the candidate's dean and supervisor will be invited for discussion.

Decisions and Appeals

When all necessary reviews and discussions have been completed, the Provost and Executive Vice President will make the final decision. Candidates will be informed of the decision in writing. In the case of a negative decision, the basis for the denial will be stated, along with information on the right to appeal.

Faculty not approved for promotion or tenure by the Provost and Executive Vice President may appeal to the President within two weeks of receipt of the letter announcing the decision. Extenuating circumstances, procedural irregularities that were not considered by the Provost and Executive Vice President, and factual errors in the evaluations are grounds for appeal.

Return of Dossiers

After the institutional review is finished, the complete dossier is retained temporarily in the Office of Academic Affairs. The dossier is subsequently returned to the appropriate dean, typically at the start of the next academic year. The dean will then return it to the tenure unit, where, after confidential letters have been removed, the dossier is retained as part of the faculty member's personnel files.

Rev. 4/25/95

1994 Report
Faculty Senate Promotion and Tenure Committee

The Faculty Senate Promotion and Tenure Committee reviews statements of policy, advises on matters pertaining to promotion and tenure of faculty, and makes recommendations to the Faculty Senate Executive Committee. During the promotion and tenure process, committee members are entitled to read the dossiers and observe deliberations/discussions in the Executive Office.

The University Promotion and Tenure Committee includes the Provost, Vice Provost for Research, Dean of the Graduate School, and Associate Provost for Academic Affairs. When the University Promotion and Tenure Committee does not achieve consensus on a positive recommendation or when circumstances warrant additional discussion of a case, a meeting is arranged between this committee and the candidate's Dean. In these instances, one member of the Faculty Senate Promotion and Tenure Committee is present as an observer of the meeting and as a Faculty Senate representative. This observer notes adherence to the Promotion and Tenure Guidelines and the decision-making process, but does not evaluate the merits of the particular case.

Faculty serving on the 1993-94 Faculty Senate Promotion and Tenure committee were: Rebecca Donatelle, (chair) Public Health; Leslie Davis Burns, Apparel, Interiors, Housing and Merchandising; Joe Hendricks, Sociology; Bart Thielges, Forestry; David Williams, Food Science and Technology, and Everett Hansen, Botony and Plant Pathology.

In 1993-94, 82 dossiers were forwarded to the University Committee. An executive summary of the cases, prepared by John M. Dunn, Associate Provost for Academic Affairs is attached.

Of the 82 dossiers, a total of 113 decisions (76 promotion and 37 tenure decisions) were made by the University Promotion and Tenure Committee. During the deliberation process, 50 dossiers went to discussion and were observed by a member of the Faculty Senate Promotion and Tenure Committee.

The following remarks and recommendations are based on observations made during the Spring, 1994 Promotion and Tenure discussions.

1. It is important to remember that verbal participation in the University Promotion and Tenure discussions should be restricted to those stipulated in the University Promotion and Tenure Guidelines. Discussion should be related to documented material present in the candidate's dossier.

2. Dossiers should be reviewed independently of one another. In cases where departments have more than one candidate being reviewed, it is important to remind reviewers that these should be viewed on their own individual merits without comparisons between individuals.

3. Committee members raised questions about the relative success rates of individuals who have submitted their dossiers early in their tenure years. (before the normal 6 year period has elapsed). It is recommended that a tracking system be utilized to evaluate the outcomes of those seeking early tenure versus those who follow the standard 6 year procedure.

4. Consistent with recommendations made by the 1993 Faculty Senate Committee, this committee recommends that the University develop uniform, published guidelines/methods with valid indicators to evaluate the teaching and advising components of promotion and tenure.

5. The committee continues to be highly supportive of the roles and responsibilities of the Faculty Senate Promotion and Tenure Committee in insuring adherence to University Promotion and Tenure Guidelines. We believe that the University Promotion and Tenure Committee continues to maintain consistently high standards for faculty review, as reflected by observer comments on the promotion and tenure process.

EXECUTIVE SUMMARY
1993-94 PROMOTION AND TENURE REVIEW

The University Promotion and Tenure Committee began its review of 82 dossiers in February and concluded its final meeting on June 2, 1994. Within this report are tables that summarize requests received and the actions taken. The information presented in Table I analyzes the data for the group as a whole. A total of 113 decisions (76 promotion and 37 tenure decisions) were made by the University Promotion and Tenure Committee. In Tables II and III summary analyses are presented for female and minority candidates. Tables IV and V provide information regarding the agreement among the department, college, and University for tenure and promotion decisions for 1993-94 and earlier years. The attached information has been shared with the Faculty Senate's Promotion and Tenure Committee for review and comment.

The level of agreement among department, college, and University Promotion and Tenure Committees is high and consistent with the pattern noted in recent years. Twenty-two (22) individuals were promoted to Professor; 33 to Associate Professor; 3 to Senior Instructor; and 14 to Senior Faculty Research Assistant. Thirty-five (35) individuals were granted indefinite tenure.

The number of women granted indefinite tenure (n=16) was equal to the previous high of 16 in 1991-92, and in proportion to total the number of individuals awarded tenure, represents a new high.

The University Promotion and Tenure Committee consisted of the following individuals: Roy Arnold, Provost and Executive Vice President; George Keller, Vice Provost for Research and International Programs; Tom Maresh, Dean of the Graduate School; and John Dunn, Associate Provost for Academic Affairs.

Faculty Observers to the 1993-94 University Promotion and Tenure Committee were drawn from the Faculty Senate's Promotion and Tenure Committee. Observers included: Rebecca Donatelle, Chair (Public Health); David Williams (Food Science and Technology); Joe Hendricks (Sociology); Bart Thielges (Forestry); Leslie Burns (AIHM); and Everett Hansen (Botany and Plant Pathology). The 1993 Faculty Executive Committee Liaison was Michael Oriard (English).

TABLE I
1993-94 PROMOTION AND TENURE ANALYSIS BY RANK AND TENURE

REQUEST BY RANK	PROMOTION YES	PROMOTION NO	TENURE YES	TENURE NO
Senior Faculty Research Assistant	14	--	--	--
Research Associate	--	--	--	--
Senior Instructor	3	--	2	--
Assistant Professor	--	--	--	--
Associate Professor	33	3	23	2
Professor	22	1	2	--
No Change in Rank	NA	NA	8	--
TOTAL	72	4	35	2

SUMMARY OBSERVATIONS:

14 faculty were promoted to the rank of Senior Faculty Research Assistant

3 faculty were promoted to Senior Instructor; 2 with indefinite tenure

33 faculty were promoted to the rank of Associate Professor; 23 with indefinite tenure

22 faculty were promoted to the rank of Professor; 2 with indefinite tenure

8 faculty were granted indefinite tenure; no change in rank requested for 6; 2 granted indefinite tenure, but not promoted

35 faculty were granted indefinite tenure

TABLE II
1993-94 PROMOTION AND TENURE ANALYSIS FOR WOMEN

REQUEST BY RANK	PROMOTION YES	PROMOTION NO	TENURE YES	TENURE NO
Senior Faculty Research Assistant	5	--	--	--
Senior Instructor	1	--	1	--
Assistant Professor	--	--	--	--
Associate Professor	11	2	11	2
Professor	1	1	--	--
No Change in Rank	--	--	4	--
TOTAL	**18**	**3**	**16**	**2**

TABLE III
1993-94 PROMOTION AND TENURE ANALYSIS FOR MINORITIES

REQUEST BY RANK	PROMOTION YES	PROMOTION NO	TENURE YES	TENURE NO
Senior Faculty Research Assistant	1	--	--	--
Senior Instructor	--	--	--	--
Assistant Professor	1	--	1	--
Associate Professor	--	--	--	--
Professor	--	--	--	--
No Change	--	--	1	--
TOTAL	**2**	**0**	**2**	**0**

TABLE IV

SUMMARY OF INDEFINITE TENURE RECOMMENDATIONS 1993-94

HC - Head Count of Faculty
Totals Are Underlined

YEAR OF ANNUAL REVIEW:	1993-94 HC (%)	1992-93 HC (%)	1991-92 HC (%)	1990-91 HC (%)	10-yr Totals 1984-1994 HC (%)
1. Faculty on Annual Tenure	239	257	284	330	
Male	157 (66)	173 (67)	192 (68)	234 (71)	
Female	82 (34)	84 (33)	92 (32)	96 (29)	
2. Recommended for Indefinite Tenure					
a. By Department	32	44	45	49	445
Male	17	30	29	40	331
Female	15	14	16	9	114
Minority	1	4	2	7	21
b. By Dean/Director	35 (100)	46 (100)	46 (98)	49 (100)	431 (97)
Male (% of 2a)	19 (100)	31 (97)	30 (100)	41 (100)	319 (96)
Female (% of 2a)	16 (100)	15 (100)	16 (100)	8 (89)	112 (98)
Minority (% of 2a)	2 (100)	4 (100)	2 (100)	7 (100)	19 (90)
3. Granted Indefinite Tenure					
a. HC (% of 2b)	35	50 (98)	45 (98)	49 (100)	400 (93)
Male	19 (100)	35 (97)	29 (97)	41 (100)	298 (93)
Female	16 (100)	15 (100)	16 (94)	8 (100)	102 (91)
Minority	2 (100)	4 (100)	2 (100)	19 (100)	19 (100)

TABLE V

SUMMARY OF APPROVED PROMOTIONS IN RANK

AND CHANGES IN STATUS TO INDEFINITE TENURE -- 1993-94
HC - Head Count of Faculty Promoted or Granted Indefinite Tenure
% = Percent of Departmental Recommendations Approved
Totals are Underlined

YEAR OF ANNUAL REVIEW	1993-94 HC (%)	1992-92 HC (%)	1991-92 HC (%)	1990-91 HC (%)	10-YEAR TOTALS 1984-94 HC (%)
A. To Professor	22 (100)	25 (100)	21 (100)	26 (93)	257 (81)
Male	21 (100)	20 (100)	16 (84)	19 (95)	215 (80)
Female	1 (100)	5 (100)	5 (100)	7 (88)	42 (86)
Minority		1 (100)	0	3 (100)	12 (86)
B. To Associate Professor	33 (77)	43 (96)	45 (94)	43 (90)	363 (87)
Male	22 (96)	28 (97)	25 (92)	34 (94)	267 (87)
Female	11 (100)	15 (94)	20 (100)	9 (95)	96 (88)
Minority		4 (100)	3 (100)	7 (100)	20 (100)
C. To Assistant Professor or Senior Instructor	3	3 (100)	5 (100)	2 (100)	62 (93)
Male	2 (100)	1 (100)	2 (100)	1 (100)	30 (94)
Female	1 (100)	2 (100)	3 (100)	1 (100)	32 (91)
Minority		1 (100)	0	0	3 (100)
D. To Senior Faculty Research Assistant	14 (100)	13 (100)	8 (100)	19 (100)	
Male	9 (100)	6 (100)	5 (100)	14 (100)	
Female	5 (100)	7 (100)	3 (100)	5 (100)	
Minority		1 (100)	1 (100)	1	
E. Promotion Totals (All Ranks)	72 (99)	84 (98)	78 (94)	91 (93)	695 (85)
Male	54 (98)	55 (98)	48 (91)	69 (96)	518 (84)
Female	18 (100)	29 (97)	31 (100)	22 (85)	177 (88)
Minority		7 (100)		6 (100)	36 (100)
F. To Indefinite Tenure	35 (100)	50 (98)	45 (96)	49 (98)	400 (90)
Male	19 (100)	35 (97)	29 (97)	41 (100)	298 (90)
Female	16 (100)	15 (100)	16 (94)	8 (89)	102 (89)
Minority		4 (100)	2 (100)	7 (100)	19 (90)
G. All Promotions and Tenure Combined Totals	82 (95)	94 (97)	91 (92)	108 (95)	967 (86)
Male	58 (98)	62 (97)	57 (89)	79 (96)	719 (85)
Female	24 (90)	32 (97)	34 (97)	29 (88)	248 (88)
Minority	3 (100)	7 (100)	4 (100)	11 (100)	44 (94)
Total Reviewed	82 (95)	94 (97)	91 (92)		
Total Approved	78	91	84		

DATE: April 15, 1995

TO: Sally Francis, President
Faculty Senate

FROM: Ron Lovell, Chair Ron Lovell
Faculty Status Committee

SUBJ: Annual Report of Faculty Status Committee

The Faculty Status Committee has had a very quiet and uneventful year. An initiative to develop a statement on the elimination of tenure fizzled out after several meetings because members were worried that even bringing up such a volatile subject "might give people ideas." They also thought any resultant discussion of this subject might demoralize younger faculty members. Attached is a copy of the proposed statement, which was not approved, for your information.

You also asked us to react to the new State System Faculty Diversity Initiative, which we did on March 1.

It has been a pleasure to serve as chair of this important committee this past year. I am sorry we did not accomplish more.

c: K. Krane

28.

DEPARTMENT OF
SOCIOLOGY

April 25, 1995

Sally Francis, President
OSU Faculty Senate
Oregon State University

Dear Professor Francis:

OREGON
STATE
UNIVERSITY

Fairbanks Hall 307
Corvallis, Oregon
97331-3703

Attached is an original copy of the final report of the Faculty Senate Task Force on Collective Bargaining. We believe that the report satisfies all elements of your charge to us in forming the Task Force. We hope that the document proves useful to the Executive Committee, the members of the Faculty Senate, and our faculty colleagues throughout Oregon State University as they deliberate the merits of seeking faculty unionization.

I wish to take this opportunity to express my appreciation to the members of the Task Force for the many, many hours of diligent work and faithful service they have provided so willingly for the past three months. Each member has made excellent contributions. The report is very much a group product. My fellow Task Force members are: **Mina Carson, William Earl, Bruce Geller, Knud Larsen, Laurel Maughan, Dave Sullivan,** and **Ray Tricker.**

With this submission, we trust that our work has been completed.

Sincerely,

Gary H. Tiedeman

Gary H. Tiedeman
Professor of Sociology

Telephone
503-737-2641

Fax
503-737-5372

REPORT TO THE FACULTY SENATE OF OREGON STATE UNIVERSITY
by the
TASK FORCE ON COLLECTIVE BARGAINING

April 1995

INTRODUCTION

We begin with a slight paraphrase of a fable printed in the Spring 1995 issue of Oregon Choices, the newsletter of the State Employee's Benefit Board.

> Once upon a time there were two frogs. One frog was dropped into a pot of hot water. Feeling the intense heat, he immediately jumped out and saved his life. The other frog was dropped into a pot of cold water set on a burner over low heat. One degree at a time the temperature increased, but the frog became accustomed to it, stayed in the pot, and eventually was boiled. Moral: Although we complain about sudden change, it is often the gradual, hardly perceptible changes that do us in.

The editor's intent in publishing this fable is unclear. But fables are contrived to parallel preestablished conceptions and values, and the fable might have read, instead:

> Once upon a time there were two frogs. One frog was dropped into a pot of hot water, whereupon he was immediately extinguished. The other frog was dropped into a pot of cold water set on a burner over low heat. One degree at a time the temperature increased, but the frog adapted to the gradual change and survived without mishap. Moral: Although we complain about increasing discomfort and insult, it is better than leaping off a precipice into a lethal abyss.

The applications to the situation before us are too tempting to resist. Many OSU faculty sense an identity with the cold water frog. We attempt to do our jobs well in an inhospitable atmosphere laden with "faculty bashing" that is just the latest compounding of a longer history of decreasing support and respect within the State of Oregon. We find ourselves attempting to deliver professionalism, effectiveness, and productivity in the U.S. state that ranks last of the fifty in percentage increase in state general fund appropriations for higher education for 1994 (NEA, 1995). We read in the April 15, 1995 issue of the Corvallis Gazette-Times that average salaries for college teachers nationally have increased for the second consecutive year, but without mention of the fact that we have no share in that increase because of a two year salary freeze. And we read, in the same article, (a) that the AAUP warns of an apparent decline in political support for higher education that could halt "the trend" and (b) that professors' pay averages, since 1979, have fallen back in comparison with lawyers, judges, health professionals, and engineers. Some of us believe that such gradual changes are "doing us in." These individuals have reached a point of frustration and low morale sufficient to induce readiness to risk the hot water shock of unionization. Others, although perhaps equally discouraged and frustrated, blend a pride of academic tradition and a distrusting imagery of labor unions in sensing that toleration of and adaptation to an undesirable situation is vastly preferable to the extreme response of unionization.

It is our task, if you will, to provide information to our "fellow frogs" which might assist them in testing and evaluating the water. The charge to the Task Force on Collective Bargaining was "to explore collective bargaining as an option for OSU faculty" and to "produce a written report in which the advantages and disadvantages of collective bargaining for OSU faculty are presented and discussed." The report was also to "reflect the history of previous collective bargaining initiatives at OSU." The report before you is our attempt to fulfill these charges. We have striven, quite intentionally, to take no sides and to suggest neither endorsement nor rejection of collective bargaining in general or of particular affiliation options. Our purpose is to be informative and, as far as possible, value neutral.

We have discovered this to be a vast and complex territory -- so vast and complex that the scope and detail of reportage and analysis we originally envisioned and intended has proven too grandiose. We believe that we have done more than just "tap the surface," but there remains more to be discovered, discussed, and analyzed. We seek here to present summary highlights of central elements and issues of collective bargaining sufficient to enable an informed response on the part of members of the OSU faculty. We hope that our work will suffice as a significant first step in informing our colleagues.

First, we need a common definitional reference point. Exactly what <u>is</u> this thing called "collective bargaining"?

> Collective bargaining is a system of representative government in which members of a body politic (in labor relations parlance, the grouping of jobs constituting the bargaining unit) participate, through a designated organizational representative, in decision-making which affects their working environment -- salaries, terms and conditions of employment, and other matters related to their interests as an occupational group. To put this another way, the members of the bargaining unit are the persons who are represented in the collective bargaining process (Wollett, 1973, p. 24).

Collective Bargaining should not be regarded as a panacea for eliminating deficiencies in higher education funding or for assuring significant salary increases. Neither, however, is it some sinister evil which relegates faculty to the ranks of industrial labor and threatens the fabric of society. It is, fundamentally, a means of attaching elements of "ownership" and control to various and sundry features of one's work activity and identity. Its relatively recent appearance and subsequent growth on college campuses appears to be attributable, in large part, to a sense on the part of many faculty that traditional collegial relations between faculty and administration, as cooperating members of the same "academic family," have given way to a more and more predominantly managerial style and perspective on the part of administration, with an inherent "us versus them" quality to it. Indeed, the transference of relations from the casual and informal to the structured and formal adds the significant new ingredient of backing in law, and faculty gain the ability, when and if necessary, to paint administration as not abiding by the law. The implied motivation of defensiveness behind choice of the unionization option largely explains the prevalent image of a consequent adversarial relationship. While adversarialism may, indeed, be an outcome, we shall see that it evidently need not be.

This report is comprised of four major sections, followed by a brief set of conclusions and recommendations.

- The first section ("Patterns of Distribution and Frequency") places prevalence and setting of academic unionization in context. It displays U.S. patterns at large and four distinct but overlapping sets of pointed OSU "Comparators."

- The second section ("Abbreviated Historical Background") recounts the prior history of collective bargaining initiatives and ballots on the OSU campus. It also includes an accounting of the conditions conducive to consideration of collective bargaining at each relevant point in time.

- The next section ("Issues and Concerns") identifies predominant issue areas of faculty concern over unionization (both present and past, both here and elsewhere) and summarizes arguments pertaining to each issue area. We have attempted to identify all major arguments, both pro and con, and to react to each, wherever possible, with factual and/or testimonial evidence. The hopes and concerns we list are a mixed compilation drawn from published sources, original interviews with academic colleagues on unionized campuses, and opinion expressed by OSU colleagues. To reiterate, we make no conscious effort to convince the reader to support or to oppose collective bargaining on the local scene. Our task is solely to present information and ideas as comprehensively and objectively as possible.

- The fourth major section ("Affiliates, Contracts, and Impressions") begins with an overview of the unique features of each of the four chief affiliate options should OSU faculty choose to unionize (i.e., AFT, AAUP, NEA, and Independent). That description is followed by an annotated listing of sample union contract inclusions and then by summaries of telephone interviews with colleagues employed at collective bargaining institutions in other states in Oregon, Rhode Island, and Florida.

NOTES ON TERMINOLOGY

1. Throughout this document, the terms "collective bargaining" and "unionization" will be used interchangeably. Purists might argue important distinctions, but the two are treated as near synonyms in most of the literature we have examined, and it is apparent that the "collective" in whose name "bargaining" takes place consists of those represented by the "union."

2. The letters CB will be used occasionally throughout the document in abbreviation of collective bargaining.

3. There are three major unions in higher education. These will be cited frequently throughout the document, in abbreviated form. They are:

AFT = American Federation of Teachers
AAUP = American Association of University Professors
NEA = National Education Association

METHODOLOGY

Our methodology has combined the traditional and the expedient. We have attempted some standard literature review, but we have not come close to exhausting what is a sizeable body of pertinent written material. Our coverage has been limited but, we hope, representative -- and as contemporary

as we could make it. Monographs, published articles, book chapters, data directories, existing contracts, archival records, and organizational publicity materials have all been employed. Just as important have been a variety of oral presentations and interview responses. Each of these sources has been central to the construction of one or more sections of our report.

PATTERNS OF DISTRIBUTION AND FREQUENCY

Part of our charge has been to ascertain the current prevalence of collective bargaining arrangements on U.S. college campuses, both at large and in terms of specified OSU comparators of particular interest. For the bulk of the national data cited below, we rely upon the January 1994 issue of the Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education, published by the National Center for the Study of Collective Bargaining in Higher Education and the Professions, housed within Baruch College of the City University of New York. Findings regarding OSU comparators are the result of our own investigation, although partially cross-referenced to material within the Directory cited immediately above.

National Patterns

As of the publication of the Directory (see above), academic unions represent 234,570 college professors, in conjunction with 489 faculty bargaining agents. The former figure represents an increase of 3.4% over the prior year's Directory, and the latter figure reflects an increase of 6 agents. The increase in number of faculty members is attributable primarily to the hiring of new faculty. Public sector institutions have always dominated the collective bargaining scene, and this continues to be the case. "Faculty members at public sector institutions account for 96 percent of all faculty members represented for purposes of collective bargaining throughout the United States" (p. v). In exact numbers, 420 public bargaining agents (of 489 total) represent 224,698 faculty members (of 234,570 total) on 971 campuses. (The low rate of unionization in private institutions harks from a 1980 Supreme Court decision which defined the faculty of Yeshiva University as "managers" and, on that basis, deprived them of the protection of the National Labor Relations Act.)

We were unable to locate up-to-date figures on what portion of total faculty are represented in bargaining units. As of the 1985-86 academic year, however, 195,570 (27.9%) of a total of some 700,000 U.S. faculty members in higher education were represented in bargaining units. This figure includes 36.8% of those employed by public institutions and 4.7% of those in private colleges and universities. Finally, it includes 23.8% of faculty employees of four-year institutions and 38.1% of faculty at two-year schools (Bacharach, Schmidle, and Bauer, 1987, p. 235). Comparing the two data sources, and assuming the accuracy of counts in each, an increase of 39,000 (19.9%) unionized college professors nationwide is indicated over a span of approximately seven years. We are unable to determine whether this growth represents an increased percentage of the total as well.

Affiliate Frequencies

AAUP

61,445 faculty
59 colleges and universities

38 public	51 four-year
21 private	8 two-year

AFT

99,015 faculty
160 colleges and universities

137 public	48 four-year
23 private	112 two-year

NEA

84,993 faculty
223 colleges and universities

209 public	35 four-year
14 private	188 two-year

Independent

18,503 faculty
42 colleges and universities

34 public	13 four-year
9 private	30 two-year

"No" votes

Major campuses where faculty have voted "No" on collective bargaining since the year 1980 include (but are not limited to): University of Alaska, University of California-Berkeley, UCLA, Southern Illinois University, University of Kansas, Michigan State University, and Miami University (Ohio) -- and Oregon State University.

Geographic Location

Two states, California and New York, account for 50 percent of all faculty members represented by collective bargaining.

Five northeastern states (New York, Pennsylvania, Connecticut, New Jersey, Massachusetts) account for 39 percent of the total.

Two western states (California and Washington) account for 32 percent of the total.

Combining the above, an overwhelming 71 percent of the total are found in colleges and universities in five northeastern and two west-coast states. The ten leading states for faculty unionism, by number of faculty, are as follows, with this group of ten accounting for a full 83 percent of the total:

1.	CALIFORNIA	65,885
2.	New York	51,888
3.	Pennsylvania	10,960
4.	Connecticut	10,694
5.	New Jersey	10,395
6.	Michigan	10,333
7.	Florida	9,984
8.	Massachusetts	9,414
9.	WASHINGTON	8,294
10.	Illinois	7,335

OSU Comparators (A): Carnegie Research I Institutions

Of the 60 U.S. universities with Carnegie Research I designation, 9 have bargaining units. These are, by bargaining affiliate:

AAUP
- University of Cincinnati
- University of Connecticut (Land Grant)
- Rutgers University (Land Grant)
- Wayne State University

NEA
- University of Florida (Land Grant)
- Florida State University
- University of Hawaii (Land Grant)

AFT
- State University of New York, Stony Brook
- Temple University

(Of 26 Carnegie Research II institutions, 4 have collective bargaining.)

OSU Comparators (B): "Peer Institutions"

This group of ten universities, identified by the OSU Office of Budgets and Planning, is utilized regularly for purposes of evaluating the relative status of miscellaneous conditions at OSU. None of these institutions currently engage in collective bargaining for faculty. (Graduate teaching fellows at the University of Oregon are unionized.) The ten are:

Colorado State University (Res I)
Iowa State University (Res I)
Kansas State University (Res II)
North Carolina State University (Res I)
Oklahoma State University (Res II)
University of Arizona (Res I)
University of California, Davis (Res I)
University of Oregon (Res II)
Utah State University (Res I)
Washington State University (Res I)

OSU Comparators (C): Land Grant Institutions

Our sources identify 68 Land Grant institutions in the United States and its possessions. Of these, 15 currently engage in collective bargaining for faculty. They are:

University of Connecticut (AAUP)
Cornell University (adjunct faculty only - AFT)
Delaware State University (AAUP)
University of Delaware (AAUP)
University of the District of Columbia (NEA)
Florida A & M University (NEA)
University of Florida (NEA)
University of Guam (Independent)
University of Hawaii (NEA)
University of Maine (NEA)
University of Massachusetts (NEA)
University of New Hampshire (AAUP)
Rutgers, The State University of New Jersey (AAUP)
University of Rhode Island (AAUP)
South Dakota State University (NEA)

Without listing all 53 non-unionized Land Grant institutions, they include (in addition to several already noted above under "Peer Institutions"): U. of Georgia, U. of Illinois, Purdue, U. of Kentucky, Louisiana State, U. of Maryland, Michigan State, U. of Minnesota, U. of Missouri, U. of Nebraska, New Mexico State, Ohio State, Oklahoma State, Penn State, Clemson, Texas A & M, and U. of Wisconsin.

Clearly, collective bargaining is atypical of Land Grant institutions.

OSU Comparators (D): Other Oregon Public Institutions

OSSHE institutions with collective bargaining:

Portland State University
Full-time faculty (AAUP)
Part-time faculty (AFT)
Southern Oregon State College (Independent)
University of Oregon
Graduate teaching fellows only (AFT)
Western Oregon State College (AFT)
[3-year organizational process began 1974; unit in place since 1977]

OSSHE institutions without faculty collective bargaining:

Eastern Oregon State College
Oregon Health Sciences University
Oregon Institute of Technology
OREGON STATE UNIVERSITY
University of Oregon

(Contacts made with faculty members at the University of Oregon, Oregon Institute of Technology, and Eastern Oregon State College indicate that there is no interest in collective bargaining on those campuses at this time and no exploration or significant discussion underway.)

Other unionized campuses within Oregon:

NEA representation -- Blue Mountain CC, Chemeketa CC, Clackamas CC, Clatsop CC, Lane CC, Mt. Hood CC, Rogue CC, Treasure Valley CC

AFT representation -- Portland CC, Southwestern Oregon CC, Western States Chiropractic College (private)

Independent representation -- Central Oregon CC, Linn-Benton CC

ABBREVIATED HISTORICAL BACKGROUND

Selective Historical Background: Collective Bargaining and University Faculty

From an historical perspective, unionization first came to American colleges and universities no earlier than 1963 (Rees, 1993). American unions received their first federal-level protections from New Deal agencies in the 1930s. Before that, the most successful unions were the "elite" craft unions organized along the AFL model. American politicians and businessmen, and the middle classes at large, had traditionally resisted unionism and rejected workers' claims to their right to defend and better themselves through collective action. Violence against workers and organizers from both

government agents and corporations marked the early decades of unionization, peaking in the years following World War I.

After the New Deal-era Congress passed the Wagner Act in 1935, blue-collar union membership grew steadily, though not placidly, through the early 1960s. Two powerful factors explain the absence of college faculties from unions' ranks. The first and most important is college instructors' identity *ipso facto* as members of the middle class and representatives of a profession. It would have been seen as anomalous, inappropriate, *declassé*, for professionals to join unions. Professions were supposedly self-regulating, operating individually and collectively with autonomy and engaging in managerial tasks as an organic part of their working routines and duties. Secondly, the post-World War II years saw vigorous conservative challenges to the growing power of unions in the American economy. The Taft-Hartley Act, passed by a Republican Congress over Truman's veto in 1947, was the entering wedge of a decade-long dual campaign against Communism and militant unionism in American life. Ellen W. Schrecker (1986, 1994) has documented in painful detail the collaboration of most university administrations in federal attempts to purge radical thinkers, deviants, and "fellow travelers" from American classrooms and research endeavors. Given the day-to-day risks attendant on questioning those values deemed central to an anticommunist America, it would be shocking to identify a union groundswell among university professors before the iconoclastic movements of the 1960s.

In rapid succession, the civil rights, antiwar, and liberationist movements of the 1960s-1970s fostered an atmosphere of questioning and confrontation on American campuses. Over 300 college and university faculties were unionized by the mid-1970s (Rees, 1993), which also saw the first major campaign for collective action among OSU's faculty members.

The Collective Bargaining Issue at OSU during the 1970s

The first explorations of collective bargaining at OSU began in the early 1970s. In December of 1971, questions were raised regarding the faculty "riding piggy back" on the bargaining achievements of the classified staff (OSEA Newsletter). From these beginnings, an arduous process aimed at union recognition was set in motion. Throughout most of the 1970s, OSU faculty faced questions regarding collective bargaining. Specific issues included representation in administrative decisions, salary, working conditions, grievance procedures, and the like.

Fueling discontent was the perception held by some leading the collective bargaining drive that the relatively new administration of OSU President Robert MacVicar was "paternalistic" and had concentrated the "preponderance of power in the hands of the administration." Some perceived that students, through contacts and experiences in various social and political movements of the period, had become more militant, more organized, and more effective in their efforts to influence university administrators and state government than the faculty. These perceptions, coupled with general campus politics and at least one "ugly" tenure controversy, left some the impression that faculty members were losing confidence in the system.

Stimulating discussion of collective bargaining in higher education were a number of studies published during the period. Key publications featured in the debate were works by R.K. Carr, J.W. Garbarino, H.B. Means, G.L. Riley, and J.H. Schuster. Studies by the Center for Research on Learning and Teaching at the University of Michigan, by the Center for the Study of Collective Bargaining in Higher Education at Baruch College-CUNY, and by the Chronicle of Higher Education also contributed to the discussion. In addition, reports from institutions practicing collective

bargaining were widely circulated.

Also driving the debate were the state and federal climates of the period. Nationally, the unrest of the antiwar movement and the unsettled financial climate of the early 1970s seemed to foment a fairly widespread willingness to "question authority" at virtually all levels. During the same period, organized labor was reaching its highest level of influence in national and state politics. Among the strongest of those unions exercising political muscle were those in education, most specifically NEA. In Oregon during the 1970s (especially during the 1975-77 and 1977-79 biennia), Governor Straub and the legislature were viewed as particularly insensitive to the needs of higher education. At the same time, Oregon was rocked by recessions which were described in national journals as "arduous."

The collective bargaining issue ultimately came to a vote on December 14, 1977, after more than six years of debate. The results showed 821 votes cast against formal representation and 592 cast in favor. A subsequent study found that the following issues had particularly influenced the decision: 1) collective bargaining's negative reflection upon professionalism, 2) regimentation and loss of individuality through union affiliation, 3) an anticipated increase in adversarial relations with administrators and adverse effects on collegiality, 4) negative effects on the merit system, and 5) fear of misrepresentation. Strongest support for the issue was registered in Liberal Arts (50-50), while strongest opposition was found in Engineering (90-10). Home Economics, Science and Business all showed at least 65-70% against formal representation.

The collective bargaining issue at OSU during the early 1980s

In many ways the collective bargaining debate of the early 1980s was merely a continuation of the 1977 election campaign. Many of the leaders supporting collective bargaining had been active in the previous campaign. Virtually all of the same issues were raised anew. Among the more driving issues were also those surrounding the administration of President MacVicar, who was perceived as nearing the end of his tenure at OSU.

On the state level, the legislature was still seen as insensitive to the needs of higher education. Victor Atiyeh, who, as a member of the legislature, had been referred to as a budgetary "wrecking crew," was in his second term as governor. And the local recession was deepened by the national financial crisis of high inflation, recession, and skyrocketing interest rates.

In the early 1980s, the national perspective sent a powerful message regarding the value of unionization. While still a considerable influence, unions packed somewhat less clout after the 1980 election. Having backed Jimmy Carter, the unions held little influence with President Reagan. As further evidence of waning power, Reagan had successfully defeated the air controllers' organization in their now famous show down.

The vote on the collective bargaining issue came on March 9 and 10, 1983. After a much shorter period of debate a more decisive defeat than in 1977 was rendered. By almost a two to one margin (879 against, 482 for), the OSU faculty once again rejected formal representation.

The 1994-95 Episode

Like the 1950s, the 1990s have been marked by sharply ideological campaigns of the right against the

left, or groups and individuals perceived to be on the left -- whether economic, social, or cultural. Also like the 1950s, corporate and political interests striving to roll back advances achieved by unionized workers, both white- and blue-collar, have seen much success. New initiatives advanced by conservative interests include a "subminimum" or so-called "training" wage and legal rollbacks in benefits packages, including those owed to workers already retired. Voters' initiatives in a number of states since 1980 have capped tax rates and dictated limits on the expansion of certain public services. These campaigns have profoundly affected education at all levels.

In November 1994, Oregon voters passed, by a narrow margin, Measure 8, which requires that public employees pay the six percent contribution to the Public Employee Retirement System formerly picked up by most employers, as negotiated in 1979 in lieu of a pay raise. The Measure 8 bundle of give-backs also included removing accumulated sick leave from an employee's calculated retirement benefits. This loss of current salary as well as anticipated retirement benefits comes on top of three years of no raises, in an atmosphere of reduced resources and narrowed opportunities for professional growth and appreciation within OSSHE.

One response from OSSHE professors has been a "record number" of retirements for 1994: almost 5,000, as compared to an average of 3300 (OPERS Perspectives, February 1, 1995). Other responses have been anger, hurt, and a strong sense of betrayal. Finally, at OSU, professors have chosen, through this Task Force, to explore the possible benefits, as well as drawbacks and uncertainties, of collective bargaining as a means of representing our professional interests.

ISSUES AND CONCERNS

This section contains discussion of several of the most paramount issues and concerns surrounding the topic of collective bargaining in higher education. They are by no means mutually exclusive, as an abundance of cross-references in what follows will indicate. We have identified for the purpose of this report nine particularly noteworthy issues and concerns: (1) salaries, (2) freedom versus regimentation, (3) divisiveness, (4) governance, (5) collegiality, (6) public relations/public image, (7) costs, (8) strike, and (9) organizational effectiveness.

SALARIES

While salary tops the list of motivational factors for the adoption of CB on campuses nationwide, research has produced "decidedly mixed results" as to whether or not unionization actually produces meaningful increases in pay. Studies using matched pairs of institutions tend to find enhanced compensation on CB campuses, while other studies find that CB has no statistically significant salary impact. Statistical significance may have little bearing, however, given an everyday reality where every penny counts, an existing salary freeze, and a history of nationally sub-standard salary rates. In those connections, it is to be noted that every salary increment, no matter how negligible it may be, becomes part of the new base for calculation of every subsequent increase. This compounding effect can be significant when measured over the span of an individual's career.

Our overall impression on the basis of most published material and interview commentary is that salaries tend to benefit under collective bargaining, but not dramatically. Some data sets, however,

do suggest extreme differentials. For example, the NEA reports 1993-94 salary differences favoring bargaining institutions over non-bargaining institutions for each of 49 separate disciplines, with an average disparity for all fields of $9,354, a low differential of $2,600 (Physical Sciences), and a high of $18,079 (Educational Counselling and Guidance). (The NEA 1995 Almanac of Higher Education) Finally, we note some indication that greatest economic benefit goes to faculty at Full and Associate ranks.

National findings regarding salary increase may be moot in that, as currently structured, collective bargaining units in the State of Oregon do not negotiate directly with those who allocate dollars. Negotiations are with representatives of the State Board of Higher Education, not with legislative or executive bodies or committees. Put differently, PSU/WOSC/SOSC have not received percentage increases any higher than have the non-unionized campuses. (CB advocates contend, on the other hand, that UO/OSU increases are matched to rates which are first set within collective bargaining negotiations. A related observation is that the delayed activation date for the 6% PERS contribution salary cut is in consequence of the collective bargaining campuses having had a June 30 contract expiration date written into their contracts. These claims resemble another contention: that all state system faculty currently benefit from the work and accomplishments of OPEU in its union negotiations -- while paying no dues to it and offering little support. Both sorts of claims add an intriguing system-wide nuance to the Free Rider problem addressed elsewhere in this document.) One exception of some interest is merit pay, which is an optional contract inclusion. Generally speaking, union opposition to merit pay has been noted as considerable, with the heavy majority of existing contracts omitting it entirely. (This appears, to us, to be one significant element of the fact that collective bargaining is a rarity at Carnegie Research I institutions.) Similarly ignored in the typical contract is any explicit attention to market pay differentials across disciplines. Either issue can be addressed, depending upon the particular institution's interests in specific inclusions. (See examples in a later section of this report.) Advocates argue, regarding the merit pay issue, that OSU faculty could choose to retain major portions of total salary increment for "merit." They also contend that strict criteria and standards for determination of what constitutes merit could be written into a union contract, rather than leaving such determination to capricious administrative whim. In union parlance, the critical difference from present practice would be that the represented group decides, not someone else.

In further clarification of the above observation as to point of negotiations, it should be noted that campus administrators have negligible (if any) leeway as to total amount of salary dollars once the allocation reaches the local scene, that figure having been decided at higher levels. What remains open to negotiation at the campus level is restricted to matters of sub-allocation within the limits of the preset total amount, e.g., percentage cost-of-living versus merit or, conceivably, percentage salary versus percentage guaranteed travel allowance per faculty member. Campus administration, in short, has no capability of producing additional funds as such and is thereby entitled to say: "This is what we have to work with in negotiating with you how to carve it into pieces."

FREEDOM VERSUS REGIMENTATION

This is a complex but very central issue in debate over the merits of collective bargaining. To what extent is the free choice to make one's own decisions, according to personal standards and needs, jeopardized by immersion within a union structure? There is clearly an element of "tradeoff" involved in moving from the traditional academy to the unionized academy. But, as with other

issues, ultimate conclusions about relative gains and losses are a matter of perspective and vary according to the eye of the beholder. Detractors argue that faculty unions strip away individual freedoms of choice and of opportunity and substitute lockstep regimentation. Proponents eschew the term "regimentation," preferring terms such as "standardization," "uniformity," "predictability," "security," and "equity" in describing nearly identical outcomes. A collective bargaining contract does, indeed, lay out uniform standards for every issue contained within it, and these standards apply equally to every member of the collective, i.e., the faculty members being represented, behind force of law, by the union. By definition, these do, indeed, erase strictly personal ideosyncracies, traits, and needs from the scene of action. In the language of organizational analysis, CB opts for universalism over particularism.

Specific examples include salary distribution (and perhaps "merit" salary in particular), grievance procedures, and all manner of items falling under the general rubric of "working conditions," ranging from course load size, number of course preparations, and mandatory office hours to sabbatical, maternity, and bereavement leaves, child care provisions, teaching evaluations, grant writing funds, travel allowances, and promotion and tenure criteria. (See the following main section for further identification and discussion of typical contract inclusions.) The basic choice, regardless of item, is a relatively simple one: individualistic, case by case treatment, with the companion possibilities of preferential or unfavorable outcome depending upon the inclinations of a particular mix of actors at a particular moment, OR formulaic resolution according to pre-set standards which apply equally to all. In a very real sense in a variety of circumstances, the conditions of particularism and universalism are reciprocals of one another: the "down" side of one is the "up" side of the other.

This dilemma strikes the strongest emotional chords for many faculty in the difficult, muddy context of "star performance," where union detractors claim that an unavoidable levelling effect of unionization removes motivation and opportunity for the most capable faculty to produce at maximum effort. The starting reference here is to research evidence showing that unionization ("merit" protections perhaps notwithstanding) tends to substantially reduce the pay scale differences among workers in the same establishment. Hence, star performers and those with highly marketable skills are perceived as carrying the load for people who have "retired to the job" or who cannot obtain employment elsewhere. The counterargument suggests that such claims are arrogant in the extreme in their assumptions about what constitutes most valuable service to the university community, that those who are truly gifted in excess and inspired will produce under whatever circumstances, and that the perspective contributes to the very divisiveness (see below) that CB opponents often cite as consequences of unionization.

DIVISIVENESS

Contentions of divisiveness as an outcome of unionization operate along and across several dimensions. We will speak to the major allegation of faculty-administration divisiveness under the later sub-heading of "collegiality." A second worrisome dimension is that between departments, divisions, or colleges. A given unit may perceive itself as forced to operate in direct competition with other units for the allocation of resources or privileges. A variation of this concern is the fear on the part of a "star" unit that it risks being "pulled down" to the level of less capable or proficient units. A third dimension can be summarized as the "Free Rider" phenomenon. Those who oppose unions despair of coercion to contribute dues whether they support a union's political and economic agenda or not. Those who willingly contribute, in turn, resent the fact that non-participants receive

identical benefits without payment. Thus, where there is no "Fair Share" agreement (or even where there is, since Fair Share member dues rates tend to be slightly lower than those of full members), hostile intra-faculty perceptions can arise, and these can hamper the extent and character of collegial interactions. A fourth arena of potential divisiveness is between full-time and part-time faculty. A dominant union perspective has been that part-time teachers jeopardize the job security of full-time teachers. As a result, part-timers may be overlooked or discriminated against in critical contract phrasings and coverage. A part-time employee at WOSC, for example, reports the perception that part-timers are often used as "pawns" in the negotiation process. And the current president of the WOSC bargaining unit advises that gathering the support of part-time faculty is a vital concern which "could make or break the situation at OSU." Finally, some allege that unionization precipitates an academically unhealthy advancement of self-centered concerns on the part of faculty such that their concern for students dissipates, creating a destructive student-faculty rift.

As usual, counter-claims run in precisely the opposite direction, resting most fundamentally upon the inherent meaning of the term "union" itself. Some colleagues consulted on unionized campuses, for example, report that collective bargaining has decreased inter-college competition and antagonism through its tendency to accentuate commonality of status, need, and purpose. It is also noted that inter-unit competition and hostility is hardly an unknown commodity on the non-unionized campus, the prime difference being that statuses and processes cannot be hidden, denied, or ignored when collective bargaining, by definition, exposes them to open scrutiny. On the matter of part-time employees, there is evidence that faculty unions have become much more concerned than in the past about improving conditions for their part-time members. The "abandonment of students" charge is seen as mythological by union proponents, and we found no evidence to substantiate such a claim.

GOVERNANCE

It is generally agreed that unionization does not displace, attenuate, or weaken other forms of governance. On the contrary, although one interviewee at WOSC believes that CB has weakened the Faculty Senate there by offering an alternative voice, the consensus elsewhere is that the two forms complement and mutually strengthen one another. Preexisting governance structures have not been found to undergo significant alteration, particularly in four-year institutions. Of particular interest in local context, collective bargaining does not appear to have led to the demise of faculty senates:

> Faculty members have simply embraced a dualistic concept of school governance, with their senates addressing academic issues while their unions address economic issues. The senates retain their influence over curriculum and degree requirements, while the unions have their largest influence . . . over faculty compensation and working conditions (Bacharach, Schmidle, and Bauer, 1987, p. 251).

Clearly, a faculty senate already struggling for identity or influence could find itself forced to succumb upon the sudden appearance of a vital, active union organization -- or could use such a circumstance as an excuse to dissolve itself. But such is not typical and is certainly not to be recommended. The more likely outcome is a mutually supportive relationship with enhanced clarity of designated tasks and goals which allows each agency to operate with heightened effectiveness. Certain standing committees of the OSU Faculty Senate might well find their functions altered, reduced, or eliminated, to be sure. A prime example might be the current Faculty Economic Welfare Committee, whose past advisement to administration in such matters as merit increase percentages

would presumably be subsumed within the union's salary negotiations.

COLLEGIALITY

Unionization is claimed, depending upon the eye of the beholder, to contribute to either of two opposite extremes on a continuum of collegiality. As the very word implies, advocates claim that unionization provides the glue of union -- that it unites otherwise disparate faculty in a common cause. Detractors argue that it jeopardizes collegiality by sacrificing the traditional values of the academy to mercenary, selfish concerns of financial betterment. Advocates then counter that mercenary values have long been in ascendance, as reflected by widely dissimilar salary figures across disciplines, and that collective bargaining promises one of the few effective means of reducing such discrepancies. They argue that collective bargaining does not disrupt collegiality but "is a form of legally mandated collegiality that ensures the integrity of the joint effort" (NEA, 1994).

Similar differences of opinion apply concerning effects upon the relationship between faculty and administration. One extreme worries over the construction of an adversarial relationship between the two forces, in displacement of prior congeniality. The other (a) suggests that true current relations are already, by definition, somewhat adversarial and (b) cites evidence to the effect that CB, by dealing openly with what were previously hidden tensions, actually frees up a more congenial and cooperative day-to-day faculty-administration relationship. (The President of the University of Connecticut, for example, has expressed written appreciation for the presence of CB on the UConn campus in facilitating the phenomenon of joint faculty-administration lobbying of the Connecticut legislature.) The fear of, or distaste for, adversarial conditions has been a dominant concern in past failed CB elections at OSU. But, in fairness, the fear does not necessarily match the ultimate fact. Adversarial relationships can increase or decrease, dependent upon the atmosphere surrounding how collective bargaining is established at any given locale. The general likelihood appears to be for a relatively negative and mutually mistrusting relationship in the early stages, followed by a "cooling down" as parties learn to accept and trust one another.

AAUP argues the case as follows:

> Collective bargaining should not replace, but rather should assure, effective traditional forms of shared governance. . . . collective bargaining can strengthen shared governance by specifying and assuring the faculty role in institutional decision making. . . . When legislatures, judicial authorities, boards, administrations, or faculty act on the mistaken assumption that collective bargaining is incompatible with collegial governance, they do a grave disservice to the very institutions they seek to serve (Academe, 1987).

Finally (as regards collegiality), dissent and conflict within the union can be intense and severe. On the OSU campus, this is likely to be the case, at the very least, on the issue of cost-of-living versus merit salary increase. Theoretically, however, both principles can be accommodated within a contract, together with exacting specifications as to merit criteria, i.e., in avoidance of criteria applied arbitrarily and/or unevenly across units.

PUBLIC RELATIONS / PUBLIC IMAGE

Unionization is not a cure for a Measure 8 or its like. To view a collective bargaining unit as a way to curtail "faculty bashing" and move salaries to a condition of national equity is to engage in fantasy. There is no necessary link between the two. (See other sections for related commentary.) It can be argued that a statewide unification of public university faculty would enable strongly enhanced visibility and political clout which might indeed influence actions of the legislature. Even the proponents of such a vision, however, acknowledge the prerequisite of 100% public campus unionization to bring it about, certainly including both major campuses in the state. And the reality is that no significant discussion or investigation is currently evident on the University of Oregon campus. There are also reports that faculty at EOSC are disinterested unless there were to be a single, statewide union organization -- and such an arrangement appears totally unrealistic in that three of the four separate affiliate options already exist among the unionized public campuses in Oregon.

Beyond the question of the practical effects of unionization in bringing about improvements in salary and working conditions is the more general concern with negative change in public image. How will we look to the public at large? To the members of the legislature? To the press? The Corvallis Gazette-Times, in its 2/5/95 editorial in opposition to OSU unionization, warned that "Professors should beware harming their image with citizens and legislators precisely when they need to build stronger support. . . . In the current conservative political climate, forming a union to pursue pay issues would be a public relations blunder. . . . conservative lawmakers are likely to regard a professors' union as a group of 'me-first' adversaries out of step with the state's fiscal realities." These sentiments reflect a typical viewpoint. The avoidance of such an image is an important concern to many faculty members.

Others counter, first and foremost, that they do not prefer unionization, all other factors being equal, but that they find themselves "grasping for straws" precisely because they have not received support, or even a great deal of respect, in the absence of unionization. It is also argued that the greater political blunder would be to submit to political apathy and lack of organization. A union voice and appearance could, in fact, counter extant negative imagery by insuring that future decisions are made on the basis of full and factual evidence rather than on the basis of stereotypes, assumptions, and hearsay.

COSTS (FINANCIAL AND OTHER)

Unionization is expensive, in time, in energy, and in money. It takes concentrated and continuous effort on the part of a devoted cadre of campus union officers to maintain the organization, monitor outcomes, and plan for the next round of contract negotiations. These individuals have costs in two respects. Financially, the substantial time spent in union endeavor is ordinarily "bought off" (a la grant buy-off), but with funds emanating from member contributions. Non-financially, there is the "cost" of finding -- and retaining -- capable and committed leadership, a cost not unlike that of any other viable voluntary organization. Portions of total fees also go to national affiliate headquarters, in payment for ongoing advisement, assistance, and service which varies in kind and amount by affiliate choice. (AFT alone, for example, to the best of our determination, sponsors and assists in funding for annual summer collective bargaining "learning workshops" conducted at UC, Santa Cruz.) Typical member financial outlay runs to several hundred dollars per year and appears to approximate

+/- 1% of annual salary in the typical case. Full members of the AFT organization at WOSC currently pay .0085 X salary per month, which would yield a total annual payment of $340 for a faculty member earning a salary of $40,000. (This contrasts, for example, to a current annual fee of $60 for membership in the Association of Oregon Faculties or of $122 for membership in the OSU/Oregon/national non-union configuration of AAUP.) The desire for lowered financial overhead provides one motivation for "independent" union organizational choice, reflected in annual payment approximating $60 for members of SOSC's independent bargaining unit.

One oft-cited non-financial cost of some interest pertains to the grievance clauses of virtually every union contract. Once grievance procedures are set in place and the union is designated the right to field and air them, it becomes obliged to support any and all contract-covered grievance claims lodged by its membership, including those of frivolous nature or with poor or unjust cause. Hence, the Grievance Officer can become plagued with cases he or she does not support but is required to honor and pursue nevertheless. Embarrassments and antagonisms are possible, and the delicate task of discouraging unrightful grievances, in apparent defiance of the promise of union support, becomes a necessity.

Discussion of other elements definable as "cost" will be found under various other headings in this document. We add just one more here: those considering efforts toward unionization should be aware of the tremendous costs in time, energy, and money required to organize any pre-vote campaign.

STRIKE

There is perhaps nothing about unionism that provokes greater alarm reaction on the part of the committed professional academic than the notion of participation in a strike -- of envisioning oneself walking the streets, picket sign raised aloft as if teamster or automotive worker, in outright blockage of the fundamental missions of the university. And there is the common belief, as well, that unionization without the threat of strike is equivalent to no unionization at all. Hence, concludes the fairly typical college professor, a union is out of the question.

In actuality, the strike, although indeed relatively common and successful in elementary and secondary educational contexts, is a rarity in unionized higher education settings.

> A strike does not have [much] operative significance in higher education. In privately funded institutions a successful strike -- one which substantially curtails or shuts down educational services -- may cause the institution to lose tuition and perhaps incidental income. However, these losses are probably more than offset by the savings realized from not paying faculty members for the days they are on strike; personnel outlays constitute a very major portion of the budget, while student tuition fails to cover the cost of operation. In publicly funded institutions this effect is even more pronounced. The enterprise saves money and is subjected to little or no economic injury (except, perhaps, the overhead take from research grants). . . . A strike in the public sector is said to be not an economic weapon, but rather a weapon of political embarrassment. . . . Little evidence exists thus far to suggest that such a sanction will work in higher education, whether the institution involved is publicly or privately funded, except where a critical secondary service is interrupted (such as the operation of a medical school teaching hospital) (Wollett, 1973, p. 25).

A consultant to the Task Force provides the information that 2.6% of campus negotiations nationwide have resulted in strike. Two faculty strikes occurred in the United States during 1993, the latest year of record. One, for which we have no detailed account, was by the members of the Delaware County Community College Association in the State of Pennsylvania. The other was by faculty at four campuses of the University of Cincinnati. It occurred for five days at the end of March and the beginning of April. This period of time coincided with Spring vacation, an arguable strategic choice perhaps indicative of the aforementioned trepidation on the part of university faculty to resort to the strike mechanism at all. In further illustration of the reality concerning strike, faculty union contracts now in effect at WOSC, SOSC, and PSU all contain no-strike clauses. Ironically, if OPEU employees were to strike, OSU faculty would have the option, if they so chose, to refuse to cross an OPEU picket line. Faculty on the three unionized campuses would not have that option without inherent violation of their own contract.

Instead of the strike, the ultimate reliance in the real world of CB in higher education is upon binding arbitration.

> The product of collective bargaining in higher education is typically a group agreement which memorializes the deal in respect to the subjects bargained about. The agreement is enforceable either by judicial proceedings or, more typically, if a settlement cannot be reached, by a grievance procedure which contemplates the ultimate decision of an arbitrator selected by administrative and union representatives through agreed-upon machinery (Wollett, 1973, p. 26).

In other words, the two parties bargain and negotiate, "in good faith," over all items "laid upon the table." Following upon rounds of mutual concession and compromise, an agreement is generally struck. If there is an item (or items) that cannot be reconciled and that is of critical concern to one or both parties, and if (and only if) both parties agree to it, the item is sent to binding arbitration. Even the use of binding arbitration is infrequent, as we understand it, because both parties have a strong vested interest (for several distinct but overlapping reasons) in working out disagreements congenially and expeditiously. At least one source suggests, on the other hand, that collective bargaining may lead to an increasing reliance upon arbitration to solve disagreements, a tendency described as a "chilling effect" which may, over time, become a "narcotic effect" as "the parties become arbitration addicts who habitually rely upon arbitrators to write their labor contracts" (Feuille, 1979). However, it is not clear that this problem, however it may apply to labor unions at large, pertains to collective bargaining in higher education.

ORGANIZATIONAL EFFECTIVENESS

It can be argued that adding a layer of faculty/management oversight and work-rule contracts would reduce OSU's overall effectiveness. A comprehensive study of 41 four-year institutions, published in the Academy of Management Journal, concludes that:

> Unionized institutions are found to be less effective than nonunionized institutions on eight of nine dimensions of effectiveness. Statistically significant differences in effectiveness are present in the academic domain and in the ability to acquire resources (Cameron, 1982).

This argument hinges on a very interesting pattern of reasoning, as follows:

> In a general sense, collective bargaining as an activity is partially designed to reduce equivocality in the organization -- to make predictable authority relationships, reward systems, and expectations. [Various authors] suggest, however, that it is the ambiguous and equivocal nature of universities that allows them to be effective. That is, organizations are loosely coupled and ambiguous in order to respond to diverse and contradictory expectations from a variety of constituencies, to pursue mutually exclusive and opposing goals simultaneously, and to adapt to turbulent external environments. Attempts to remove this equivocality may lead to reduced organizational effectiveness because of a loss of flexibility (Cameron, 1982).

We did not encounter, nor did we have the opportunity to seek out, contrary perspectives to those cited here from a management journal publication. What it posits is that growth of internal structure forces increased amounts of the organization's energy and attention to focus internally and, thereby, restricts its ability to respond quickly and flexibly to its surrounding environment. Union advocates would surely argue, first, that their priority concern is the internal condition of the institution. They would cite salary improvements and enhanced working conditions as cases in point. Also, there is nothing in the standard union contract to prohibit executive leadership from attentiveness to outside influences and concerns. That leadership might, in fact, be freed for more of such activity since many internal matters are secured from volatility. Finally, note observations elsewhere in this document concerning potentials for stronger united front presentations to outside forces under unionization.

AFFILIATES, CONTRACTS, AND IMPRESSIONS

Affiliate Options

Basic differences between services provided by AAUP, NEA, and AFT are derived from anecdotal accounts as well as from formal information or literature from or about the organizations. Many see NEA as being too K-12 oriented, AFT as being too militant, AAUP as being too nice and not able to deal assertively enough in difficult bargaining situations, and the "independent" position as being too unsupported- "out in the open" without the safety and strength of supporting numbers or members. There are faculty members who like an affiliate for those very reasons. Institutions have chosen one over the other for different reasons which comply with differing needs. Therefore, it would require further study to determine which affiliate would be most beneficial for OSU's particular needs. With the exception of the independent status (where the local organization is responsible for everything itself), they all seem to provide some training, assistance with the bargaining process, and, if needed, legal assistance. Probably the biggest drawback of affiliation with one of the national units is the additional cost of basic membership in the unit.

Summary of interviews/conversations/written communications with potential collective bargaining affiliates.

1. Nancy Bartter, Labor Relations Specialist, Oregon Federation of Teachers, Education and Health Professionals (AFT, AFL-CIO).

2. Patrick Shaw, Assistant Director, Collective Bargaining, American Association of University Professors (AAUP).

3. Bob Dahlman, higher education specialist, Oregon Education Association (National Education Association state organization).

4. Kemble Yates, mathematics professor and president of the independent Associated Professors of Southern Oregon State College (APSOSC), and Chuck Ryberg, professor at SOSC and founding member of the APSOSC.

5. Lewis Bolieu, Executive Director, United Faculty of Florida

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1. Nancy Bartter, Labor Relations Specialist, Oregon Federation of Teachers, Education and Health Professionals

Ms. Bartter discussed the organization of AFT, at the local, state and national levels. She pointed out how the dues are used to support local units. As we understand it, national dues pay for: 1) national research on labor issues, including a department that specializes in higher education; 2) national conferences, including some that specialize in higher education; 3) lobbyists that talk to U.S. congressional committees and individual congressmen about the issues that are important for education in general, and higher education specifically.

At the state level, AFT dues fund the following personnel: 1) research staff; 2) labor relations person that helps with negotiations; 3) a grievance handler; 4) clerical office staff. The state AFT also funds training programs for local representatives and a monthly newsletter. An important point is that the state AFT awards grants to local units to fund local staff.

Ms. Bartter also stated that AFT likes to have at least 80% membership in a given faculty. AFT must have exclusive rights in order to represent a collective bargaining unit. She claimed that AFT represents more higher education faculties than any other organization.

Much printed literature was sent that describes the AFT. It was founded in 1916 by a few teachers in Illinois. It struggled initially, but today it sees itself as a leader in educational reform and restructuring for the 21st century. It affiliates with the AFL-CIO because "it is more advantageous to work in cooperation with other unions on issues of common concern that it is to work in isolation from them." AFL has a long history of supporting educational reform.

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2. Patrick Shaw, National Office, American Association of University Professors

Mr. Shaw reiterated AAUP's basic philosophy of professional representation for university faculties. This means that AAUP develops standards for sound academic practice. AAUP views collective bargaining as a process that is a means to secure professional standards, i.e., tenure, due process, and academic freedom. It believes that faculty should make policy decisions along with the administration. He stressed that collective bargaining is but one, albeit strong, component of a multi-faceted mechanism by which AAUP helps represent university faculties. He said that less that 10% of the faculties represented by AAUP have collective bargaining rights. However, he said that there are other mechanisms that a faculty can implement to speak in a unified voice on matters that concern them, such as salaries and benefits, disagreements with the administration, influencing the state legislature, and public relations.

3. Bob Dahlman, higher education specialist, Oregon Education Association.

From the literature supplied by the NEA, it is apparent that 100,000 higher education faculty are members of the NEA, which is less than 5% of the total NEA membership. However, NEA claims (contrary to what our other sources indicate) to represent more higher education faculty than any other organization.

The structure of NEA appeared similar to that of the AFT, offering a national organization that provides advice and staff to assist with the establishment of local chapters, collective bargaining, grievance arbitration, legal assistance, lobbying the U.S. Congress, training local union representatives, publishing newsletters, and labor research relevant to education in general and higher education specifically. Collective bargaining is a policy with NEA, unless prohibited by law. In this respect it seems different than AAUP, but similar to AFT.

NEA considers itself both a labor union of professional educators and a professional society or organization. Its philosophy, which dictates policy, puts academic and intellectual freedom first among all beliefs. It believes that this is best achieved by 1) the tenure system, 2) academic due process, 3) faculty self-governance, and 4) collective bargaining with binding arbitration.

NEA has a very detailed and clearly stated agenda of goals, including: 1) free public education from kindergarten through graduate school, 2) extensive remediation programs taught by full-time faculty with specific training in remedial education, 3) national accreditation procedures for all institutions of higher education, 4) curriculum reform, and 5) equity in employment and education for minorities and women.

NEA has a state-level organization which essentially supplies all the services for state and local issues. The services are similar to those provided by the national organization, except focused upon state issues. In Oregon, the Oregon Education Association (OEA) is a network of 30 regional representatives positioned throughout the state. There are 2 higher education specialist, both stationed in Tigard. The OEA currently has 3 full-time lobbyists that work in Salem. Additional staff is added at the rate of 1 staff person plus 1 clerical support person plus one new regional office per every 1,200 new OEA members. The OEA currently does not represent any of the OSSHE institutions.

All NEA dues go to the OEA. The OEA then allocates a portion of this to the national NEA and rebates about $5-10 per member to the local chapters. Dues are $475/year/member.

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4. Kemble Yates and Chuck Ryberg, Southern Oregon State College

[SOSC's situation as an independent bargaining unit is unusual. They were affiliated, but went through a decertification election in order to rid themselves of dues to a "parent organization," thus enabling them to have more funding at the local level.]

The independent union at SOSC evolved from the faculty's prior affiliation with NEA. A number of years ago, the faculty decertified NEA and replaced it with their independent organization and collective bargaining unit. The reasons for the split from NEA appeared to be two-fold: 1) a dissatisfaction among the faculty with the perceived excessive dues paid to the NEA relative to the amount of services returned by the NEA; and 2) the faculty perception that the NEA was more

politically allied with K-12 than higher education.

The SOSC contract is similar to many in higher education and contains most of the usual articles that are summarized in the listing below. Important points about the contract include a no strike\no lock-out agreement with binding arbitration as the final word. Membership in the union is limited to teaching and research faculty only. A faculty development fund grants $1,400/member/year, for use toward such things as travel to conferences and meetings and purchase of equipment such as computers. Union dues are only $60/year/member. A "fair share" agreement has been passed and implemented, and the only exceptions must be based on religious grounds (in which case an equal amount must be paid to a non-religious charity).

The biggest tasks of forming an independent union appear to be: 1) bargaining every year or two, and 2) monitoring the administration and enforcing the contract. The best part of being independent seems to be the reduced dues. Public relations and lobbying the state legislature are unaffordable without more members and\or higher dues.

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5. Lewis Bolieu, Executive Director of the United Faculty of Florida.

Mr. Bolieu heads all the collective bargaining units of the various higher education faculties in the state of Florida, which are affiliated with The National Education Association. These units represent professors and faculty from ten public universities, six public community colleges, and one private college, as well as graduate assistants from two research universities. Each bargaining unit has its own contract. The collective bargaining units are remarkable because membership is voluntary. Apparently the state of Florida (unlike Oregon) has a "right-to-work" law that prohibits compulsory membership in any union. Therefore, "fair-share" provisions (such as those found in contracts at Portland State University, WOSC and SOSC, which require all faculty members to pay for collective bargaining even if they chose not to join the union) are not permitted, and the payment of union dues is strictly voluntary. At the two NEA-represented universities that grant Ph.D. degrees (University of Florida and Florida State University), faculty membership in the bargaining units is about 15 to 20 %. The highest participation is at Florida International University (Miami), where membership is 50 %. Mr. Bolieu stated that the low membership at UF and FSU reduced the union's leverage at the bargaining table, because the union is perceived by the administration as not representative of a united faculty. Each campus has an active union, but they tend not to recruit very much, probably because the union members want to avoid rejection and conflict among their peers. Despite the low voluntary membership at UF and FSU, a recent petition and vote to decertify the union was rejected by a large margin. (All faculty members were allowed to vote, including those who are not members of the union). Mr. Bolieu interpreted this to mean that the vast majority of the faculty support the union and enjoy the bargaining successes that the union has won for them but do not want to pay for it.

Summary of major articles typically found in contracts between universities and their faculties represented by collective bargaining units.

[Note: Full copies of existing collective bargaining agreements from a sampling of institutions nationwide will be available in Kerr Library for those wishing to examine them in detail. Also available at the same location will be copies of publicity brochures and other materials provided by AAUP, AFT, and NEA.]

1. The collective bargaining unit is allowed to use university space, offices, and mail system. A mechanism for supplying the collective bargaining unit with the administrative data necessary to monitor the agreements of the contract is established. Dues payments are established and defined (see "fair-share" below).

2. Membership is defined. This varies among universities. Administrative faculty, such as deans and higher, are usually excluded. Sometimes department chairpersons, part-time faculty, graduate student teaching assistants, and others are excluded.

3. The negotiating team consists of a specified number of faculty and their representatives, usually about 5.

4. Release time for negotiating team members is defined. Typically, the teaching load is reduced by about one 3 credit hour course per term or semester.

5. Salary and benefits. A mechanism for allocating finite increases in salaries is clearly defined and varies among contracts. A minimum salary by rank, yearly cost of living allowances, and salary increases for promotion and meritorious work are defined. Allocation of merit pay varies among contracts but may be determined by either the administration or a joint effort of administration and faculty. Unions usually favor across the board increases over merit pay, probably because it avoids the appearance of subjective favoritism that they try to abolish. However, unions recognize that merit pay is an accepted practice at many four-year institutions. The issue of salary inequities among disciplines (usually referred to as "market conditions"), while controversial and apparently a trouble for union negotiators, is another accepted practice that is preserved in most contracts. Health care and retirement benefits are specified.

6. Faculty workload is sometimes defined. Issues such as the maximum number of credit hours per term that a faculty member can teach, class sizes, and the university-wide student/faculty ratio are sometimes defined. The amounts of time spent on other types of work, such as research, administrative duties, student advising, and committee work, are sometimes required to be stated in writing for each faculty member. This latter statement is prepared by the department chairperson.

7. Promotion and tenure rules are defined. These can be stated in detail, or just a reference to an already existing, written policy.

8. A grievance procedure is defined. This is the protocol that must be followed when there is a disagreement between the collective bargaining unit (i.e., the faculty) and the university concerning the contract. For instance, binding arbitration may or may not be included here. For example, contracts for Portland State University, Southern Oregon State College, and Western Oregon State College have binding arbitration agreements. Binding arbitration means that, as a last recourse (other than a strike or lock-out, which may be prohibited by the contract; see below), a disagreement between the contractual parties will be heard and decided by an impartial arbitrator, and the arbitrator's decision is final and must be accepted by the disagreeing parties.

9. A no strike, no lock-out agreement is sometimes defined. For instance, many contracts, where the faculty is represented by AAUP (such as Portland State University, University of Delaware, and Kent State University), contain such an agreement. The unaffiliated collective bargaining unit at SOSC and the AFT-represented unit at WOSC also have such a provision.

10. Faculty development, sabbatical leaves, etc., are defined. For instance, Portland State University's contract establishes a $120,000 fund for faculty development, paid by the university. Southern Oregon State College grants each member of the collective bargaining unit $1,400/year for faculty development.

11. Faculty governance is defined. This defines the structure and mechanism of faculty representation in all matters in which the faculty share decision making with the administration. This can be a lengthy, detailed, practical plan for defining how many, if not all, collective faculty decisions are made. Alternatively, it may refer to an established faculty constitution, which will continue to be practiced during the term of the contract.

12. "Fair-share" payment of dues to the collective bargaining unit for those faculty that choose not to belong to any union affiliation is something that is not mandatory. This is an issue that must be negotiated in the contract and, if included, can only be established by a faculty vote. For example, Western and Southern Oregon State Colleges have negotiated such provisions and have enacted the "fair share" rule by a majority vote of the collective bargaining units members.

Conversations with Colleagues on Collective Bargaining Campuses

UNIVERSITY OF RHODE ISLAND

In discussion with the faculty collective bargaining unit president, Bill Rosen, it was noted that the university faculty chose collective bargaining in the early 1970s in order to enhance salaries. That objective has been realized, but salary benefits have leveled off. Most feel that it was a smart move because salaries were below the national average before collective bargaining; now they are above.

They chose AAUP in a close (274-270) run-off election between AAUP vs. Independent. Many now wish they had gone independent because, in their opinion, AAUP National doesn't do an awful lot for them for the money they put in. (Some $ goes to national, some goes to the local union for one staff member and one executive director, and some $ goes into a strike fund.) They stay with AAUP mainly because of the name and sense of professionalism of the organization. Those faculty who are not "active" put up with the AAUP, while they wouldn't support NEA or AFT. Essentially, though, they operate as an independent with the AAUP name.

They did go on strike in 1979 for 16 days because the University was not willing to bargain collegially. They got a 7% salary increase, which was later rescinded by the courts. They were not sure whether it was a win/loose/draw situation but did feel it increased faculty unity.

There are about 700 members divided into two groups -- those (200) who belong to the collective bargaining unit only and pay .6% of their salary per year specifically for collective bargaining and those (500) who are also members of AAUP National and pay national dues ($96+/-) and .6% per year for collective bargaining. (It amounted to $450-470 per year for Professor Rosen.)

They didn't select NEA or AFT because their perception was that those organizations are much more militant and don't have the same types of services that AAUP does. They provide staff members only at times of negotiation. AAUP has lots of research materials available, including example contracts negotiated through the years.

(University of New Hampshire is just starting collective bargaining and U of Rhode Island has given them some assistance. University of Connecticut also uses collective bargaining. U of RI has good close relationship with them.)

Membership in the bargaining unit is limited to Faculty and Department Chairs.

The negotiating team consists of a member of the faculty executive committee, one previous negotiator, one from an all-university collective bargaining unit (selected by the executive committee) and two members at large (chosen by the members of the bargaining unit). 93% of those contacted to become members of the team declined this year because negotiations go over the summer; lots of things are happening, and many felt too busy to do it well. Also, the administration has turned recently and doesn't know the history of collective bargaining on campus. Therefore, it may be a tough year.

Mr. Rosen provided an interesting observation on cooperation with other higher education institutions in the state (even though it is a very small state). The community colleges have NEA as a bargaining agent, and Rhode Island College has AFT. They have formed a higher education caucus with the U of Rhode Island (AAUP), where they more or less agree on basic issues to be negotiated (salary, similar types of benefits) but also agree to disagree and bargain independently about items which reflect their own specific needs and interests.

UNIVERSITY OF FLORIDA

Lawrence Datnoff, Associate Professor of Plant Pathology, University of Florida.

Dr. Datnoff has been at UF for about 8 years and was unaware that the faculty is represented by a union. He is not a member of the union and does not pay union dues. Dr. Datnoff checked with one of the other faculty members in his department, and, despite 16 years at UF, he too was unaware of the union (see summary of the conversation with Mr. Beulieu for an explanation). Dr. Datnoff expressed a mild dissatisfaction with the salaries and pay raises at UF. Given the situation of the union at UF (see Beulieu), it was unclear if this reflected negatively on the union's efforts or was more a consequence of the low faculty participation in the union's membership.

PORTLAND STATE UNIVERSITY AND WESTERN OREGON STATE COLLEGE

Discussions with both PSU (Sara Andrews-Collier) and WOSC (Laurence Lyon) indicated that at least these two faculty members were happy with what has been achieved on those campuses which can be directly attributable to collective bargaining. Both seem happy with their affiliate (PSU=AAUP and WOSC=AFT). Western Oregon recently achieved a "fair share" agreement with their non-union faculty, while PSU feels financially insecure because not all faculty are contributing to the organization. Both indicate that collective bargaining takes considerable time and is costly.

Both suggest that their relationship with the administration has been more collegial than adversarial, more often placing the institution at odds with OSSHE than with each other as bargainers in trying to meet general institutional needs as well as faculty needs. Salary issues have been important items of negotiation at both campuses, with success occurring perhaps more in local determination of the distribution of salary funds than in dramatic general salary increases. Both report other areas of beneficial negotiation as 1) progress and support of minority issues (women's in particular), 2) faculty

development, 3) family leave, 4) grievance procedures and resolutions, etc.

Professor Lyon pointed out that the union provides legal footing (ground, basis, protection) which the administration is legally bound to recognize and work with regarding faculty employment issues. Otherwise, a faculty has no legally recognizable representation which has a binding effect on the administration it serves. He mentioned AOF and Faculty Senates as useful faculty organizations but noted that they, unlike unions, have no legally binding authority to speak for faculty. University administrations can treat faculty well, as traditionally has been the case, or they can do as they choose, which seems to be the case as university administrations become more "business management" oriented. Collective bargaining tends to bring issues out in the open and spell them out contractually, making them legally binding on both parties and, thus, limiting administrative capriciousness and providing a voice for faculty which the administration, by law, must listen to.

Both parties felt that other faculties in the state benefited from their collective bargaining negotiations (because the state could not give them something that they would not give the others) and that if collective bargaining were state-wide, preferably under one affiliate, substantial gains could be made in faculty employment and working conditions.

SUMMARY AND RECOMMENDATIONS

This document has presented information and discussion related to the following areas:

1. Introductory overview of current events leading to inquiry related to collective bargaining.

2. Methodology used to develop this document and common terminology used regarding collective bargaining.

3. Patterns and distribution of collective bargaining units on campuses throughout the United States.

4. Historical overview of events related to collective bargaining and unionization.

5. Issues and concerns related to salaries, freedom of choice and restricted choice, divisiveness, governance, collegiality, public relations and public image, financial and other costs, implications related to strikes and arbitration, and impact upon organizational effectiveness.

6. Summaries from reports and conversations with affiliate representatives.

7. Perceptions provided by a variety of individuals with experience and involvement with collective bargaining across the United States.

8. Summary of major articles typically found in contracts between universities and faculties represented by collective bargaining units.

We conclude much as we began. Collective bargaining is a steadily growing phenomenon on campuses nationwide. But it is not for all. Nor is it a panacea for correcting the ills of Measure 8

that occupy center stage at this moment and that, we believe, account most directly for the existence of this report and of the Task Force which composed it. It is unlikely to curtail "faculty bashing" on the part of those who prefer such as their recreational sport; it may, on the contrary, exacerbate the situation by sharpening a negative image to a still finer point. At the same time, it is likely to gain more attention to faculty and perhaps, through the protections and safeguards of pertinent law, greater consideration, respect, and support. (Squeaky wheels do sometimes get the oil.) Whatever the decision, whatever the outcome, we wish to emphasize and encourage the possibilities of enhancing faculty strength and influence -- with or without collective bargaining.

A final important note. At this writing, Senate Bill 750 has passed the Oregon Senate and moved to the House. This bill, which Senator Randy Leonard says "will take public employee morale and dump it in the waste basket," would substantially alter all venues of collective behavior in the State of Oregon. The bill would limit mandatory bargaining in higher education to wages and other economic benefits and disciplinary matters. The bill also allows only employers to initiate binding arbitration. Governor Kitzhaber has announced his intent to veto the bill if it arrives on his desk. If he fails to do so, or if his veto is overridden, major portions of the issues we have addressed here will require reconsideration and reevaluation as they bear upon faculty opinions regarding the value and viability of unionization. And, regardless of the fate of SB 750, subsequent efforts of a similar nature are more likely than not. In short, political decisions in Salem can be of tremendous consequence to OSU decision-making on this and related matters and should therefore be monitored attentively. In a related vein, the April 19 OPEU strike vote and the actions consequent to it may trigger revised attitudes concerning the potentials and hazards of unionization. Dramatic events of this sort have an almost inevitable shaping influence, but specific directions of influence are largely unpredictable in advance and are beyond the province of this report.

Recommendations:

1. Careful and considered perusal of the contents of this document, as well as of other source materials, on the part of as broad and inclusive a segment of the OSU faculty as possible.

2. Timely, but not overly hasty, open discussion of the general issue on the floor of the Faculty Senate and/or in a separate, designated Faculty Forum.

3. The conduct of a faculty-wide Straw Ballot (or Needs Assessment Inventory) directed toward ascertainment of interest in pursuing the goal of collective bargaining representation, this to be done prior to commitment on the part of the Faculty Senate, or any other agency or individual, to activate the machinery required for a binding, formal vote.

We will attempt to make ourselves available, individually or collectively, to answer questions which readers of this document may have, although we make no claims to particular expertise in the subject matter beyond what is displayed herein.

Respectfully submitted by:

The Faculty Senate Task Force on Collective Bargaining
Gary Tiedeman (Sociology), Chair
Mina Carson (History)
William Earl (Speech Communication)
Bruce Geller (Microbiology)
Knud Larsen (Psychology)
Laurel Maughan (Kerr Library)
Ray Tricker (Public Health)

David Sullivan (Business) -- dissenting

[One member of the Task Force (see above) has expressed dissatisfaction with our final report. He has requested that his name not be associated with it and has indicated the intention of submitting a "minority report." He has been a fully contributing member of Task Force meetings and discussions, his opinions and insights have been incorporated throughout our report, and we regret that he finds our finished product imbalanced or unfair in any respect. We urge the readers of this report to also examine the alternate perspective contained within Professor Sullivan's minority report.]

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MINORITY REPORT
OSU Faculty Senate Task Force On Collective Bargaining

by Dave Sullivan

Abstract

The Task Force's Majority Report claims to offer a value-neutral view of the pro-and-con arguments about unionization. This Minority Report explains how the Majority Report became biased, and it supplies arguments against an OSU faculty union that are missing or treated unfairly in the Majority Report.

1. Biased Data Collection and Interpretation.

The Task Force on Collective Bargaining was filled with people who openly advocated or leaned toward faculty collective bargaining. This should not be surprising given the extensive research on the profiles of people who support collective bargaining in higher education.[1] [2] Through self-selection, people who volunteer to work on collective bargaining committees and dominate faculty unions are likely to believe in unions and "protecting faculty rights."

Task Force members first met in a hastily arranged meeting with Patrick Shaw, an AAUP representative. It was my understanding the Task Force was supposed to put together a balanced assessment of collective bargaining's pros-and-cons. However, this meeting with a union representative seemed as one-sided as a religious revival.

While later meetings did not include outside union organizers, the rhetoric within meetings remained loaded. I was surprised to find the Task Force planned to spend virtually all its time collecting information from unions, faculty who worked at universities with unions, historical records of OSU's failed collective bargaining attempts, and similar sources.

I began by asking an OSU administrator with expertise in labor relations for advice, but he made it clear that no one in OSU's management would say anything: Any management-provided arguments might later be cited as an unfair labor-relations practice. So I asked the Task Force to offer a formal invitation for ideas from OSU's management. Despite the Task Force's willingness to talk with any union source, it was unwilling to talk with OSU's management or other management sources within the Oregon State System of Higher Education (OSSHE). Without this critical information, we cannot know how an OSU faculty union would be received. Ultimately I was forced to rely on ideas I could glean from a couple of standard labor-management textbooks and a quick literature search of relevant journals in Kerr Library.

Another factor skewed the available data: roughly 200,000 faculty members pay dues into unions in higher education. These unions collect data to justify their existence, so Task Force members could call on paid union staff to provide documents and prepare arguments for unionization. In contrast, no one pays dues to collect data that could reveal another side to faculty unions.

The biased data collection led inevitably to a biased report. For example, the report cites instances where unions and management coexist happily and lobby the local legislature together. What we don't know is whether this is a common occurrence.

The philosophical bias led to straw man arguments that portrayed people who oppose unions as irrational. For example, the Majority Report suggests anti-union faculty "blend a pride of academic tradition and a distrusting

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1 Graf, Lee A.; Hemmasi, Masoud; Newgren, Kenneth E.; and Nielsen, Warren R. Profiles of Those Who Support Collective Bargaining In Institutions of Higher Learning and Why: An Empirical Examination, Journal of Collective Negotiations in the Public Sector, Vol. 23, 1994.

2 Karim, Ahmad R. and Ali, Syed M. Demographic Differences and Faculty Attitude Toward Collective Bargaining, *Journal of Collective Negotiations in the Public Sector,* Vol. 22, 1992.

imagery of labor unions" and prefer "toleration of and adaptation to an undesirable situation" to unionization. This suggests anti-union faculty base their opinions on pride, prejudice, or ignorance.

2. Salary and Benefits.

The Task Force's Majority Report talks about "whether or not unionization actually produces meaningful increases in pay," but it does not discuss the possibility that unionization may decrease compensation.

The raw data in union literature (such as the impressive salary differential figures from *The NEA 1995 Almanac of Higher Education* in the Majority Report) don't control for such variables as faculty size, fraction of faculty with Ph.D.s, or large city versus rural setting. Statistical results in peer-reviewed journals indicate a union will not necessarily raise faculty salaries.[3]

Few studies take into account the full costs of union membership and dues.

> Bennett and Johnson, in commenting on these [compensation] studies, point out that the costs of bargaining, arbitration, and grievance procedures are not reflected in such studies, and because these costs frequently are substantial, unionism may result in overall financial losses to institutions.[4]

Daniel Rees recently completed a carefully controlled statistical analysis of data from 2,886 institutions for academic years from 1970-1971 through 1987-1988. After controlling for the fact that "faculty compensation was positively related to the probability that a school would become unionized in the future," four-year schools with unions had salaries 1.3 percent *lower* than non-union schools. He explained this result as follows:

> It is difficult, however, to understand why unionization might cause a drop in compensation levels. One explanation is that faculty members decide to unionize when an unobserved event occurs that promises to decrease future compensation. Compensation and unionization could then have a negative relationship, although the relationship would not be causal.[5]

The Majority Report is correct when it suggests national findings regarding salary are moot: A faculty union at OSU would negotiate with OSSHE representatives, but the Oregon legislature actually calls the shots. This makes it important to know how legislators would react to the formation of a faculty union. However, the Faculty Senate Task Force on Collective Bargaining refused to survey legislators to determine what their reaction might be. As a result, we are forced to rely on surrogate measures, such as excerpts from the following **Gazette-Times** editorial:

> Recent elections have turned the Oregon Legislature more conservative, with more interest in shrinking government than in increasing spending. Those conservative lawmakers are likely to regard a professor's union as a group of "me-first" adversaries out of step with the state's fiscal realities.
>
> Professors should beware harming their image with citizens and legislators precisely when they need to build stronger support. . . . In the current conservative political climate, forming a union to pursue pay issues would be a public relations blunder. Faculty members can best help themselves by improving student retention, explaining their roles, and drawing attention to their genuine service.[6]

3. Arbitration and Strikes.

Collective bargaining has two main methods of resolving intractable disagreements between faculty and management: arbitration and strikes. Both methods have problems.

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[3] Julius, Daniel J. and Chandler, Margaret K. Academic Bargaining Agents in Higher Education: Do Their Achievements Differ?, *Journal of Collective Negotiations in the Public Sector*, Vol. 18, 1989.

[4] Cameron, Kim. The Relationship Between Faculty Unionism and Organizational Effectiveness, *Academy of Management Journal*, Vol. 25, 1982.

[5] Rees, Daniel I. The Effect of Unionization on Faculty Salaries and Compensation: Estimates from the 1980s, *Journal of Labor Research*, Vol. 14, Fall 1993.

[6] **Corvallis Gazette-Times** editorial, 2/5/95.

Arbitration. Arbitration is only available if both sides agree to arbitration. Because the Faculty Senate Task Force on Collective Bargaining committee would not talk with OSSHE representatives, we have no direct evidence about whether OSSHE would agree to arbitration—especially about the all-important salary issue—but several factors make arbitration seem unlikely. For example, an arbitrator's award could cause inequities among OSSHE institutions or could require OSSHE to spend more money than authorized by the Oregon legislature.

Assuming OSSHE agrees to arbitration, as time passed, negotiated settlements would become less likely and arbitrated settlements would become more common. This passage explains the widely discussed "narcotic effect" that arbitration has on collective bargaining negotiations:

> Arbitration will be invoked because one or both sides believe an arbitration award may be more favorable than a negotiated agreement *and* because one or both believe the costs of using arbitration are comparatively low (none of the trauma and costs of a work stoppage and none of the uncertainty of using other forms of political influence). As a result of this cost-benefit analysis, the availability of arbitration may have a "chilling effect" upon the parties' efforts to negotiate an agreement, and over time there may be a "narcotic effect" as the parties become arbitration addicts who habitually rely upon arbitrators to write their labor contracts.[7]

A recently released Labor and Employment Relations textbook concludes:

> Despite an immense amount of literature over the past two decades dealing with the effects of arbitration on bargaining, no convincing evidence refutes the commonsense proposition that arbitration undermines the parties' willingness to negotiate.[8]

Strikes. Two important ideas about strikes do not appear in the Majority Report. First, strikes are an unlikely immediate consequence of unionization: It takes time for union/management relationships to deteriorate to the level of polarization and adversarial relationships necessary for a strike.[9]

Second, while strikes are not common in higher education, strike threats are.

> Although the vast majority of contracts are negotiated without resort to a strike, unions must be able to make a credible strike threat in order to achieve employer concessions.[10]

To mount a credible strike threat, faculty must publicly state that they are willing to harm "the public, the taxpayer, the citizenry"—as is described in this passage from a Labor-Management Relations textbook:

> In public-sector employment, there does not exist a product marketplace to determine whether wages and other labor costs are raised too high, or set too low, through competition. In consequence, the use of a strike by public employees to raise compensation or increase other benefits cannot be constrained except by a legislative procedure. Further, in the private sector a strike is directed against the employer—to cause it to lose money—and harm to customers or to the public is incidental. In the public sector the objective of the strike is to do harm to the public, the taxpayer, the citizenry.[11]

Summary

I hope this Minority Report—when read in conjunction with the Task Force's Majority Report—provides a balanced assessment of collective bargaining issues at OSU.

---

[7] Feuille, Peter. Selected Benefits and Costs of Compulsory Arbitration, *Industrial and Labor Relations Review,* Vol. 33, 1979.

[8] Hogler, Raymond L. **Labor and Employment Relations,** page 304, West Publishing, 1995.

[9] From comments made by Patrick Shaw, American Association of University Professors, to the Faculty Senate Task Force on Collective Bargaining, February 1, 1995.

[10] Hogler, Raymond L. **Labor and Employment Relations,** page 168, West Publishing, 1995.

[11] Mills, Daniel Quinn. **Labor-Management Relations,** McGraw-Hill, Third Edition, page 476, 1986.

Report on the Interinstitutional Faculty Senate Meeting
Held April 7 & 8, 1995, in Salem, OR

OSU IFS representative present: Anthony Wilcox

On Friday, Vice-Chancellor Shirley Clark and Assistant Vice-Chancellor Thomas Coley discussed the Faculty Diversity Initiatives, a proposal, approved at the February Meeting of the Oregon State Board of Higher Education (OSBHE), which describes five programs designed to increase the number of racial minorities on the faculty in the graduate programs of the Oregon State System of Higher Education (OSSHE) institutions. They stated that the objectives of the Initiatives are to provide incentives and supplemental financial support for recruiting racial minorities and to contribute to campus climate changes to enhance the diversification of the faculty and student populations. The Chancellor's Office has a goal of having a recurring fund of $1 million to support these efforts. Continuing support will be developed on each campus. There was discussion of the Initiative plans, and then further discussion was postponed until Saturday, when an IFS response to the plans would be developed.

Grattan Kerans, OSSHE Director of Government Relations, and Senator Thomas Hartung (R-Portland) discussed current legislative activity in Salem. Mark Nelson, Association of Oregon Faculties Executive Director, reported that public testimony to House/Senate sub-committees went very well. He indicated that the Oregon Student Lobby and Grattan Kerans have been very effective in generating support for higher education issues this session.

Much of the business meeting on Saturday was given to discussion of the Faculty Diversity Initiatives. OSBHE and the Chancellor's Office had requested that IFS provide a faculty response to the Initiatives. Each state system faculty senate had been asked to review and comment on the plans; some came from the faculty senate, some from the faculty senate executive committee. WOSC, OSU, and PSU had forwarded responses, while the other campuses had not yet discussed them.

A draft of the IFS recommendations regarding the Faculty Diversity Initiatives appears below. The response was to be delivered at the April 21 OSBHE meeting.

- The IFS strongly supports the goal of increasing faculty diversity and the suggested strategies of targeting both (a) incentives for hiring minority faculty and (b) support for increasing the number of minorities through the graduate studies pipeline.
- Because of the considerable differences in mission and programs across the eight OSSHE institutions, IFS believes that the institutions themselves should define the efforts that would be most effective toward achieving increased faculty diversity on their campuses. It is possible that these efforts might go beyond the five sample initiatives suggested in the OSSHE plan.
- Therefore, IFS would endorse a diversity program that provided to each campus a general level of financial support for increasing faculty (and, where applicable, graduate student) diversity, where the specific initiatives and diversity plans are defined by each campus. The diversity allocation each campus receives should be used to support the total plan, rather than having a specified budget for each element of the plan. IFS believes that local institutional flexibility and autonomy in defining a diversity plan and allocating resources is of paramount importance to the success of any diversity effort. A method for monitoring progress and 'success' could be developed system-wide, with evaluation parameters and metrics adjusted appropriately for each campus.
- IFS notes that the proposed OSSHE initiatives concentrate on recruitment and hiring, with less emphasis on the financial resources required for retention. We understand that in an era of limited dollars, some risks must be taken, but we are cautious about any proposals that do not have <u>some</u> degree of ensured longevity. It would be unprofessional, even unethical, to bring faculty or graduate students to an OSSHE institution with promises of commitments that cannot be kept.
- IFS opposes incentives and programs for new faculty that result in systematic salary compaction or inequities for existing faculty. In these times of continued diminished resources, the negative impact of such inequities would be enormous.

PROPOSED RESOLUTION

Whereas, the OSU Campus Recycling program has been honored for its ground breaking work by the Association of Oregon Recyclers; and

Whereas, the Campus Recycling program has reduced the amount of reusable or recyclable material being sent to the landfill by 43%: and

Whereas, some recyclable material continues to be sent to the landfill, and

Whereas, the Campus Recycling efforts have saved the University money and the community resources, giving back more than they receive.

Therefore, be it resolved that the OSU Faculty Senate commends the OSU Campus Recycling program for its leadership and, recognizing that the participation of every person on campus is essential to the success of the program, urges all faculty members and departments to participate fully by:
using their desk boxes for recycling;
urging students to recycle paper in classrooms;
sponsoring can and bottle recycling in "red bins" in department break rooms;
recycling laboratory glass;
using two sided copies;
using recyclable and recycled paper;
reducing the use of disposable supplies; and
buying supplies made of recycled materials.

Proposed by Judy Crockett, Extension Service
May 4, 1995

Printed on recycled paper

DEPARTMENT OF
EXERCISE AND
SPORT SCIENCE

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503-737-3222 Physical Activity Courses
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May 3, 1995

Sally Francis, President
OSU Faculty Senate

President Francis,

I am submitting the following resolutions for consideration by the OSU Faculty Senate at the May 4 Senate meeting. Decisions are about to be made in the Oregon Legislature which will have significant ramifications for Oregon State University and its ability to fulfill its missions of teaching, research and extended education, and which will have serious effects on the morale of faculty and staff. As the representative body of the faculty of OSU, it is appropriate, perhaps necessary, that the Senate enter the discussion on the legislative matters which affect the University. We are promoting the interests of the citizens of Oregon by defending the quality of their institutions of higher education.

Sincerely,

Anthony Wilcox
Senator, Interinstitutional Faculty Senate

• • • • •

Faculty Senate Resolutions

The Faculty Senate of Oregon State University supports Governor Kitzhaber's decision to veto the School (K-12) Funding Bill. It is hoped that this action by the Governor will force the Oregon Legislative leadership to reconsider the funding priorities they established in their budget plan, which failed to properly support higher education and many other essential functions of the State.

The Faculty Senate recommends that the Oregon Legislature approve the higher education funding proposals put forward by the Chancellor of the Oregon State System of Higher Education. The Faculty Senate strongly supports the three priorities of the Chancellor's legislative proposals:

- $50 million for increases in faculty salaries. It is of paramount importance that faculty receive salary increases to offset the inflation which has occurred while salaries have been frozen, and that significant progress be made in correcting salary inequities.
- Passage of the Higher Education Efficiency Act for the 21st Century, which, by reducing administrative inefficiencies, will permit each campus to direct a greater proportion of its budget to its essential missions of teaching, research, and service to the citizens of Oregon.
- Moderate the increases in student tuition, which has increased inordinately in the past 4 years.

The Faculty Senate also recommends that the "kicker" law be repealed and the funds used to meet the budgetary needs of higher education and other state services.

The Faculty Senate supports the Oregon Public Employees' Union in their negotiations with the State for salary increases. They, like the faculty, have seen their earnings eroded by inflation and the impending implementation of Measure 8, and deserve an increase that will make their income equitable with those in the private sector.

Oregon State University

Strike Related Information

Q & A

Who may lawfully strike?

Members of a bargaining unit where the union has submitted a lawful strike notice may strike at any time after a 10-day "notice of intent to strike" has expired, which at OSU will be on May 6. The right to strike includes virtually all classified employees, whether they are OPEU union members or represented by OPEU and make "fair share" contributions; and it also includes trial service employees.

Who may not lawfully strike?

At OSU, academic and management service employees, and temporary employees are prohibited by law from participating in a strike. Students are not parties to a labor dispute and should attend classes as usual or perform their jobs if employed on campus.

Legal strike activity includes:

Bargaining unit members have a lawful right to strike, or to refuse to strike.

Bargaining unit members may report to work while a strike is in progress. An employee who has gone out on strike may return to work during the strike. Employees who go out on strike, return to work, and go out on strike again cannot return to work a second time.

Bargaining unit members may lawfully picket with signs and distribute handbills in public areas. Refer to Oregon State University Political Activities Guidelines memorandum dated April 14, 1992, which includes the University's regulation on "Time, Manner, and Place Rules for Speech Activities". In general, this includes freedom of speech in any place or building other than classroom buildings, research and laboratory buildings, Kerr Library, the Student Health Center, or any area or building designated for authorized access only. The regulations include rules against disrupting access and interfering with normal use of classrooms or offices.

Picketers may talk to other employees reporting for work.

Picketers may lawfully include bargaining unit members from other state agencies or the union's state or national headquarters.

Illegal strike activity includes:

Picketing or any other strike activity may not interfere with the normal flow of persons or vehicular traffic into and from buildings. This includes other employees reporting to work, visits by the public, students attending classes, and deliveries to the university.

Strike activity may not be violent, threatening, or disturb the peace.

Strike-associated activity which disrupts service delivery through sabotage, creates or supports false communications, sponsors demonstrations in the actual work area, etc., is not lawful.

No employee may conduct union-related activity (passing out pamphlets, discussions, etc.) while on the job during work hours; such activity must be confined to breaks, lunch hours or off-work hours, and may not interrupt other employees during their work; nor may any employee use state facilities (phone, fax, campus mail, E-mail, computers, other facilities) to promote any political, including union, issue. It is permissible for employees to personally wear a button or pin during work hours that conveys their point of view on an issue.

Any work stoppage or slowdown that occurs before the beginning of a legal strike on May 6 is an illegal strike, and should be reported to the OSU Department of Human Resources. Any perceived illegal strike activity should also be reported to Human Resources.

Sanctions for participation:

Employees who participate in a peaceful, lawful strike or picketing may not be subjected to discipline or discrimination because of such participation.

Employees who participate in unlawful strike or unlawful picketing activity may be subject to appropriate discipline as determined by the Department of Human Resources or Academic Affairs.

Replacement Employees:

The University may consider redeployment of management service employees to do the work of striking employees if necessary. It is not anticipated that academic employees will be redeployed.

The University will continue employment of temporary employees hired before the strike so long as the 1,040-hour limitation is not exceeded.

Temporary employees may be considered for special or unique requirements upon approval of the Department of Human Resources.

External Communications:

Most inquiries made by the news media to administrators, supervisors and other non-represented employees, regarding the strike, should be referred to the Department of News and Communication Services. Building managers or other OSU administrators may respond to very basic inquiries that relate to specific facts: e.g., Is the building open? Will a scheduled event be held? Are classes being conducted as usual? It is not appropriate for administrators or supervisors to comment on the status of negotiations; or to provide opinions on union activity, management's position regarding the strike, or negotiations.

Internal Communications:

Direct communication with classified employees regarding collective bargaining is prohibited while negotiations are under way. This

(continued on page two)

(continued from page one)

prohibition ends at the expiration of the 30-day cooling-off period, which means that the first day communications with classified employees could take place is May 6. Supervisors and managers may then respond to questions from classified employees. It is recommended that such discussions, however, should be based on facts about employee rights and obligations, such as those included in this memorandum: not opinions on issues under negotiation.

The University will communicate with management service, faculty, student, and temporary employees directly regarding the strike. Other administrators and supervisors may also communicate with these groups at their discretion, using facts such as those contained in this memorandum.

A telephone hotline will be available to all employees if a strike actually occurs. It will provide up-to-date information on University business operations and provide contacts should employees have questions. The hotline number is **737-0998.**

Other questions on more specific topics may be referred to the following areas: for classified (after May 5) and management service employees, call the Department of Human Resources, 737-3103; for academic employees call Academic Affairs, 737-0732; for students, call Student Affairs, 737-3661.

Benefits During a Strike

Status of Striking Employees:

Bargaining unit employees who lawfully exercise their right to strike shall be considered on **strike leave without pay.** Striking employees do not get paid while on strike.

Vacation Leave:

Vacation leave will not accrue while an employee is on strike.

Now that the union has given a notice of intent to strike, no vacation should be approved for any classified or management service employees. Hardship exemptions will be considered by the Department of Human Resources. Employees already on vacation prior to the strike may continue as originally scheduled.

Other leave approved for use after May 6 may be canceled by the university. Employees should consult their supervisor for more detail.

Sick Leave:

Sick leave will not accrue while an employee is on strike. Striking employees will not be granted sick leave with pay for illnesses arising during the course of a strike. If an employee calls in sick before a strike occurs, a physician's certification to verify illness **will be required** before use of sick leave will be allowed.

Non-striking bargaining unit members who become ill during a strike may be allowed use of sick leave. Management may request a physician's certification to verify illness.

Other Leaves:

No compensatory time paid leave will be granted to striking employees during a strike, nor may they use personal leave days.

Striking employees will not receive pay for holidays which fall during the course of a strike.

The normal rules concerning paid and unpaid leave of absence for military duty will be unaffected by a strike.

Trial Service Period:

The trial service period of employees who participate in a strike for more than 15 calendar days in a month will be extended by the number of days they are on leave without pay. No extension of trial service will be made if participation in the strike is 15 days or less.

Seniority Calculations:

Striking employees will earn credit toward their seniority for the purposes of completion of trial service, annual salary reviews, promotions, etc., if participation in the strike is 15 days or less during a calendar month. Such credit will be earned on a pro-rata basis when participation in a strike occurs for 16 days or more in a calendar month.

Unemployment Compensation:

Striking employees are not eligible for unemployment compensation.

Worker's Compensation:

Striking employees are not eligible for worker's compensation benefits for injuries that occur while participating in strike activity. A non-striking employee who suffers an on-the-job injury or injury going through a picket line may be eligible for worker's compensation.

Insurance:

Premiums for medical and dental insurance are paid one month in advance. If an employee has worked 80 hours or more in a month, the employee is entitled to insurance coverage for the following month. For example, if employees worked 80 hours in April, they would have insurance coverage for the month of May even if they were on strike during May. After insurance coverage is exhausted, strikers may self-pay insurance premiums through COBRA coverage.

Distribution of Paychecks:

Paychecks will be distributed to all employees who are working on payday. Paychecks for employees on strike will be made available to striking employees at the normal place of distribution, or another place designated by the University. Paychecks should not be delivered to anyone but the employees unless otherwise authorized according to University procedure.

Pay Advances:

No striking employee may receive a pay advance.

REPORTS TO THE FACULTY SENATE

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331-6203

503-737-4344

FACULTY SENATE OFFICE
Social Science 107

Thursday, June 1, 1995; 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. SPECIAL REPORTS

1. OSU President John Byrne

   President Byrne will present an end-of-year report and legislative update.

B. 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 1, 1995 which outlines the policies and procedures for the review and approval of degree candidates.

2. Recommendations for Standing Rules Changes (p. 2–4)

   Al Mukatis, Committee on Committees Chair, will present proposed Standing Rules changes to the following committees/councils: Faculty Mediation Committee, Curriculum Council, Faculty Recognition and Awards Committee, Advancement of Teaching Committee, and the newly formed University Honors College Council.

3. Category I Proposals

Walt Loveland, Curriculum Council Chair, will present two Category I Proposals:

a) Rename Movement Studies for the Disabled to Movement Studies in Disability (pp. 5–6)

b) Establish New Academic Departments in the College of Home Economics & Education (pp. 7–24)
- Extension Home Economics
- 4-H Youth Development Education

4. Proposal to Revise AR 9b. — Admission to Class (p. 25)

Sharon Martin, Academic Regulations Committee Chair, will present a proposal to eliminate AR 9b. — Admission to Class and add a new Academic Regulation, AR 29 — Auditing Classes.

C. DISCUSSION ITEM

1. Collective Bargaining

Gary Tiedeman, Collective Bargaining Task Force Chair, will present for discussion the report prepared by the Task Force. Please bring your copy of the May agenda which contains this report. Discussion will be limited to 50 minutes.

D. 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, Lee Cole, Chair (p. 26)
Academic Regulations Committee, Sharon Martin, Chair (p. 27)
Administrative Appointments Committee, Dianne Erickson, Chair (p. 28)
Advancement of Teaching Committee, Stan Brings, Chair (p. 29)
Baccalaureate Core Committee, Rob Sahr, Chair (pp. 30–32)
Committee on Academic Standing, Margaret Fox, Chair (pp. 33–34)
Committee on Committees, W. Alfred Mukatis, Chair (p. 35)
Curriculum Council, Walt Loveland, Chair (pp. 36–37)
Faculty Recognition & Awards Committee, Gordon Reistad, Chair (pp. 38–39)
Graduate Admissions, Richard W. Thies, Chair, (p. 40)
Graduate Council, Murray Levine, Chair (pp. 41–42)
Honors Council, Ken Krane, Chair (pp. 43–45)
Instructional Media Committee, Maggie Niess, Chair (p. 46)
Research Council, Douglas Barofsky, Chair (pp. 47–48)
Retirement Committee, Bob Becker, Chair (p. 49)
Student Recognition & Awards Committee, Alan Hernried, Chair (pp. 50–51)
Undergraduate Admissions Committe, Mary Alice Stander, Chair (p. 52)

E. INFORMATION ITEMS

1. 1995 Tax Deferred Investment Seminar

The Faculty Economic Welfare Committee is sponsoring the 1995 Tax Deferred Investment Seminar on Thursday, June 8, from 3:30–5:00 pm in Cordley Hall, Room 1109; all faculty and staff are welcome to attend. There is no fee for the seminar and registration is not necessary.

F. REPORTS FROM THE FACULTY SENATE PRESIDENT

President Sally Francis

G. NEW BUSINESS

Fall Calendar

September 18 - University Day; displays, am — program, pm

October 5 - Faculty Senate

November 2 - Faculty Senate

December 7 - 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.

Please recycle this agenda

OFFICE OF THE REGISTRAR

OREGON STATE UNIVERSITY
Administrative Services B102 · Corvallis, Oregon 97331 ·2130
Telephone 503 ·737 ·4331

May 1, 1995

TO: Dr. Sally Francis, President
Faculty Senate

FROM: Barbara S. Balz
Director of Enrollment Services and Registrar

SUBJECT: Faculty Senate Consideration of Degree Candidates

I would like to attend the Faculty Senate meeting on Thursday, June 1, 1995 to present the recommended lists of 1994-1995 degree candidates for Senate approval 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 Executive Vice President Roy G. Arnold
Dean Thomas J. Maresh
Ralph H. Reiley, Jr.
Russell G. Dix

FACSEN.GRA

2.

MEMORANDUM

May 15, 1995

TO: Sally Francis

CC

FM: W. Alfred Mukatis, Chair, Committee on Committees W. Alfred Mukatis

RE: Motion to Eliminate the Special Services Committee and Changes in Standing Rules

ITEM #1

MOTION: It is hereby moved that the Special Services Committee be eliminated. This motion is made at the recommendation of the Faculty Senate Executive Committee.

ITEM #2

FACULTY MEDIATION COMMITTEE

~~The Faculty Mediation Committee shall meet with University faculty members, at their request, to review and attempt to resolve grievances on an informal basis. The role, activities, and responsibilities of the Committee are defined in the "O.S.U. Faculty Grievance Procedure" referenced in the Oregon Administrative Rules. The Committee consists of three academic employees, with Faculty rank or professional title, chosen by the Executive Committee of the Faculty Senate. Emeritus faculty shall be eligible to serve on the Faculty Mediation Committee. The Chair of the Committee shall be selected by the Executive Committee of the Faculty Senate.~~

A faculty member desiring to resolve a grievance or dispute on an informal basis, or the Chair of the Grievance Committee with the faculty member's concurrence, shall, through the Chair of the Faculty Mediation Committee (FMC) select one FMC member as Faculty Mediator in any given situation to meet with the member to review and attempt to resolve disputes and grievances on an informal basis. The Faculty Mediator may take whatever action she or he considers appropriate in attempting to resolve the dispute or grievance including interviewing or consulting other persons.

With concurrence of all parties involved in the dispute or grievance, the Faculty Mediator may provide mediation services among disputants. The Faculty Mediator and all parties to the grievance or dispute shall keep all information learned in the mediation process confidential to the maximum extent possible under the law.

The Committee shall consist of three academic employees with faculty rank or professional title. Emeritus faculty shall be eligible to serve on the Committee. The Executive Committee of the Faculty Senate shall appoint committee members and designate one as Chair.

The Faculty Mediator's role, activities, and responsibilities are defined in the "O.S.U. Faculty Grievance Procedure," referenced in the Oregon Administrative Rules.

ITEM #3

CURRICULUM COUNCIL

The Curriculum Council reviews the University curricula in an effort to implement the long-range educational mission of the University. After careful study, it recommends the introduction of new programs or changes in existing ones. It makes recommendations regarding major curricular changes proposed by the Colleges of the University. It attempts by coordination to bring about a suitable and rational balance of programs. It delegates to the Committee's Executive Secretary responsibility for administering minor curricular changes and formulates policy for guidance. The ~~Committee~~ Council consists of seven Faculty and two Student members. In addition, a member of the Budgets & Fiscal Planning Committee, appointed by its Chair, shall serve as a Liaison member, non-voting, on the Curriculum Council, and the Director of Undergraduate Academic Programs shall be a non-voting, ex-officio member. ~~A permanent ex-officio library faculty member, appointed annually by the University Librarian,~~ An ex-officio Information Services faculty member, appointed annually by the Information Services Associate Provost, shall serve as a Liaison member on the Curriculum Council.

ITEM #4

FACULTY RECOGNITION AND AWARDS COMMITTEE

The Faculty Recognition and Awards Committee formulates policies concerning the recognition of outstanding persons, including deserving Faculty members, solicits and suggests candidates for recognition, and makes its recommendations to the Executive Committee of the Faculty Senate and to the Executive Office. The Committee assists the President in making presentations of awards. The Committee shall consist of ~~five~~ six faculty members and one student representative. A member of the Advancement of Teaching Committee shall participate in the selection of the Elizabeth P. Ritchie Distinguished Professor Award~~s and~~, the ~~Burlington Resources Foundation Faculty Achievement Awards~~, OSU Extended Education Faculty Achievement Award, the Richard M. Bressler Senior Faculty Teaching Award, and the OSU Faculty Teaching Excellence Awards. A member of the Academic Advising ~~Committee~~ Council shall participate in the selection of the Dar Reese Excellence in Advising Award.

ITEM #5

ADVANCEMENT OF TEACHING COMMITTEE

The Committee on the Advancement of Teaching formulates and evaluates statements of policy that influence the teaching process, including (1) teaching effectiveness and efficiency, (2) support, (3) dissemination of information, (4) encouragement of innovation and experimentation, and (5) appropriate recognition of good teaching. The Committee seeks information and opinions from students, faculty, and administrators in formulating statements of policy, and presents to the Faculty Senate recommendations and perspectives useful to that body in determining appropriate actions and positions to be taken in support of the advancement of teaching. In addition, the Committee shall serve in an advisory capacity to the Faculty Recognition and Awards Committee, or to other committees or individuals as designated, in the granting of awards in the field of teaching. A member of the Committee shall participate in the selection of the Elizabeth P. Ritchie Distinguished Professor Award, ~~and~~ the ~~Burlington Resources Foundation Achievement Awards~~ OSU Faculty Teaching Excellence Awards, the OSU Extended Education Faculty Achievement Award, and the Richard M. Bressler Senior Faculty Teaching Award. The Committee consists of five Faculty and three Student members, one of whom must be a graduate student and one of whom must be an undergraduate student, and the Provost and Executive Vice President ex-officio, or designee, ex-officio.

ITEM #6

~~**UNIVERSITY HONORS PROGRAM COMMITTEE**~~

~~The University Honors Program Committee is composed of four Faculty members and three Students, the latter nominated by the Director of the University Honors Program, in consultation with the previous year's student members of the Committee. The Committee formulates and evaluates policies governing the Honors Program. Administration of the program rests with the Director of the Honors Program, who shall be an Ex-Officio, non-voting member of the Committee.~~

UNIVERSITY HONORS COLLEGE COUNCIL

The University Honors College Council, referred to as the Honors Council, has jurisdiction over the policies and procedures of the Honors College and advises the Director of the Honors College. The Honors Council is responsible for admission and other academic requirements including degree requirements; criteria for selection of the members of the Honors Faculty; maintenance and regular assessment of program quality; and the curricular structure and content of the Honors College. The Honors Council consists of at least six faculty members and at least two students, the students appointed from among the Honors College students.

Administration of the University Honors College rests with the Director, who shall be an ex-officio, non-voting member of the Honors Council.

DEPARTMENT OF
CHEMISTRY

May 10, 1995

Professor Sally Francis
Faculty Senate Office
Oregon State University

Dear Professor Francis,

I am reporting to you that the Curriculum Council approved the Category 1 proposal to change the name of the degree currently named Movement Studies for the Disabled, Department of Exercise and Sport Science in the College of Health and Human Performance. The new name for this degree is Movement Studies in Disability. The Council wishes to note that while it supports the rationale and need for the change in the name of the degree, it finds the new name to be clumsy and not to be very informative as to the content of the program. However the Council felt that each program ought to be able to pick its own name and thus, it approved the proposal. This action was taken at the Council's regular meeting on 5 May, 1995. 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,

Walter Loveland

Walter Loveland
Professor of Chemistry
Chair, Curriculum Council

WDL/clp

OREGON
STATE
UNIVERSITY

Gilbert Hall 153
Corvallis, Oregon
97331-4003

Telephone
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503-737-2062

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

Oregon State University
Name of Institution

1. Current Name of Major or Administrative Unit
   Movement Studies for the Disabled, Department of Exercise and Sport Science, College of Health and Human Performance

2. Proposed Name of Major or Administrative Unit
   Movement Studies in Disability, Department of Exercise and Sport Science, College of Health and Human Performance

3. Reason for Name Change: Why is the name of this major or administrative unit being changed?
   The purpose of the name change is to remove "the disabled," a negative term that tends to group persons with disabilities. Current legislative mandates choose to have persons first language (e.g. Americans with Disabilities Act; Individual with Disabilities Education Act). This name change will attempt to address current language regarding persons with disabilities.

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?
      As soon as approved

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.
      No

   b. Note savings here.

DEPARTMENT OF
CHEMISTRY

May 20, 1995

OREGON
STATE
UNIVERSITY

Gilbert Hall 153
Corvallis, Oregon
97331-4003

Professor Sally Francis
Faculty Senate Office
Oregon State University

Dear Professor Francis,

I am pleased to report to you that the Curriculum Council approved the Category 1 proposal to establish two new departments in the College of Home Economics and Education. The departments are to be called Extension Home Economics and 4-H Youth Development Education. These departments are to be the academic homes for the approximately 80 extension faculty who have requested appointments in these departments. This proposal was also examined by the Budgets and Fiscal Planning Committee and they recommend approval. This action was taken at the Council's regular meeting on 19 May, 1995. 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,

Walter Loveland

Walter Loveland
Professor of Chemistry
Chair, Curriculum Council

Telephone
503-737-2081

Fax
503-737-2062

WDL/clp

Category I Proposal

Establishing New Academic Departments

Oregon State University
College of Home Economics and Education

1. Proposed Departments Extension Home Economics
4-H Youth Development Education

The addition of two departments to the College of Home Economics and Education responds to the University's move to a comprehensive model of extended education, and the mandate that all faculty of the University, including field-based Extension faculty, have academic homes. It is anticipated that as many as 75 new faculty will join the College on July 1st.

2. Location within Organizational Structure

The two proposed departments will join the existing departments and schools within the College of Home Economics and Education. Appendix A of this document reflects the proposed administrative organization of the College.

During the Spring of 1994, the College Extended Education Task Force discussed the potential for creating new academic departments to accommodate the inclusion of field-based Extension faculty. No specific departmental recommendations were developed at that time. This proposal emanated from field-based OSU Extension faculty meetings during Annual Extension Conference in December 1994. Discussions with the Home Economics Extension and 4-H Youth Development faculties were continued via 5 conference calls involving most field-based faculty members. Following the conference calls, and further input from on and off campus Extension faculty, two departmental proposals were developed for review by College faculty and administrators.

The College Administrative Committee and the College Extended Education Committee (representing all extant extended education programs in the college) endorsed the proposed addition of two new departments within the College. The entire faculty debated the proposed addition of two new departments at the Winter term faculty meeting on February 6th. Sixty-eight faculty participated. Appendix B is the information packet that was provided to all resident and field based faculty invited to the February 6th faculty meeting. This appendix includes information about the proposed departments and a copy of the College Extended Education Committee's recommendation.

Following the faculty meeting discussion, the entire resident faculty and all Extension Home Economics and 4-H Youth Development faculty were asked to vote on the proposal by mail-in advisory ballot. Forty-three Home Economics and 4-H Youth Development field-based faculty and 44 resident faculty voted by written ballot on the proposed addition of two departments. About 90 percent of those voting supported the proposed addition of two departments. The full results of the advisory ballot are included as Appendix C.

3. Objectives, Functions and Activities

A. Extension Home Economics

The department objectives are to:

- provide educational opportunities to Oregon families to assist them in making decisions affecting their daily living and helping them reach their goals.
- strengthen families through informal, practical education that helps families solve problems or learn useful skills.

The primary function of the department is Extension education, i.e. instruction of Oregon's families. A secondary function is applied research conducted as part of the Extension program. In the future, there may also be appropriate opportunities to support academic training for individuals desiring employment in Extension Home Economics work.

Activities of the department include:

- development of educational programs focused on concerns of families.
- development of educational materials to support programs.
- delivery of programs throughout the state.
- training volunteer teachers to deliver programs to families.
- identification of research needs of Oregon families.
- evaluation of effectiveness of Extension Home Economics programs.

B. 4-H Youth Development Education

The department objectives are to:

- provide educational programs to assist youth in developing appropriate life and technical skills for adulthood.
- provide volunteer and staff training to assist families and communities in developing sound educational programs for youth.

The primary function of the department is instruction, carried out through extended education, delivered to Oregon youth and families through the state-wide Extension system. A secondary function is applied research conducted as part of the Extension program. In the future, there may also be opportunities to support academic training for individuals desiring employment in Extension youth development work.

Activities of the department include:

- development of educational programs for positive youth development.
- development of curricular materials to support educational programs.
- delivery of organized youth development programs throughout Oregon.
- collaboration with other youth serving agencies.
- training 4-H volunteers to expand programs for youth.
- evaluation of effectiveness of 4-H Youth Development Programs.

4. Resources Needed

A. Personnel

All personnel in the proposed departments will come from existing faculty of the university. All of the initial faculty in the proposed departments will come from OSU Extension faculty who have previously been appointed within the Extension Program and have not had formal academic departmental appointments.

Initial faculty appointments will not be finalized until July 1, 1995, but tentative indications show that approximately 35 to 40 faculty will seek appointments in each of the two new departments. No new faculty positions will be created at this time because of the creation of the proposed departments. No new administrative positions will be created as existing Extension Program Leaders will assume the roles of Department Heads.

Classified staff associated with the proposed departments will be limited to those currently employed by the OSU Extension Service to support the Home Economics and 4-H Youth Development Programs.

B. Facilities and Equipment

No new facilities or equipment will be needed to create the proposed departments. All current faculty and classified staff are adequately housed on campus or in county Extension offices in one of Oregon's 36 counties.

5. Funding Requirements

Funding for each of the two proposed departments will come from existing sources in the OSU Extension Service. Oregon State University Extension funds come from state general funds, federal government (USDA) formula and grant funds, and support funds from county governments. Neither the need or the level of funding should change because of this proposal.

6. Relationship to the Institutional Mission

"Oregon State University serves the people of Oregon, the nation, and the world through education, research, and service"..."As a Land Grant, Sea Grant, and Space Grant university, Oregon State has a special responsibility for education and research enabling the people of Oregon and the world to develop and utilize human, land, atmospheric, and oceanic resources. Unique programs of public service throughout Oregon supplement campus-based University teaching and research."

The mission of the College of Home Economics and Education is to promote the social, psychological, and physical well being of individuals, families, communities and organizations. While much of the mission of the College is accomplished on campus, these two new departments extend the educational work of the College to youth, families, and communities throughout the state.

The departments of Extension Home Economics and 4-H Youth Development Education will develop and deliver programs to families, communities, and organizations throughout Oregon. Program models developed by the departments will have application throughout the nation and the world. These departments will be vehicles to focus the resources of the broader university on the needs of Oregon youth and families.

Incorporation of the field-based Extension faculty into the College of Home Economics and Education implements the recent University decisions regarding extended education, the involvement of all units in substantial extended education activity, and the mandate that all faculty must have academic homes.

7. Long Range Goals and Plans

A. Extension Home Economics, current plans

The department develops and delivers educational programs in two base program areas: Family Development/Resource Management, and Diet, Nutrition, and Health. Current program plans call for development and delivery of programs to:

- build basic living skills of limited income families.
- strengthen families.

- improve health of families through improved nutrition and safe handling of food.
- improve abilities of families to manage their financial resources.

B. 4-H Youth Development Education, current plans

The department develops and delivers educational programs in eight curriculum content areas, including home economics, plants and animals, natural science, mechanical science, citizenship, leisure and cultural education, expressive arts, and health and safety. Because of the nature of the program, significant energy is also devoted to the actual training of volunteer staff who conduct local programs. Current program plans include the development and delivery of programs to:

- provide appropriate opportunities for youth to develop essential life skills.
- develop curriculum to support appropriate educational programs.
- enhance the abilities of volunteer staff working with youth.
- expand program delivery to new and more culturally diverse audiences.

C. Planning (applies to both departments)

Programs are identified and developed based on the needs of clientele and new knowledge within the Land Grant system, particularly in home economics and education. Program plans are developed on a four year cycle with annual updates as plans become more specific. Within the next year, planning will occur to form the basis for statewide programs over the next four years.

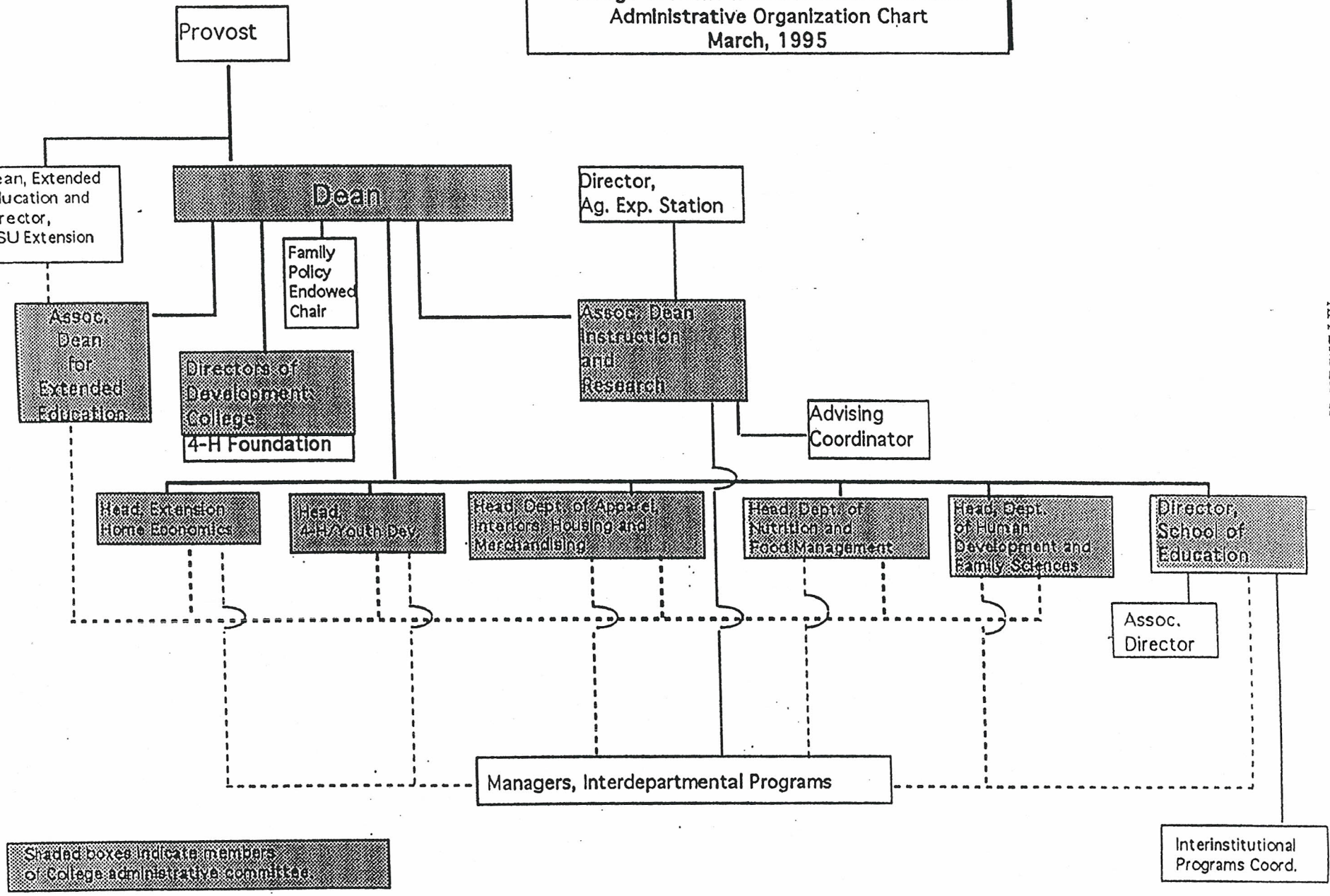
D. Long Range Goals and Funding

Educational programming in both home economics and youth development education need to be expanded. Additional faculty are needed in the metropolitan areas as well as in selected locations around the state. Base funding for the departments is from the Oregon State University Extension Service. Some specific programs are currently funded through grants and contracts. Expansion of current programs will most likely be accomplished through additional grants and contracts from public and private sources.

8. Relationship to other OSSHE Institutions

Because the two proposed departments will function primarily in support of OSU Extension programs, they are unique within the Oregon State System of Higher Education (OSSHE). There will be no duplication of effort between these departments and other departments either at OSU or other OSSHE institutions.

Oregon State University
College of Home Economics and Education
Administrative Organization Chart
March, 1995



APPENDIX B

PROPOSAL

ACADEMIC DEPARTMENT OF 4-H YOUTH DEVELOPMENT EDUCATION

Vision

The creation of an academic department of 4-H Youth Development Education that would provide a supportive environment for the continued growth of Extension 4-H professionals and increased service to the youth, families and communities of Oregon.

Summary Statement

The creation of a new academic department would provide an appropriate home for the program and scholarly efforts of Extension professionals working in 4-H Youth Development. The basis for a new department is the professional research and knowledge base that was identified in 1988 by the 4hprk taxonomy. The taxonomy outlines five competency areas that provide the basis for the 4-H Youth Development profession. These are youth development, volunteerism, educational design, program management and communications. It is not the individual subject matter in the five components that make the model unique, but the integration of the five into a body of knowledge and a way of practicing the skills of the youth development professional that allow the model to define a discreet and unique profession. Any of the five disciplines would define a profession by itself, but none would adequately define the specialized nature of the body of knowledge for Extension 4-H Youth Development Education.

As a department, the faculty in 4-H Youth Development Education would have an opportunity and responsibility to meet the self regulation criteria for a profession as they participate fully in the promotion and tenure process. The department would have its own P&T committee and would participate along with other departments in college and university committees.

The department would have a responsibility to further the development of the profession through their scholarly activities. It could be expected that the department would develop appropriate departmental papers as a way for faculty to share new discoveries and program innovations. Through grants and contracts the department might also conduct appropriate research and development programs to further the development of the body of knowledge. Professionals within the department would be expected to maintain a strong professional association such as the OSUEA4-H, and to participate in such national organizations as the NAE4-HA, Association of Volunteer Administrators, Adult Education Association, Association of Leadership Educators, or others as appropriate for their specialization. An appropriate curriculum has already been developed for what could become a graduate program in youth development education if funding for the instruction of such a program was available.

Given the current definition of the profession; the structures now in place for promotion and tenure decisions; and the opportunities that exist for professional growth, it is reasonable to expect that a 4-H Youth Development Education Department could meet all the tests for a profession and an academic department.

The College of Home Economics and Education is an appropriate home for 4-H Youth Development Education from a subject matter viewpoint. It is also an appropriate place for 4-H faculty to contribute to the university from the standpoint of program development and service.

Department of 4-H Youth Development Education Outcomes

The creation of a 4-H Youth Development Education Department would:

- ⇐ Enhance the 4-H faculty member's ability to provide Oregon's communities with relevant, high quality programming for youth.
- ⇐ Provide an opportunity for all 4-H professionals to be part of the same academic unit rather than being in separate diverse departments based on pre-service training.
- ⇐ Provide an appropriate academic home for on and off campus faculty to work together toward common goals.
- ⇐ Keep the identity and integrity of the 4-H program in tact, and allow for stronger marketing of partnerships and multidisciplinary programs.
- ⇐ Allow for greater integration of program needs and in-service training for 4-H faculty.
- ⇐ Provide greater opportunity for pre-service and graduate level training of 4-H Youth Development professionals to fit the actual job expectations.
- ⇐ Provide opportunities for Extension 4-H Youth Development faculty to participate in the design and development of relevant research to further the practice of youth development education.
- ⇐ Provide greater opportunity for centralized leadership and a common vision for 4-H youth development programs than a model that would likely divide up 4-H faculty among several departments in more than one college.
- ⇐ Provide continuity to the program planning, reporting and accountability process for all 4-H faculty.
- ⇐ Provide more opportunity to develop appropriate support and training that is relevant to the majority of faculty and program assistants doing 4-H youth development work.
- ⇐ Give consistency to the promotion and tenure process for 4-H youth development professionals. The 4-H Youth Development Education department head would be involved in the promotion and tenure dossiers of the majority of faculty participating in 4-H.
- ⇐ Allow the new unit to provide greater service to the university and the state as a central focus for positive youth development education.
- ⇐ Provide for more consistency in the hiring of 4-H faculty, based on the definition of the profession and the job expectations.

Figure 1. 4-H Professional Research and Knowledge Taxonomy

Communication	Educational Design	Youth Development	Youth Progam Management	Volunteerism
Interpersonal skills	Institutional framework CES philosophy and mission 4-H philosophy and mission	Psychological and emotional development of preadolescence, adolescence, and late adolescence	Administrative planning Organizational development Adapting to change Strategic planning Plans of work Decisionmaking	Staffing Models Roles Relationships
Group skills	Needs assessment	Physical development of preadolescence, adolescence, and late adolescence *Includes:* Fitness Coordination Health Physical changes	Organization Advisory committee Theory and design	Recruitment
Verbal skills	Program design Learning theory Adult Youth Teaching strategies Adult Youth Program implementation Delivery methods Teaching techniques Teacher behaviors Learning environment	Social-moral development of preadolescence, adolescence, and late adolescence *Includes:* Peer relationships Values acquisition Cultural awareness Leadership development	Human resource management Salaried Staffing Models Roles Relationships Recruitment and selection Training and development EEO/Affirmative action Supervision Motivation Performance appraisal Compensation Recognition Organizational behavior	Training and development
Presentation skills				Supervision Motivation Performance appraisal Compensation Recognition Retention
Written skills				Policy
Nonverbal skills	Program redirection Evaluation Impact assessment	Cognitive development of preadolescence, adolescence, and late adolescence *Includes:* Concrete operational Formal operational Critical reasonsing Problem finding Decision skills	Control and budgeting Management information systems Resource allocation Program reviews and audits Accountability	Legal considerations
Listening skills				Leadership development
Information technology *(see Teaching techniques)* Audio/Radio Video/Television Print publications Displays Overheads Photography Graphic arts Computers Telecommunications		Vocational/career development	Marketing Promotion of programs Promotion of CES and LGU Public relations	Development needs of adult volunteers Psychological/emotional Physical Social/moral Cognitive
		Current issues and problems *Includes:* Substance abuse Teen pregnancy Suicide	Resource development Public section Funding, grants, facilities Private sector Fundraising, gifts, grants, facilities	Developmental needs of volunteers *(see Youth development)*
		Family relationships	Recruitment and retention Member	

Academic Department of Extension Home Economics

Summary Statement:

The creation of a new academic Department of Extension Home Economics within the College of Home Economics and Education will provide an appropriate academic home for the program and scholarly efforts of Extension faculty in the profession of home economics. The department will provide a supportive environment for the continued professional growth of Extension home economists and educational programming in home economics for families and communities in Oregon.

Department Focus:

Extension Home Economics focuses on families, providing educational opportunities to help them make decisions that affect their daily living and help them to reach their goals. Extension home economists draw from the research base across the subject matter specialties of the home economic profession and elsewhere to develop interdisciplinary as well as discipline based educational programs that address family concerns. The educational goal of Extension Home Economics is to strengthen families through informal, practical education that helps them solve problems or learn useful skills. Students of the Department of Extension Home Economics are families and staff of family serving agencies. Extension takes the knowledge base of the University to people where they live.

Extension home economists teach and teach others to teach. Many programs are taught by volunteer teachers trained by Extension agents and specialists. Extension faculty study how people learn and use that information in the development of educational programs that best suit the learning preferences of the families they educate. Extension home economists evaluate the effectiveness of educational strategies with target audiences.

A goal of Extension is development of the communities in which families live. Extension home economists' work is often done collaboratively with other community agencies/organizations as they jointly seek to discover approaches to educating families which will strengthen both the family and the community.

Extension Home Economics' educational programs are in two base program areas: Family Development/Resource Management and Diet, Nutrition, and Health. Home economists throughout the state develop and deliver programs in these two areas. Annually faculty reassess the needs of families in their community to determine appropriate program focus. Year-end accomplishment reports assist faculty in communicating behavior changes in families who participated in Extension educational programs to other Extension professionals and stakeholders.

Potential Departmental Faculty:

A total of 51 individuals could potentially hold full or partial appointments in this department. Currently 36 Extension home economists work in off-campus positions. Six additional positions are vacant or filled on a temporary basis. Nine on-campus faculty hold positions in Extension Home Economics and are affiliated with the three current home economics departments. All of these individuals have at least one degree in home economics, several hold two or more degrees in home economics or education. Off-campus faculty, with one exception, hold at least masters' degrees and two hold Ph.D.'s. Academic degrees of off-campus faculty include: food and nutrition, textiles and clothing, home economics education, sociology, adult education, human development and family studies, family life, educational policy and management, and consumer education.

Lois Goering, Extension Home Economics Program Leader and Associate Dean for Extension, January 1995.

The Extended Education Coordinating Committee recommends that:

A) The college faculty approve proposals to create two new departments of Extension Home Economics and 4-H Youth Development Education;

B) Specialists have a choice of selecting one of the new Extension departments or a subject-matter department, or a joint appointment between the two; and

C) That this structure remain in place for a minimum of three years at which time an evaluation of effectiveness will be conducted, with the possibility of moving toward a more integrated structure.

Rationale for the recommendation:

- Immediate transition to two new departments will allow time for successful integration within the college to be developed in a less stressful environment.
- Six college departments will maintain balance in department size.
- Creation of two new departments will minimize the disruptive affects of bringing up to 88 new faculty into the College.
- New departments will create an opportunity for the maximum number of faculty to join the College of Home Economics and Education rather than some other college.
- New structure will improve opportunities for working with county Extension staff chairs to increase consistency between performance appraisal and promotion and tenure processes.
- Two additional departments will give the college increased visibility with a variety of audiences.
- Specific Extension departments will enhance the professional development of faculty in Extension.

- Six separate departments will allow each department to maintain a focus on their priority content areas.

- Two Extension departments will provide more consistency in development of job descriptions and hiring of county faculty.

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APPENDIX C

ADVISORY BALLOT FROM RESIDENT FACULTY AND COUNTY AGENTS REGARDING ACADEMIC HOMES FOR COUNTY EXTENSION PERSONNEL IN THE COLLEGE OF HOME ECONOMICS AND EDUCATION

The following proposals have been recommended by Extension staff, the College Extended Education Coordinating Committee, the College Administrative Committee or two or all three of those groups.

Please indicate your concurrence or opposition to each proposal by an x in the appropriate blank.

Further comments are welcomed.

Please return this advisory ballot by February 24 to

Dean Kinsey B. Green
Milam Hall 114
College of Home Economics and Education
Oregon State University
Corvallis, OR 97331

Support		Oppose		Recommendation
35	*39	7	* 1	1. Create a new Department of 4-H/Youth Development Education in the College
35	*41	9	* 2	2. Create a new Department of Extension Home Economics in the College
22	*31	11	* 7	3. Allow joint appointments for county personnel in 2 departments within the College, or in the College of Home Economics and Education and another college
23	*21	17	*18	4. Appoint Extension Specialists approximately .60 FTE in the appropriate subject matter department and .40 in the appropriate Extension department
39	*37	5	* 4	5. Commit to this new structure for 3 years, at which time a comprehensive evaluation will guide either continuation or a move to a more integrated organizational structure.

* County Agents

COLLEGE OF HOME ECONOMICS
AND EDUCATION

OREGON STATE UNIVERSITY
Milam Hall 114 - Corvallis, Oregon 97331-5109
Telephone 503-737-3551 Fax 503-737-6914

March 29, 1995

The proposed structure for the College of Home Economics and Education to accommodate Home Economics Extension and 4-H Youth Development in two new units was presented at a faculty meeting in February. Following that meeting, an advisory ballot was distributed to College faculty and the proposals to create the new 4-H Youth Development Department and the Extension Home Economics Department were both approved.

This proposed structure has now been formulated into a Category I proposal and reviewed and approved by the College Curriculum Committee for transmittal to the Curriculum Council and Faculty Senate for action. The Curriculum Committee requests that you reply to this message with your vote on the new structure to confirm the earlier advisory ballot. The entire document proposing the new structure is available from your Curriculum Committee representative. It contains essentially the same materials presented at the faculty meeting in February.

In order to meet the deadline for submission to Curriculum Council, I need your response by 4 pm Friday, March 31. A ccmail reply to me as Chair of Curriculum Committee is fine.

31 DO

2 DO NOT

Approve the creation of a new 4-H/Youth Development Department and Home Economics Extension Department.

22

OFFICE OF
EXTENSION SERVICE
ADMINISTRATION

May 11, 1995

MEMO TO: Curriculum Council, Faculty Senate

FROM: Lyla E. Houglum, Dean of Extended Education and Director of the Extension Service

SUBJECT: Category I Proposals for College of Home Economics and Education

OREGON
STATE
UNIVERSITY

Ballard Extension Hall 101
Corvallis, Oregon
97331-3606

The attached summaries of estimated costs and sources of funds for two new departments reflect our best estimates of resources that are currently available for the faculty that have requested appointments in the two proposed departments.

All of the faculty who have requested appointments in the new departments of Extension Home Economics and 4-H Youth Development Education are currently employed by the Oregon State University Extension Service. The summaries show the amount of funds coming from each of our funding sources. To the extent allowed through federal, state and county budget appropriation processes, we expect these budgets to continue.

There should be no additional or hidden costs associated with the creation of these departments. All of the current faculty have offices, support staff, supply and service allocations, etc. The costs for faculty, classified staff, OPE, and support will continue to be provided by the Oregon State University Extension Service as long as the Home Economics and 4-H Youth Development programs are included in our priorities. There are no new positions proposed by the creation of the two new departments.

Please feel free to contact either Greg Jenks, our business manager or me if you have any questions about the attached financial summaries. Jim Rutledge, Associate Dean for Extended Education in the College of Home Economics and Education is also familiar with the development of these summaries.

c: Kinsey Green
Jim Rutledge
Greg Jenks

Telephone
503-737-2711
Fax
503-737-4423

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.

Summary of Estimated Costs or Savings and Sources of Funds

Program/Unit Extension Home Economics, College of Home Economics and Education

Institution Oregon State University

	First Year	FTE	Second Year	FTE	Third Year	FTE	Fourth Year	FTE
RESOURCES REQUIRED								
Personnel								
Faculty	$ 1,875,000	33	$ Same		$ Same		$ Same	
Graduate Assistants	$ 0		$		$		$	
Support Personnel	$ 432,000	17	$		$		$	
Fellowships & Scholarships	$ 0		$		$		$	
Total	$ 2,307,000	50	$		$		$	
Percentage Total from State Funds	$ 1,500,000	32	$		$		$	
Other Resources								
Library	$ 0		$		$		$	
Supplies & Services	$ 907,000		$		$		$	
Movable Equipment	$ 45,000		$		$		$	
Total	$ 952,000		$		$		$	
Percentage Total from State Funds	$ 47,000		$		$		$	
Physical Facilities								
Construction of New Space or Major Renovation	$ 0		$		$		$	
Percentage Total from State Funds	$ 0		$		$		$	
GRAND TOTAL	$ 3,259,000		$		$		$	
Percentage Total from State Funds	$ 1,547,000		$		$		$	
SOURCE OF FUNDS								
State Funds—Going Level Budget	$ 1,547,000		$		$		$	
State Funds—Special Approp.	$ 0		$		$		$	
Federal Funds	$ 501,500		$		$		$	
Other Grants	$ 0		$		$		$	
Fees, Sales, Etc.	$ 0		$		$		$	
Other County	$ 1,210,500		$		$		$	

Summary of Estimated Costs or Savings and Sources of Funds

Program/Unit 4-H Youth Development Education, College of Home Economics and Education

Institution Oregon State University

	First Year	FTE	Second Year	FTE	Third Year	FTE	Fourth Year	FTE
RESOURCES REQUIRED								
Personnel								
Faculty	$ 2,214,000	38.5	$ Same		$ Same		$ Same	
Graduate Assistants	$ 0		$		$		$	
Support Personnel	$ 484,000	19	$		$		$	
Fellowships & Scholarships	$ 0		$		$		$	
Total	$ 2,698,000	57.5	$		$		$	
Percentage Total from State Funds	$ 2,160,000	46	$		$		$	
Other Resources								
Library	$ 0		$		$		$	
Supplies & Services	$ 980,000		$		$		$	
Movable Equipment	$ 50,000		$		$		$	
Total	$ 1,030,000		$		$		$	
Percentage Total from State Funds	$ 266,000		$		$		$	
Physical Facilities								
Construction of New Space or Major Renovation	$ 0		$		$		$	
Percentage Total from State Funds	$ 0		$		$		$	
GRAND TOTAL	$ 3,728,000		$		$		$	
Percentage Total from State Funds	$ 2,426,000		$		$		$	
SOURCE OF FUNDS								
State Funds—Going Level Budget	$ 2,426,000		$		$		$	
State Funds—Special Approp.	$ 0		$		$		$	
Federal Funds	$ 177,000		$		$		$	
Other Grants	$ 0		$		$		$	
Fees, Sales, Etc.	$ 20,000		$		$		$	
Other County	$ 1,105,000		$		$		$	

May 10, 1995

TO: Faculty Senate

FROM: Academic Regulations Committee

MOTION: Revision of AR 9b. Admission to Class

The Academic Regulations Committee recommends that AR 9b be deleted and that auditing be listed as a new and separate Academic Regulation 29, Auditing Courses. The Academic Regulations Committee does not believe that AR 9b provides sufficient information to persons who wish to audit OSU courses. The recommendation is as follows:

DELETE:

b. ~~An auditor enrolls by petition at the Registrar's Office. Audited courses should not be shown on one's registration forms.~~

ADD:

29. Auditing Courses

Audit registration permits a student to enroll in a course for no credit and no grade. Course requirements for an audited course will be determined by the course instructor. Audit registration is available to admitted and non-admitted students. Audit registration begins with the sixth day of class and ends with the close of registration at the conclusion of the tenth day of class. Those who wish to audit should contact the Registrar's Office for registration procedures, which will require approval of the course instructor. Audit courses are assessed instructional fees at the same rate as for credit courses. Any changes to an audit registration are subject to the same procedures, deadlines and special fees as for registration changes to regular courses. Upon completion of an audited course, the designation of "AUD" will be recorded on the transcript. The designation of "WAUD" will be recorded on the transcript for students who withdraw from an audit course.

ACADEMIC AFFAIRS
Student Athlete Services

May 9, 1995

TO: Sally Francis, President
Faculty Senate

FROM: Mary Alice Stander, Secretary
Academic Advising Council

SUBJECT: 1994-95 Annual Report -- Academic Advising Council

The Academic Advising Council furnishes support and information to units that provide academic advising for students and makes recommendations for changes in policy and procedure. The council is composed of a Head Advisor from each college and a representative from each service unit (Academic Affairs, Admissions, Continuing Education, Dean of Students' Office, Defense Education, EOP, Intercollegiate Athletics, International Education/ELI, Multicultural Affairs/Indian Education, New Student Programs and the Registrar's Office).

The Academic Advising Council will have met ten times between July 1, 1994 and June 30, 1995. Topics discussed included agency based voter registration, elimination of the E grade, automated degree audits, co-curriculum in leadership, extended absence notices, changes in UESP, transfer articulation, math placement tests, recentering of the SAT, admissions changes, post-SOAP advising, dishonesty reports, student academic appeals to the Provost, international students in internships, survey of recent OSU graduates, procedures to certify letter grades converted to S/U, changes in new student programs and the SIS data warehouse.

c: Lee Cole

OREGON
STATE
UNIVERSITY

Gill Coliseum 215
Corvallis, Oregon
97331-4105

Telephone
503-737-7495

Fax
503-737-4002

April 27, 1995

TO: Sally Francis, President
OSU Faculty Senate

FROM: Sharon Martin, Chair
Academic Regulations Committee

RE: 1994-95 Academic Regulations Committee Annual Report

The Academic Regulations Committee met on an as-needed basis throughout the academic year to discuss and review current academic regulations.

Three motions were presented to the Faculty Senate in the 1994-95 academic year. In February, motions for procedural changes in AR 12, Withdrawal From Individual Courses, and AR 4a, Classifying Students were approved. In April, a motion to revise AR 11, Adding and Dropping Courses, was tabled.

The Committee is currently looking at AR 9b, Auditing Courses. If deemed reasonable, a motion concerning this regulation will be presented to the Faculty Senate.

SCIENCE
AND MATHEMATICS
EDUCATION
College of Science

OREGON
STATE
UNIVERSITY

Weniger Hall 237
Corvallis, Oregon
97331-6508

Telephone
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503-737-1817
E-mail
NIESSM@UCS.ORST.EDU

May 10, 1995

To: Sally Francis
President, OSU Faculty

From: Dianne Erickson
Chair, Administrative Appointments Committee

Re: Year End Report of the Administrative Appointments Committee

The Administrative Appointments Committee participated in the following administrative searches during the past year:

1. Dean of Extension -- The Provost, Roy Arnold, appointed Lyla Hoglum as interim director. Anita Helle, English and Stephen Hobbs, Forestry served on behalf of the Administrative Appointments Committee during this search process.

2. Vice Provost for Student Affairs -- Larry Roper accepted this position and will officially begin at OSU on July 17, 1995. Cliff Michel from Counseling and Dianne Erickson from Science and Mathematics Education served on this committee.

3. Dean of Health and Human Performance -- Ann Asbell from Exercise and Sport Science serves on this committee on behalf of the Administrative Appointments committee. As of May 8, 1995, the search committee had forwarded four candidates names to the Provost. This committee will continue through the interview process, hopefully completing its charge before the end of the academic year.

4. Director of the Honor's College. John Block from Pharmacy, Shing Ho from Biochemistry and Biophysics, and Bart Thielges from Forestry participated in this successful internal search this year on behalf of the Administrative Appointments Committee. Joe Hendricks, Sociology Chair, accepted the Honor's College appointment during Spring, 1995.

cc: Maggie Niess, Faculty Senate liaison

Committee Report for 1994-95
Advancement of Teaching Committee

Stanley D. Brings, Chair

The Advancement of Teaching Committee continued the work on the proposal for an instructional resource center that had been initiated during the 1993-94 academic year. The goals and objectives were established, leading to the development of a survey questionnaire. A copy of the questionnaire was sent to each of the Faculty Senators. Analysis of the survey results from the small number of respondents was conducted by the Faculty Senate Executive Committee. The Executive Committee decided, according to their findings, against the Instructional Resource Center.

The Faculty Senate charged the Advancement of Teaching Committee with investigating evaluation methods for alternative instructional delivery methods such as distance delivery (EdNet) and team-teaching. Working with the Communication Media Center, various on-site departments, and the continuing education departments of OSU, PSU, and COCC, the Advancement of Teaching Committee developed and pilot-tested a method for evaluating distance-delivered courses. The proposal to the Faculty Senate may be in the first-draft form by the end of Spring, 1995 term.

The L.L. Stewart applications were reviewed and the awards granted. The recipients of the award will be notified in early June.

Baccalaureate Core Committee

OREGON STATE UNIVERSITY

Robert C. Sahr, Chair

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May 17, 1995

Annual Report of the Baccalaureate Core Committee, 1994-95 Academic Year

The Committee conducted two primary kinds of activities during the 1994-95 academic year. First, the Committee considered proposals for new baccalaureate core courses and associated issues. Second, the Committee began the process of evaluating the baccalaureate core as a whole.

Evaluating Course Proposals

The Committee approved the following numbers of courses in various baccalaureate core categories (only categories in which courses were approved are listed):

Perspectives, Western Culture	1
Perspectives, Cultural Diversity	1
Perspectives, Literature and the Arts	1
Perspectives, Difference, Power, and Discrimination	12
Synthesis, Contemporary Global Issues	4
Synthesis, Science, Technology, and Society	5
Writing Intensive	1

Eight course proposals were withdrawn or denied. Eight course proposals are pending, either awaiting additional information or to be considered at the next Baccalaureate Core Committee meeting. (Cross-listed courses are counted as one course here, though more than one course number or tracking number may have been used.) Information about the status of course proposals is available in Gopher.

Most of these proposals were approved only after revisions to original proposals. The Committee strongly encourages faculty proposing baccalaureate core courses to follow carefully the guidelines on the baccalaureate core cover form and to state clearly how the course addresses all criteria, both the specific criteria for that baccalaureate core category and also the general criteria, e.g., critical thinking. Almost all the proposals returned to faculty for revision failed initially to narrate clearly how the course attempted to meet each of the criteria.

The Committee also discussed whether Difference, Power, and Discrimination should become a synthesis category. We decided that although most courses in the DPD category are at the upper-division level, students gain much from taking such courses early in their career. So, the courses should remain at the lower-division (perspectives) level rather than being shifted to the (upper-division) synthesis level. The

Committee encourages departments to consider proposing DPD courses at the lower-division level. Committee members also believe that departments should be encouraged to change some DPD course numbers from 400-level to 300-level or possibly from upper-division to lower-division. In addition, the recently-formed Ethnic Studies Department will provide additional lower-division DPD courses.

Evaluating the Baccalaureate Core

Because the baccalaureate core has now been in operation at Oregon State University since 1990-91, the Committee this year began the second part of its charge: to "conduct periodic reviews of the overall baccalaureate core program."

We have done this using two methods: First, during fall quarter we used questionnaires in a sample of baccalaureate core courses to evaluate student reactions. These showed relatively high evaluations of the baccalaureate core courses, both by students taking courses to satisfy core requirements and those taking them for other reasons, though there was some variation. In addition, no significant difference existed between large (75+) and small classes in evaluation by students, though the number of classes of both sizes was too small to adequately examine this question. A full report was submitted to Bruce Shepard in the Office of Academic Affairs in January 1995.

The questionnaires were useful. However, the Committee decided that the huge workload required to use questionnaires to evaluate baccalaureate core courses as a routine part of University course evaluations is greater than the benefit to be gained. Instead, the Committee is exploring other options for evaluating baccalaureate core courses to monitor whether baccalaureate core criteria continue to be met.

In addition to the evaluations using questionnaires, the Committee during spring quarter has been meeting with small groups of students from various colleges over pizza lunches or dinners in order to gain less formalized feedback about the baccalaureate core and to discuss possible changes. The final lunch meeting in this series of four was held only today, so the Committee is not yet able to make recommendations based on these meetings. We probably will propose some ways to improve the process of advising students about baccalaureate core courses and may suggest some other changes as well. It is clear that the meetings are a useful way to gain insight into student reactions in a more subtle and multifaceted way than allowed in questionnaires.

Recommendations

The Committee is pursing a number of specific questions but is not yet prepared to formally propose changes to the Faculty Senate. Among the questions the Committee is considering are the following:

1. Should the Baccalaureate Core Committee be doubled in size and split into two subcommittees with co-chairs? One subcommittee would deal with evaluation of the core program and the other with approval of new courses. Joint meetings would be held as needed. The workload for this Committee is very heavy, particularly for the chair, and especially as the Committee continues to evaluate the baccalaureate core program and not just individual course proposals.

2. Should a student be required to take synthesis courses (Science, Technology, and Society and Contemporary Global Issues) outside the major since the aim of those courses is to provide broad student orientations and opportunity to synthesize?

3. Should the writing requirement be dropped from synthesis courses with large enrollments, say greater than 100? This would reflect realistic judgments about what is possible in such large courses.

4. Should Post Bac students be required to meet the baccalaureate core requirements when getting a second degree at OSU? Past policy has said yes, but the arguments for this policy are not compelling to all Committee members.

5. Should OSU allow double majors (not just double degrees) that would not require additional credits if it is possible for a student to complete both majors within 180 credits?

6. Should OSU's standard course norm be changed from 3 credits (in which students take 5 or 6 courses per term) to a 4 or 5 credit norm (in which students take 3 or 4 courses per term)? Nearly all quarter-system universities use 4- or 5-credit classes instead of 3. This allows students to take only three or four courses a quarter, presumably thereby allowing greater concentration on each of them. This would appear to enhance student learning and so may be a goal worth examining.

7. What should be the status of students on University committees? Although this Committee had two student members, only one was able to attend at all regularly and that only in the fall quarter. We effectively reduced our quorum, but clearly would have benefited from student input on various issues under consideration. What, if anything, can and should be done to involve students on committees may be a topic worth consideration. It may be that students should be only non-voting members on those committees in which their participation is rare or non-existent.

The Committee will make proposals in relation to the first four items later. Items 5 and 6 are beyond the purview of the Committee, but Committee members suggest that they are worthy of consideration by the Faculty Senate and one or more of its other committees. Item 7 appears to be a continuing problem for committees and possibly has no resolution. We believe it deserves some consideration, however.

The Committee

The Committee met nearly every Thursday morning, 8:30 to 10 a.m., all three quarters. Faculty members of the Committee for 1994-1995 have been:

Kerry Ahearn, English
C.Y. Hu, Animal Sciences
Bob Lawrence, Geosciences
John Lee, Mathematics
Rob Sahr, Political Science, Chair
Christine Snow-Harter, Exercise and Sport Science
Alexis Walker, Human Development and Family Sciences

EDUCATIONAL
OPPORTUNITIES PROGRAM

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May 1, 1995

TO: Sally Francis, President
Faculty Senate

FROM: Margaret Fox, Chair MFox
Committee on Academic Standing

SUBJECT: Annual Report; 1994-95

As requested, the following is submitted to provide a brief overview of the Committee's Activities for Spring '94 through Winter '95.

The current rules on Academic Standing were implemented Spring '94. They establish three levels of academic difficulty: Academic Warning (AW), Academic Probation (PR) and Academic Suspension (AS). They also provide for Academic Reinstatement (AR) to the University. A copy of Academic Regulation 22 is attached.

Experience to date indicates that the rules are functioning as intended. Students are being warned, placed on probation, and suspended in an appropriate and timely fashion.

Guidelines implemented by the Committee are facilitating the reinstatement process. At meetings conducted before the last day to register each term, requests for exceptions to the reinstatement regulations are considered. Such requests have been relatively few and approvals have been restricted to those students who demonstrate verified special circumstances, are strongly supported by advisers, and present a logical and reasonable "action" plan for academic improvement.

The table below lists, by term, the number of students in academic difficulty and those reinstated.

	SP94	SU94	FALL 94	W 95	SP95
AW	651	202	1197	735	
PR	366	71	259	609	
AS	238	23	136	66	
AR		9(2)	54(7)	36(8)	34(6)

( ) reinstatement by exception

ACADEMIC REGULATION 22

"SATISFACTORY ACADEMIC STANDING"

Oregon State University expects students to maintain satisfactory academic progress toward degree completion. At the conclusion of each term, grade point averages are calculated and academic standings determined for students seeking a baccalaureate degree according to the criteria outlined below. Students whose standings evidence a lack of satisfactory progress will be warned of this condition and advised to seek help from their academic advisors.

ACADEMIC WARNING

Students with a term GPA below 2.0 will be placed on Academic Warning.

ACADEMIC PROBATION

Students who have completed two or more terms at O.S.U. and have an O.S.U. cumulative GPA below 2.0 will be placed on Academic Probation. Students who attain a cumulative GPA of 2.0 or better are removed from Academic Probation.

ACADEMIC SUSPENSION

Students who are on Academic Probation and have a subsequent term GPA below 2.0 will be placed on Academic Suspension.

Academic Suspension is recorded on the student's academic record. Students who are academically suspended are denied all the privileges of the institution and of all organizations in any way connected to it, including any University recognized living group.

REINSTATEMENT TO THE UNIVERSITY

Suspended students will be considered for reinstatement to the University after two years or completion of a minimum of 24 quarter credits of transferable college level work at an accredited college or university with a GPA of 2.5 or above.

SATISFACTORY ACADEMIC STANDING ENFORCEMENT

The Faculty Senate Committee on Academic Standing is charged with the responsibility for enforcement of the above regulations on Satisfactory Academic Standing. Additionally, this committee has discretionary authority to grant exceptions and to develop guidelines for the administration of these regulations.

MEMORANDUM

May 15, 1995

TO: Faculty Senate

CC

FM: W. Alfred Mukatis, Chair, Committee on Committees

RE: ANNUAL REPORT TO SENATE FOR 1994-95

The Committee dealt with the following matters.

1. Changes are proposed for:
   a. the Faculty Mediation Committee,
   b. the Curriculum Council,
   c. the Faculty Recognition and Awards Committee, and
   d. the Advancement of Teaching Committee.

2. The Committee proposes the elimination of the Special Services Committee, based on a recommendation of the Executive Committee.

3. Standing rules are proposed for the University Honors College Council.

4. The Committee on Committees is in the middle of a project to determine whether any changes need to be made in the Faculty Senate committee structure. We have sent surveys to the chair of every Faculty Senate committee and council and received about 15 completed questionnaires.

Annual Report of the University Curriculum Council (1994-95)

The Curriculum Council reviews the university curricula in an effort to implement the long-range educational mission of the university. After careful study, it recommends the introduction of new programs or changes in existing ones. It makes recommendations regarding major curricular changes proposed by the colleges of the university. It attempts by coordination to bring about a suitable and rational balance of programs. The committee consists of seven faculty members. A member of the Budgets & Fiscal Planning Committee, appointed by its Chair, serves as a liaison member, non-voting, on the Curriculum Council. A permanent ex-officio library faculty member, appointed annually by the university Librarian, serves as a liaison member on the Curriculum Council.

While all actions of the Curriculum Council can be reviewed using gopher, a summary of our work during the past year may be useful. The following Category I curricular proposals were considered and/or approved:

1. Establish Ethnic Studies Dept. and degree
2. Rename M.S. degree in Radiation Health Physics
3. Establish Ph.D., M.S./M.A. degrees in History of Science in CLA
4. Establish B.S. in Environmental Engineering
5. Rename Dept. of Civil, Construction, and Environmental Engineering
6. Establish two new depts. in HEE to accommodate extension agents
7. Rename M.S. degree in Movement Studies in Disability
8. Extend ME in ME to Boeing sites

The council processed 560 Category II requests in 1994, a dramatic increase from the 319 requests processed in 1993.

The Faculty Senate in its June, 1994, meeting changed the Academic Regulations to allow students to graduate with 180 credits instead of 192 credits. It offered no guidelines or mechanism for implementing this change. The Curriculum Council stepped in, arbitrarily wrote a set of rules to govern the process, and administered the review of the new (or old) degree requirements of the ~100 degree-granting units in the university. As of 6 May, 1995, 45 programs have changed their degree requirements from 192 credits to 180 credits, while 5 programs have stayed with their previous requirements.

The council reinforced our support for the long standing rules concerning cross-listing of courses, namely that cross-listed courses must have the same numeric designator and description. In addition, the council mandated that future cross-listed courses had to adhere to the existing rules and to show joint participation in the development and teaching of these courses by the cross-listing departments. These decisions were motivated, in part, by a survey by Academic Affairs, showing widespread abuse of cross-listing.

Representatives of the Curriculum Council met with the Graduate Council and worked out procedural changes to allow more efficient review of 4xx/5xx and other graduate courses by both groups.

The Curriculum Council, in cooperation with Academic Affairs, defined and developed procedures and practices for periodic review of undergraduate programs. These policies and procedures were reviewed by the Faculty Senate Executive Committee, and a one-year trial operation of this review program was authorized, for 1995-96. The review process is modeled after the review of graduate programs by the Graduate Council and is intended primarily for those undergraduate programs that are not subject to accreditation review or where there is no Graduate Council review of the department.

The Curriculum Council recommends that:

(a) consideration be given to having the Faculty Senate delegate its authority to approve minor changes in the names of departments, programs, etc., to either its Executive Committee or the Curriculum Council. The council feels that having the full Senate consider these relatively trivial Category I requests is a waste of time.

(b) the Faculty Senate consider carefully the implications of a policy implemented during this calendar year (1995) in which Category I proposals approved by the Curriculum Council are subjected to another full review by the Faculty Senate Executive Committee before consideration by the Senate. This additional review adds ~1 month to the time required for the approval of a Category I request. The council believes that the process in which the faculty of a department develop and review a Category I request, followed by the review by the College Curriculum Committee, (followed by possible review by the Graduate Council), followed by review by the University Curriculum Council should be adequate, without further review.

ANNUAL REPORT TO SENATE
FACULTY RECOGNITION AND AWARDS COMMITTEE
1994-95

Awards Determined: (number of nominations) OSU Distinguished Service Award (2), OSU Alumni Distinguished Professor Award (6), Elizabeth P. Ritchie Distinguished Professor Award (1), OSU Faculty Teaching Excellence Award (5), Dar Reese Excellence in Advising Award (1), Bressler Senior Faculty Teaching Award (2), Outstanding Faculty Research Assistant Award (2), OSU Extended Education Faculty Achievement Award (3).

Action Taken:

- The OSU Faculty Teaching Excellence Award was approved as the replacement award for the long-standing Burlington Resources Foundation Faculty Achievement Award.

- The OSU Extended Education Faculty Achievement Award was approved and will be awarded for the first time at the 1995 University Day program.

- Criteria for awards were revised and distributed to deans, directors, and department heads, 10/15/94. Criteria were placed on Gopher and made available at Kerr Library Reserve Book Area, Senate Office, and through Gordon M. Reistad, Chair. Notice was put in OSU This Week as to availability of criteria. Deadline for nominations was 2/15/95.

- The Faculty Recognition and Awards (FRA) Committee has completed review of all nominations for the awards under its jurisdiction and they have been forwarded to President Francis. All nominators have been notified an official announcement will not be made until later summer, 1995.

- The FRA Committee recommends the Standing Rules for the Committee be revised as presented below:

FACULTY RECOGNITION AND AWARDS COMMITTEE

The Faculty Recognition and Awards Committee formulates policies concerning the recognition of outstanding persons, including deserving Faculty members, solicits and suggests candidates for recognition, and makes its recommendations to the Executive Committee of the Faculty Senate and to the Executive Office. The Committee assists the President in making presentations of awards. The Committee shall consist of the Chair, five faculty members, and one student representative. A member of the Advancement of Teaching Committee shall participate in the selection of the Elizabeth P. Ritchie Distinguished Professor Awards and the ~~Burlington Resources Foundation Faculty Achievement Awards~~, OSU Extended Education Faculty Achievement Awards, the Richard M. Bressler

Senior Faculty Teaching Awards, and the OSU Faculty Teaching Excellence Awards. A member of the Academic Advising Committee shall participate in the selection of the Dar Reese Excellence in Advising Award.

Remaining Business:

- The FRA will complete bio summaries for the University Day program and turn these in to the Faculty Senate Office by June 1.

Respectfully submitted,

Gordon M. Reistad rev

Gordon M. Reistad, Chair
Mechanical Engineering

daj0426.01

40.

COLLEGE OF SCIENCE
Office of the Dean

TO: Sally Francis
President, OSU Faculty Senate

FROM: Richard W. Thies, Chair
Graduate Admissions Committee

SUBJ: Annual Report, 1994-1995

The Graduate Admissions Committee reviews files 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 3.0 in the last 90 quarter hours or 60 semester hours of the first undergraduate degree. For international students a similar GPA requirement applies plus either a TOEFL score of 550 or a degree completed at an accredited institution that offers all course work in English. The committee considers other predictors of success in graduate programs including standardized test scores, letters of recommendation, and academic performance or work experience since the applicant earned a bachelor's degree. In evaluating such materials the Committee looks for substantive and compelling evidence indicating that the applicant will succeed at the graduate level to justify waiving the admission requirements. The Graduate Admissions Committee operates under the Standing Rules of the Faculty Senate and under the policies and procedures formulated by the Graduate Council.

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The Committee meets weekly throughout the entire year. From July 1, 1994 through May 3, 1995, the Graduate Admissions Committee reviewed 155 files. Of these applicants, 107 were approved for full admission and 29 were approved for conditional admission to the Graduat School. The overall approval rate is 88% with 19% of the applicants approved for admission with conditional status.

The procedure for graduate admissions changed this year such that the files now go to the departments first and the committee only looks at those put forward with a departmental recommendation for approval. The approval rate will not be precisely comparable to previous years. Also, the term "conditional" is now used for cases where OSU admits with specified conditions (usually 3.25 gpa or better on the first 18 credits). This was referred to as "provisional", but that term is now used for admission cases with department provisions.

Respectfully submitted:

R. W. Thies

Richard W. Thies, Chair
Graduate Admissions Committee
Date: 5-16-95

cc: Ms. Kay Conrad, Director of Admissions
Dr. Thomas Maresh, Dean
Graduate School

Dr. Jo-Ann Leong, Faculty Senate Executive Committee Liaison
Department of Microbiology

Members of Graduate Admissions Committee

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Printed on recycled paper
using soy based ink.

MEMORANDUM

April 30, 1995

TO: Sally Francis, President
OSU Faculty Senate

FROM: Murray Levine, Chair
Graduate Council

RE: ANNUAL REPORT of the GRADUATE COUNCIL for 1994-95

The activities of the 1994-95 Graduate Council are summarized below:

Annual Activities

1. The Council approved final reports of graduate program reviews conducted in 1993-94 for the graduate program in Crop & Soil Science.

2. The Council conducted reviews of the following three graduate programs: M.Ag. and M.S. in Agricultural Education, Horticulture, Food Science & Technology. (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 rename the M.S. degree in Radiation Health to Radiation Health Physics.
   b. To establish a degree program in History of Science leading to an M.A., M.S., and Ph.D.
   c. To deliver the existing Masters of Engineering in Manufacturing Engineering degree to off-campus sites at Boeing in Washington state. Approval was subject to several conditions outlined in a cover memo.

5. A large number of Category II proposals were reviewed and approved by the Category II Sub-committee on behalf of the Council.

6. Sub-committees of the Council reviewed applications for University-wide graduate scholarships.

Non-Recurring Activities

1. The Council endorsed the policy that no 800-level courses may be applied toward advanced degrees.

2. The Council approved the rewording of the degree requirements for the MF degree to allow credits formerly restricted to a single major within forestry to come from anywhere within the College of Forestry. This provides a more integrated, interdisciplinary approach within the college as opposed to a departmental approach.

3. Based on the unique characteristics of the MBA degree program, the Council approved the request to replace the current final written comprehensive examination with the submission of an individual written portfolio by each student. In this portfolio the students will demonstrate their knowledge of business principles and practices and their ability to integrate and synthesize such knowledge. Portfolios will be judged on a pass/no pass basis by members of the College of Business graduate faculty.

4. The Council clarified the policy regarding the availability of written examinations to the doctoral committee by approving the following statement for the Graduate Catalog: "Copies of the written examination (questions and student's answers) must be available to all members of the student's doctoral committee at least one week prior to the oral preliminary examination."

5. The Council requests the opportunity to re-review Category II proposals, before final approval by the Curriculum Council, if significant changes have been made after initial approval. A statement defining "significant" was approved for the Curriculum Procedures Handbook.

6. The Council is striving to insure a graduate-level experience in 4xx/5xx classes for students enrolled at the 5xx level. A statement clarifying the different treatment of students enrolled at 4xx and 5xx was endorsed for the Curriculum Procedures Handbook, and the General and Graduate Catalogs.

c: Graduate Council
Graduate School

DEPARTMENT OF PHYSICS

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May 15, 1995

To: Sally Francis, President, Faculty Senate

From: Ken Krane, Chair, Honors Council

Subj: 1994-95 Annual Report

The 1994-95 Honors Council consisted of the following members:

Kerry Ahearn	English
Chris Anderson	English
Dan Arp	Botany & Plant Pathology
Vreneli Farber	Foreign Languages and Literatures
Rowan Harper	Business (student)
Kate Hunter-Zaworski	Civil Engineering
Ken Krane	Physics (chair)
Jim Krueger	Chemistry
Mina McDaniel	Food Science and Technology
Mary Jo Nye	History
Sandy Potter	Zoology
Heather Shannon	English & History (student)
Bruce Shepard	Academic Affairs (ex officio)
George Somero	Zoology
Alan Sugawara	Human Development and Family Sciences

The Honors Council was charged with the responsibility of establishing the new University Honors College, including recruitment, admission, retention, selection of staff, curriculum, and liaison with other academic units. Our goal has been to prepare for a fully functioning University Honors College in the 1995-96 academic year, with the first students admitted in the fall of 1995. Among the specific actions taken were the following:

1. Admission standards

Standards for entering students to be admitted into the University Honors College have been recommended as at least a 3.6 high-school cumulative GPA and SAT scores of at least 1200 total and 520 verbal. These standards will be guidelines only and will not be advertised; we

particularly want to encourage applications from students who may not meet the criteria but who can bring to the Honors College special talents or backgrounds that will enhance the UHC experience for all students. For admission of continuing students, we will use the retention criterion of a 3.25 cumulative GPA on all OSU work.

For students seeking to enter the UHC in 1995-96, we also required the submission of answers to three essay-type questions concerning the student's academic goals, the relationship of the UHC to those goals, and the special attributes the applicant could bring to the UHC.

These admission guidelines were submitted to and approved by the Curriculum Council.

2. Retention standards

The Honors Council recommended, and the Curriculum Council approved, a retention standard of a 3.25 cumulative GPA, in addition to evidence that the student is proceeding at an appropriate pace to fulfill the UHC requirements. A notification procedure and a probationary status have also been approved for students who fall below the minimum standards.

Although we expect UHC students to perform at a level well above this minimum, we have deliberately set the minimum standard low enough so that the retention GPA is not of paramount concern to UHC students in course selection. We want to encourage students to risk taking courses outside their area of specialty, and we want them not to be concerned that a lower grade might jeopardize their status in the UHC.

3. Curriculum

The curriculum proposed by the Honors Council (and approved by the Curriculum Council) consists of the following requirements:

	Honors Scholar	**Honors Associate**
FIRST TWO YEARS:		
	HC 199 Honors Writing - 3 cr	- - - - - -
	UHC Bacc Core courses - 12 cr	- - - - - -
	TOTAL: 15 credits	
THIRD AND FOURTH YEARS:		
	UHC Colloquia - 4 cr	UHC Colloquia - 4 cr
	Thesis/Project - 4 to 7 cr	Thesis/Project - 4 to 7 cr
	UHC electives - 6 to 9 cr	UHC electives - 6 to 9 cr
	TOTAL: 15 credits	TOTAL: 15 credits

Students entering as freshmen will be designated as *Honors Scholars* and will be required to complete a minimum of 30 credits in Honors College courses, with at least 12 credits in upper-

division UHC courses. Students entering in their third year (either continuing at OSU or transferring to OSU) will be designated as *Honors Associates* and will be required to complete a minimum of 15 credits in Honors College courses, with at least 12 credits in upper-division UHC courses. Students applying to enter after their first year will be reviewed individually to decide appropriate placement in either the Scholar or Associate program option.

The HC 199 course will satisfy the Writing II category of the Baccalaureate Core. This course has not yet been established as an independent UHC course, so for 1995-96 we will use Honors sections of an existing Writing II course.

The course selection and approval process is continuing, so that we may have a reasonably complete list of courses available for the 1995-96 academic year.

4. Recruitment

The UHC was widely advertised with the literature sent to prospective OSU students; more than 1700 inquiries about the UHC were received in Academic Affairs from students seeking admission to OSU.

It was our goal to admit 100 students to each of the freshman, sophomore, and junior classes for 1995-96. We invited applications from continuing OSU students through direct mailings to all current OSU freshmen and sophomores with GPAs respectively exceeding 3.00 and 3.25.

5. Admission

In the interest of expediency, the Honors Council has also functioned as the UHC admissions committee this year. In the future we expect that this role will be shared with the UHC faculty. The Honors Council reviewed more than 350 application files and recommended the admission of approximately 270 students. A second-round opportunity for continuing students will be made available this spring, and the admission process for new freshmen and transfer students will continue through SOAP this summer.

6. Selection of staff

The Honors Council participated along with the Search Committee in the selection of a two-year Director of the UHC, for which Dr. Jon Hendricks was chosen. The selection of the affiliated UHC faculty will continue, with the Honors Council acting in an advisory capacity to the Director.

7. Future activities

The Honors Council should continue to function in a manner similar to the Curriculum Council or the Baccalaureate Core Committee. It should set policy for the UHC, establish admission and retention criteria, approve curriculum and personnel, and perform regular assessments of the quality of the UHC. It has been helpful to have a large Council operating this year, but in the future we feel that a 6-member council with broad University representation would be sufficient.

46.

SCIENCE
AND MATHEMATICS
EDUCATION
College of Science

May 15, 1995

TO: Sally Francis
President, OSU Faculty Senate

FROM: Instructional Media Committee (IMC)
Maggie Niess, Chair Maggie Niess
Curtis Cook
David Hannaway
Ruth Stiehl
ZoeAnn Holmes
Philip Watson
Jon Root, Ex-Officio
Mark Kramer, Ex-Officio

SUBJECT: Annual Report 1994-95

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During the 1994-95, year IMC acted on the new responsibilities identified during the previous year. In particular IMC played an active and aggressive role in serving the Faculty Leadership with the advancement of all instructional media including implementation of multimedia efforts throughout campus. Throughout the year, the IMC met with Provost Roy Arnold and Associate Provost Joy Hughes to recommend directions in the instructional technology area.

Provost Arnold confirmed that the IMC would have the responsibility to evaluate proposals from OSU faculty for the development of media within curriculum, and to allocate funds from the $50,000 earmarked for support of instructional technology innovation projects. Six innovative projects were selected to provide direction for the improvement of instruction on campus. These projects will be completed by September, 1995; results will be shared next year. Provost Arnold indicated that the IMC will have continued responsibility for dispersion of allocations as long as the university's budget is able to provide funding.

Under the direction of Provost Arnold and Associate Provost Hughes, the IMC organized, conducted, and summarized results from three focus groups that addressed the question "How can OSU enhance the effectiveness of instruction through use of computer laboratories, enhanced classrooms (including computer projection), and other technology delivery systems?" Recommendations from these results focused on three general areas of infrastructure change: (1) establishing processes and procedures, (2) obtaining and utilizing needs assessment information, and (3) providing training based on the needs assessments. Specific goals were targeted for implementation within the next year. The IMC will continue to support and encourage the implementation of the recommendations working closely with the Associate Provost Hughes and Information Services during the next year. The IMC will also continue to assess and promote faculty needs for integrating technology in instruction.

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MEMORANDUM

DATE: 15 May 1995

TO: Executive Committee of the Faculty Senate

FROM: Douglas Barofsky, Chair, Research Council D.B.

SUBJECT: Research Council Activities, May 9, 1994 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 9, 1994 to date, the Research Council reviewed 60 requests for support. Of these requests, 38 were approved for funding at a total of $227,764.

The Council increased the maximum grant from the General Research Fund for the 1994-1995 fiscal year from $6,000 to $8,000. The Council also debated broadening its guideline concerning awards from the General Research Fund for released time - the Council's current policy states that "faculty salaries are normally not supported through these awards; however, released time from heavy teaching loads may be considered." One of the most meaningful ways to support research by faculty in the College of Liberal Arts is to provide salary for released time. However, i) the appropriateness of using the General Research Fund, which is generated primarily by research in the natural sciences, as a source for faculty salaries, ii) the capacity of the General Research Fund to support faculty salaries for released time beyond the current limited practice, and iii) the Research Council's suitability and capability for reviewing and deciding upon applications for released time are all open to serious question. Establishment of a separate fund dedicated to salary for released time and creation of a new council to review requests for this purpose are possible alternatives to the General Research Fund and the Research Council. The Council feels that the scope of this issue exceeds it dominion, and therefore, recommends that the Faculty Senate take this important issue under consideration next year.

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

Doug Barofsky, Ag Chemistry (Chair)	1995
Eugene Fichter, Ind. & Mfg. Eng.	1995
Nancy Rosenberger, Anthropology	1995
Sheila Cordray, Sociology	1996
Steve Giovannoni, Microbiology	1996
Robert Mason, Zoology	1996
Douglas Keszler, Chemistry	1997
David Robinson, English	1997
Tim Schowalter, Entomology	1997

DEPARTMENT OF BIOCHEMISTRY AND BIOPHYSICS

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MEMORANDUM May 18, 1995

To: Sally Francis, President
Faculty Senate

From: Bob Becker, Chair
Retirement Committee

Subject: 1994-1995 Retirement Committee Activities

The retirement committee met three times during the year in an attempt to keep informed regarding legislation relating to retirement plans and to provide input to the process through our legislators and others in Salem. We have had interaction with AAUP, AOF, AROSE, OPRI, the PERS coalition, the PERS Director's Office, Lyle Brown of FEWC, the Chancellor's office, and our local legislators.

At this time no legislation has been completed, but it appears that current employees and those already retired will continue under our current program with no changes. However, for those employed after the pending legislation goes into effect, a less favorable program will apply. The employer contribution will be substantially less, the 30 year and out option will be raised to 35 years, the minimum age will be raised from 58 to 62, and disability benefits will be lowered if the Tier II bill (HB2476) is passed and signed. The Chancellor's office has produced a bill that permits optional retirement plans that have the advantage of portability which may be more desirable for new hires than the PERS plans. A total of 43 states and the District of Columbia have optional retirement plans of some type. Passage appears probable, and the hard work of the Chancellor and his office for this and other bills has been notable.

The lengthy standoff with the legislature regarding the taxation of retiree's pensions may be nearing resolution. A class action law suit is working its way to the Oregon Supreme Court, and rather than wait for a second court ordered solution, the leadership is permitting legislation that may be acceptable to those bringing the suit.

Finally, the work of the Faculty Economic Welfare Committee and the Retirement Committee intermesh frequently, and after discussion, both groups recommend that the committees be combined. This becomes more important as it appears that options to the PERS system as well as investment opportunities to provide better retirements for faculty may be even more urgent than in the past.

Robert Becker, Chair
Arnold Appleby
Ben Bennett
Tom Gentle
Claire Thomas
Mariol Wogaman
Lois J. deGeus, Ex-officio

RRB:bh

50.

DEPARTMENT OF CIVIL ENGINEERING

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May 8, 1995

TO: Sally Francis, President
OSU Faculty Senate

FROM: Alan Hernried, 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 22, 1995 to initiate plans for selecting the Waldo-Cummings Award recipients and coordinating the All-University Awards Banquet set for Wednesday, May 17, 1995. Subcommittees were established as follows: Banquet, Awards, Program, Publicity, Entertainment, and Class Subcommittees (4). A timetable was followed to direct the SR&A Committee and the respective subcommittees in their tasks.

- The committee chose James Howland, an OSU graduate in Civil Engineering and a founder of the multinational firm CH^2M Hill, with headquarters in Corvallis. As our banquet speaker, his topic will be "Historic Oregon Bridges".

- The Waldo-Cummings Award application forms were revised and distributed at the end of Winter Term to the over 1,100 OSU undergraduates maintaining an OSU GPA of at least 3.5 after a minimum of 24 credit hours at the end of Winter Quarter 1995. Approximately 234 applications were submitted by eligible students. This was the second year that OSU GPA, rather than total college credit GPA, was used as the criterion for eligibility for this award. There was no criticism by students about this policy.

- 63 freshmen, sophomores, juniors and seniors who have maintained a 4.0 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 2 when final arrangements for the banquet were confirmed.

Early in 1994, Vice President for Student Affairs, Jo Anne Trow, announced that 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 and 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 and Convocations and Lectures is supporting the musical entertainment with a grant of $100. 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.

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 of the committee. Student committee members were not recruited until their names were requested from ASOSU shortly before our first meeting. 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 1995-96 academic year.

AGH:db

52.

ACADEMIC AFFAIRS
Student Athlete Services

May 9, 1995

TO: Sally Francis
President, OSU Faculty Senate

FROM: Mary Alice Stander
Chair, Undergraduate Admissions Committee

SUBJECT: Annual Report

OREGON
STATE
UNIVERSITY

Gill Coliseum 215
Corvallis, Oregon
97331-4105

The Undergraduate Admissions Committee met 39 times from May 9, 1994 to May 8, 1995. During that time the committee considered 375 files.

Summary of decisions:

Freshmen:	
Accepted 5%	102
Accepted Regular	42
Deferred	30
Denied	80
Transfers:	
Accepted	59
Deferred	19
Denied	43

This year the UAC approved one change in the special admit process. Until now students applying for special consideration have been asked to provide a handwritten letter explaining their circumstances. The committee members (none of whom are handwriting analysts) deemed this to be an outdated request when most students have access to computers. As catalogues, viewbooks and recruiting materials are updated, this requirement will be dropped.

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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, October 5, 1995; 3:00–5:00 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. Presidential Search Update

   Gary Beach, Presidential Search Coordinator, will provide an update on the presidential search process.

2. Provost and Executive Vice President Roy Arnold

   Provost Arnold will outline goals and plans for the coming year.

B. ACTION ITEMS

1. Faculty Recognition & Awards Committee (p. 1)

   Patricia Lindsey, Faculty Recognition & Awards Committee Chair, will present the attached proposed changes to the OSU Faculty Teaching Excellence Award.

C. 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 Senate, 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.

Budgets & Fiscal Planning Committee, Bruce Sorte, Chair (pp. 2–5)

D. INFORMATION ITEMS

1. Faculty Senate Elections

Michael Oriard, 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 on the table outside the Senate meeting if you wish to nominate someone. Nominations can also be forwarded to Michael Oriard in the Department of English or via electronic mail at oriardm@cla.orst.edu. Deadline for nominations is October 12.

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 2, 1995
December 7, 1995
January 11, 1996 TBA
February 1, 1996
March 7, 1996
April 4, 1996
May 2, 1996
June 6, 1996

3. 1996 OSU Distinguished Professor Award Deadline

Nominations for the 1996 OSU Distinguished Professor Award are due November 17, 1995. 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 additional information, contact David Robinson, Screening Committee Chair, Department of English, at 737-1641.

4. Graduation Statistics (p. 6)

Attached is a summary of the degrees awarded for the Class of 1995.

E. REPORTS FROM THE FACULTY SENATE PRESIDENT

President Sally Francis

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

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~~ exceptional 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
* innovative teaching
* 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.** Send nominations to: Gordon M. Reistad, Chair, Faculty Recognition and Awards Committee, Mechanical Engineering, Rogers Hall, Room 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

2.

COLLEGE OF
AGRICULTURAL SCIENCES
Office of the Dean

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Corvallis, Oregon
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June 22, 1995

To: **Faculty Senate Executive Committee**
Sally Francis, President

From: **Budgets and Fiscal Planning Committee**
Bruce Sorte, Chair
Agricultural Experiment Station
Gary Beach, Office of Budgets and Planning
Carol Brown, Department of Accounting, Finance, & Information Management
Curtis Cook, Department of Computer Science
Mina Carson, Department of History
Goran Jovanovic, Department of Chemical Engineering
Allan Mathany, Ex-Officio,
Office of Budgets and Planning

Subject: Budgets and Fiscal Planning Committee
Annual Report 1994-95

The major activities and actions of the Budgets and Fiscal Planning Committee during the 1994-95 academic year were:

1. Reviewed the Ethnic Studies Category I Proposal
The Committee evaluated the start-up and continuing budget requirements of the new department. We worked with Dr. Linc Kesler, Department of English, to develop more detailed budget information. The results were; a new clear format for the budgets, a better understanding of the timi of expenses during the initial and future years, and a base of information that can be used to maintain funding commitments in the future. The Proposal was approved as amended.

Recommendation: Adopt the budget format used for this proposal(Attachment A), as the standard format for Category I proposals.

2. Stayed Informed
The Committee kept updated on current statewide/Legislative budget issues so that the Committee's evaluations would be made from an informed position. Allan Mathany provided a detailed overview of the Higher Education budget status at the November 1994 meeting.

3. Reviewed the History of Science Category I Proposal
Dr. Paul Farber presented the proposal to the Committee and then worked with the Committee Chair to provide a more detailed budget, similar in format and presentation to the Ethnic Studies budget. The Committee approved the Proposal with the amended budget.

4. Participated in the NCAA Audit
The NCAA audited OSU's Intercollegiate Athletic programs this year. The Committee Chair was asked to participate in that audit. The Chair met with the NCAA representative, Don Bryan.

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The Chair expressed support for the Athletic Department's willingness to provide fiscal information to the Faculty Senate and the Department's efforts to become self-sustaining. The Chair did express concern related to OSU General Fund support for the Athletic Department, which diverted resources from education, research, and extended education. The Chair also questioned the Department's determination that they are truly self-sustaining. He also expressed the Committee's belief that facilities, e.g., computer lab, that are funded by General Education funds should be available to all students with consideration given to the athletes' schedules.

5. Participated in the OSU Budget Presentations

The Chair was invited, with the Faculty Senate President, to attend the Budget Presentation Meeting on March 29-30, 1995. OSU executives and academic deans described their programs and budgets. They also discussed ways they might reduce their budgets and how they would use any additions to their funding. The meeting provided valuable background for the Committee and an opportunity for input into the budget process, on behalf of the faculty.

6. Reviewed Two Category I Proposals from Home Economics & Education Related to Extension

The academic colleges and the Extension Service are working hard to identify home college units for the Extension Faculty. Each college decided the means by which Extension Service faculty would be incorporated into their existing organization. The College of Home Economics and Education chose to create two "Extension" Departments. At the request of the Committee, the initial budgets for the new departments were expanded in order to provide a more complete picture of the costs associated with the reallocation of resources to the new departments. The Proposals were approved with the amended budgets.

7. Reviewed the Category I Master in Manufacturing Engineering Proposal to Provide a Program to Boeing

This review is in process. The Committee found that the submitted budget lacked sufficient detail. In addition, there were several fiscally related issues that the Committee thought needed clarification prior to making a decision. The Proposal seems to be economically feasible. The Committee is working with Dr. Edward McDowell to develop a clear budget and responses to the fiscally related questions raised with regard to this proposal.

The Committee wishes to thank the Executive Committee and the Curriculum Council for their support during the past year. The Committee hopes that the recommendation to either change or modify Category I Proposal budget formats will receive serious consideration.

ATTACHMENT A

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			18,816	19,757	20,745	21,782
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%		7,903	8,298	8,713	9,148
Fellowships and Scholarships			0	0	0	0
SUB-TOTAL	**5.6 FTE**		**276,210**	**290,020**	**304,521**	**319,747**
State Funds			276,210	290,020	304,521	319,747
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						
basic service	6 lines @	$23 ea./mo.	1,656	1,739	1,826	1,917
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			**38,276**	**27,590**	**28,969**	**30,418**
State Funds			38,276	27,590	28,969	30,418
TOTAL			**$314,486**	**$317,610**	**$333,491**	**$350,165**
State Funds			$314,486	$317,610	$333,491	$350,165

(notes follow on next page)

NOTES TO 1995-199 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. Page 22 of the proposal will be revised to reflect the need for office space and basic remodelling.

OREGON STATE UNIVERSITY
PRESIDENTIAL SEARCH COMMITTEE

CHAIR

Walter R. (Rob) Miller, Member, Oregon State Board of Higher Education (OSBHE)

VOTING MEMBERS

Herbert Aschkenasy, Member, OSBHE

Kathy Baines, Alumna

John H. Block, Professor of Pharmacy, Oregon State University

Diane Christopher, Member, OSBHE

Frank Cloutier, General Manager, Mobile Computing Div., Hewlett Packard, Corvallis

Joy Hughes, Associate Provost for Information Services, Oregon State University

Jon Isaacs, President, Associated Students of Oregon State University

Jo-Ann C. Leong, Professor of Microbiology, Oregon State University

Janet McLennan, Member-at-Large

Ronald T. Mobley, Oregon State University Extension Service

Kathleen D. Moore, Chair, Department of Philosophy, Oregon State University

NON-VOTING MEMBER

Virginia L. Thompson, Secretary to the Oregon State Board of Higher Education

STAFF

Gary Beach, Search Coordinator

Barbara Stuber, Assistant Search Coordinator - Travel

Ute Vergin, Assistant Search Coordinator

OREGON STATE UNIVERSITY
PRESIDENTIAL SEARCH SCREENING COMMITTEE

CONVENER:

Andy Hashimoto, Professor and Head, Bioresource Engineering

MEMBERS:

Joel Corcoran, Graduate Student, Biology Department

Thayne Dutson, Dean, College of Agricultural Sciences

Mike Henthorne, Director of Operations, Memorial Union

Clint Jacks, Jefferson County Extension Agent

Ken Krane, Professor and Chair, Physics Department

Phyllis Lee, Director, Multicultural Affairs

Michael Oriard, Professor, English Department

John Owen, Dean, College of Engineering

Susan Prock, Undergraduate Student

Susan Stafford, Professor, Forest Science

Jack Van de Water, Dean, International Education

Anthony Wilcox, Associate Professor and Chair, Exercise Science

Sandra Woods, Associate Professor, Civil Engineering

Criteria for Selection

Oregon State University Presidential Search Committee

CHARACTER

Some important elements of character:

- Is this a person of integrity?
- Is this a person of courage, who will insist on high levels of integrity in others?
- Is this a person of compassion?
- Is this a person who commands respect?
- Is this a person of keen intelligence and notable accomplishments?
- Is this person committed to equal opportunity and to an inclusive, fully accessible campus?
- Is this person able to work collegially, as a member of a large, state-wide organization?
- Is the candidate able to work within a tradition of faculty and student governance?
- Is this person a leader?
- Does this person show respect for all individuals, including students and staff?
- Does this person have the requisite stability, stamina, and vitality?
- Will this person expect and nurture excellence in administration, faculty, staff, and students?

Relevant "Preferred Qualifications" (from position announcement)

Record of commitment to and understanding of affirmative action and equal educational and employment opportunity.

EXPERIENCE

Some standards to judge experience:

- Does this person have a level and quality of experience that will command respect?
- Is his or her experience sufficient to provide the needed insight, vision, and compassion?
- Does his or her experience provide evidence that this person has the skills necessary to do an outstanding job?
- Does the candidate have experience with a comprehensive research university?

Relevant "Preferred Qualifications" (from position announcement)

An earned doctorate, or other appropriate terminal degree, or extraordinary accomplishment in a field of teaching and research in one of the major areas of endeavor at Oregon State University.

Demonstrated evidence of significant achievement and experience in teaching, research, and service.

SKILLS

Some critical skills:

- Does the candidate have the requisite interpersonal skills?
- Is this person skilled at managing large, complex organizations?
- Is this person skilled at championing an institution, and marshalling support--professional, political, financial, moral support?
- Is this person skilled at managing change?
- Does this person understand public higher education?
- Is this person skilled at nurturing relationships among business, government, educational, alumni, and community groups?
- Does the candidate understand how new technologies can advance the University's missions?
- Does the candidate have the skills for responsible fiscal management?

Relevant "Preferred Qualifications" (from position announcement)

Demonstrated record of progressively responsible administrative leadership essential for management of a large, complex academic and research university.

Significant experience and achievement in securing resources and other important forms of support from external organizations and individuals for university programs.

Proven ability to represent the university and to interact effectively and actively with students, faculty, staff, alumni, business and industry, legislators, other important groups, and the public on an individual and a group basis in order to develop programs and relationships essential to the continued success of the university.

VISION

Some important elements of vision:

- Is this person committed to a forward-looking vision of the highest quality land-grant institution? For example,
  - Is this person committed to an accessible undergraduate education?
  - Is this person committed to excellence in the educational and research missions?
  - Is this person committed to an international university?
  - Is this person committed to university-wide extended education?
- Is this person committed to excellence in administration, faculty, staff, and students?
- Does this person understand and celebrate the differences between universities and other kinds of complex institutions?
- Does this person honor the development of ideas and the principle of academic freedom?

Relevant "Preferred Qualifications" (from position announcement)

Demonstrated understanding of the history and philosophy of the Land Grant university and a vision of the future role of a Land Grant university in today's world.

Record of high level of commitment to the maintenance and enhancement of the unique environment of the university within which the development study, testing and communication of ideas can occur.

PLEASE COPY AND SHARE *RETURN BY OCTOBER 20*

KICK THE KICKER

If you have been concerned about the negative impact of the "2% Kicker" law on state services, your response to this message will give you an opportunity to express this concern and to demonstrate positive action.

In a year when Oregon is the only state in the nation cutting its higher education budget, the Legislature has compounded the difficulties for Higher Ed by voting not to rescind the "2% Kicker," which would have given some relief from Measure 5 cuts. The "2% Kicker" law requires the state to return to the taxpayers any revenue above the projected state tax revenue when the revenue exceeds the projected level by 2% or more. This one-sided law does not specify an increase in taxes when the economy is weak nor does it permit saving the "excess" revenue for such rainy days. In other words, despite the fact that the state economy is booming, Higher Ed and all other state programs are forced to cut budgets and lay off personnel, but when the economy becomes weak, the Higher Ed budget will be cut again. Oregon citizens need and deserve quality education, but this is not the way to get it.

Because tax revenues increased more than the 1993-95 projection, this November individual taxpayers will receive refund checks for 6.27% of the amount they paid in 1994 income taxes, according to an article in the September 1 *Oregonian*. Corporations will receive tax credits averaging 50% of their taxes! In the presence of this bounty, state programs are starving. In fact, the total tax load for Oregonians per capita and as a percent of personal income has been estimated this biennium to place us well into the lower half of all states. The "2% Kicker" was a quickie attempt to appease voters hungry for tax reform. True tax reform sees that the state services grow as the state grows and more citizens have need of its services.

A dramatic and effective way to protest the damage done to Higher Education by the "kicker" is for you, as an individual taxpayer and member of the OSU community, to reinvest your refund check immediately in Higher Education. By sending your refund directly to Oregon State University (or other state program, if you prefer) you not only will have the pleasure of making a charitable contribution with money you have already given to the state, but you will be able to direct exactly where you want it to go. You should make out your check and send it the "OSU Foundation" (not to just "OSU"). This will give you the greatest flexibility in specifying its use, whether for instruction or for those activities otherwise outside state funding (e.g., scholarships, travel, building funds, etc.). In either case you have the option of giving the money with no strings attached or targeting specific uses and specific colleges, departments, or programs. Be sure to indicate on your check that it represents your "2% kicker refund" to help in determining the level of response. Not only is this money that you already have spent, but by this act of philanthropy you will avoid paying Federal income tax on the refund. Your donation can be treated as a charitable contribution on your 1995 Federal income tax return.

It is time to actively protest this misguided use of state funds when Higher Ed and other state programs are suffering. If you disagree with the Legislature's invoking the kicker, show this by returning your funds where they are needed critically. Consider also publicly stating this decision, thereby helping others to make up their minds to make a similar positive protest. This will be a personal sacrifice for all of us, a very difficult one for some; but this sacrifice, coming on heels of a scant 3% salary increase after three years of no increases, makes a compelling statement about the commitment of state employees to their work. If you agree to make a public pledge to "Kick the Kicker", write your name and sign the accompanying statement. Send it to: John Morris, Dept of Zoology, OSU or 6315 NW Ponderosa, Corvallis, 97330. All names received by October 20 will be appended to an ad in the Corvallis Gazette-Times. The ad will consist of the statement plus the alphabetized list of names. Your help in defraying the cost of the ad by enclosing with your statement a check made out to "Kick the Kicker Ad Fund" for $5, $10, or more will be greatly appreciated. Any funds received beyond what are needed will be used to place advertisements in other papers.

The risk in a personal action such as this is that it will reinforce the view of some that public programs should in fact be funded by private donations. We strongly believe that the funding of higher education in Oregon, as well as other essential state services, is a public responsibility. We are not attempting to alleviate the budgetary shortfall imposed on higher education by the Oregon legislature, but are hoping to make a public statement that will call attention to the impact of the action of the 1995 Legislature. We see our action not as a futile parting shot toward the 1995 Legislature but as an opening volley toward the 1997 session. Unless true tax reform and adequate funding of higher education and other state services are implemented soon, all of us in Oregon will suffer the long-term consequences.

Thanks,

Carroll W. DeKock, Prof./Chair, Chemistry; former Pres. Faculty Senate
Sally Francis, Prof./Head, Int., Housing, & Merch.; Pres. Faculty Senate
Stanley V. Gregory, Prof., Fisheries & Wildlife
Andrew G. Hashimoto, Prof./Head, Bioresource Engr.
Joe Hendricks, Prof., Sociology; Dir. University Honors College
Kenneth S. Krane, Prof./Chair, Physics; Pres.-Elect Faculty Senate
Christopher K. Mathews, Distinguished Prof./Chair, Biochem. & Biophysics
John E. Morris, Prof., Zoology
Michael Oriard, Prof., English; former Pres. Faculty Senate
Irene Rau, Bus. Mgr., Chemistry; Pres. OSU Management Association
Tudy Seistrup, Office Manager, Home Ec Extension; Pres.-Elect Office Personnel Assn.
Tony VanVliet, Prof. Emeritus, Forestry; former State Representative
Anthony Wilcox, Assoc. Prof./Chair, Exercise & Sport Sci.; OSU Senator to Interinstitutional Faculty Senate

PLEASE COPY AND SHARE *RETURN BY OCTOBER 20*

"YES, I WANT MY NAME TO APPEAR IN THE NEWSPAPER ADVERTISEMENT PLEDGING TO CONTRIBUTE MY 'KICKER REFUND' TO EDUCATION"

If you agree to make a public pledge to "Kick the Kicker", sign this page at the bottom. Invite others to join you. Feel free to make copies for additional names. Sign it and send it to: John Morris, Department of Zoology, OSU, or 6315 NW Ponderosa, Corvallis, OR 97330. All names received by October 20 will be appended to an ad in the Corvallis Gazette-Times. Your help in defraying the cost of the ad by enclosing with your statement a check made out to "Kick the Kicker Ad Fund" for $5, $10, or more will be greatly appreciated. Any funds received beyond what are needed will be used to place advertisements in other papers.

The following statement will appear in the advertisement along with the names (not the other information) of those pledging their refunds to OSU, listed in alphabetical order. You are invited at this time to join them by signing and forwarding it to the address indicated above:

---------- // ----------

MAKING THE KICKER SCORE FOR EDUCATION

We, the undersigned, are discouraged by the recent vote of the state Legislature not to override the "2% Kicker" law. Oregon's economy was much healthier in the 1993-95 biennium than projected, but precisely because of that, the "2% Kicker" law requires over $163 million in unanticipated state income taxes for that period to be returned to individual and corporate taxpayers. At a time when the state economy is booming and a growing population has increasing need of state services the result of this action is that state-supported education and many other public services will suffer continuing budget cuts even though funds are already on hand to greatly improve the balance.

To help in a small way to alleviate the problem and to demonstrate our commitment to education for all Oregonians, as faculty, staff, and friends of Oregon State University, we individually pledge to send our 2% Kicker refund directly to the OSU Foundation in support of OSU educational programs or to foundations supporting other Oregon public education programs. We are hoping that this act will convince others to do the same, and will convince our Legislators to remember until the next session that a strong public sentiment exists for true tax reform.

NAME (printed)	SIGNATURE	OSU RANK/ TITLE	ADDRESS

Uni OSU versity Chicano history ACADEMIC community Asosu Graduate Students Women Gay Computer business Blacks harassment and insensitivity Research Multicultural and Disabled Student Affairs discrimination Ku Klux Klan, " Environmentalists monetary support fight Church with bureaucracy safety Saferide drinking Science Rape survivor ROTC Wildlife students Achievement student loan ASL Screw Your Roommate football games FACULTY CONCERNS KRISTALLNACHT REMEMBRANCE Philosophy, Sociology, Psychology, Women Studies, Political Science, History, Biology, parking problem Alumni Assoc. ENGINEERING Party on! TENURE SPORTS MUSIC Exclusionary orders

CAN WE A-GREE TO DIS-AGREE ?

(and do so civilly?) *

you** are invited to attend a **"cafe debate"** between two outstanding student teams from **OSU's** own **debate program.** The first of 4 debates to be held this year .

resolved: *OSU is a "Multi-versity"*
(not a Uni-versity)

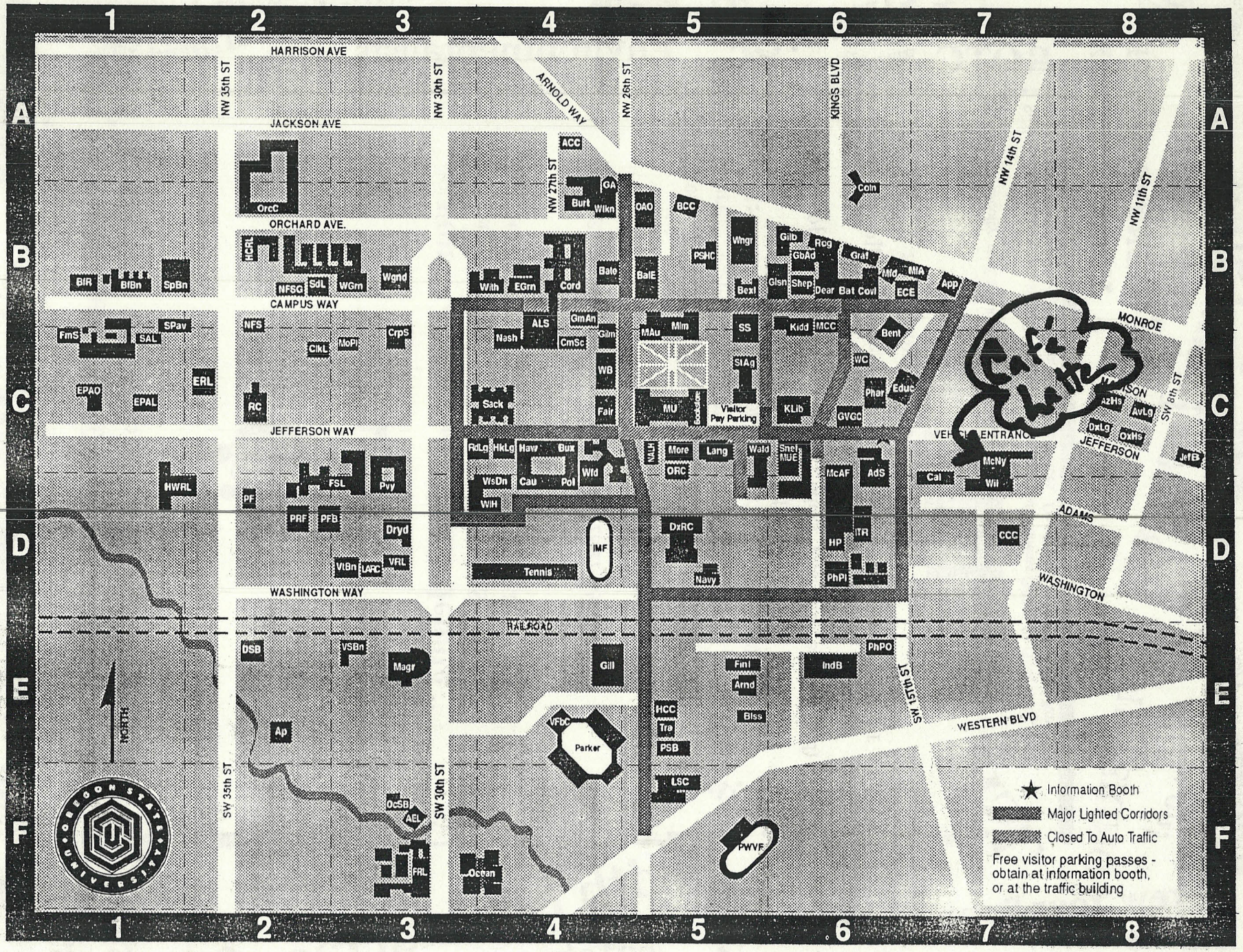
when: Tuesday, October 10; 4:30 - 5:45 p.m.
where: Cafe Latte, corner of McNary Dining Center
what: Debate, question-answer period, casual conversation, lots o' coffee and snack choices.
free popcorn? : Yes. (other eats, drinks: meal cards, cash accepted)

SO -- Please come by for the entire debate, or stop in for a few minutes and check it out.

Student

*We think so
** Students, faculty, staff, friends

Sponsored by: Forensics Team, Ray Buttle, Dean of Students Office, R. Gew, RHA, University Housing and Dining Services, Dee Baites, ICA, and Mike Rowfone.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HARRISON AVE
JACKSON AVE
ORCHARD AVE.
CAMPUS WAY
JEFFERSON WAY
WASHINGTON WAY
RAILROAD
NW 35th ST
NW 30th ST
NW 27th ST
NW 26th ST
ARNOLD WAY
KINGS BLVD
NW 14th ST
NW 11th ST
SW 35th ST
SW 30th ST
SW 15th ST
SW 6th ST
MONROE
ADAMS
WASHINGTON
WESTERN BLVD
JEFFERSON
VEHICLE ENTRANCE
OrcC
HCRL
NFSG
SdL
WGrn
Wgnd
BIR
BIBn
SpBn
FmS
SAL
SPav
NFS
ClKL
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PRF
PFB
Dryd
VtBn
LARC
VRL
Tennis
IMF
DxRC
Navy
HP
ITR
PhPl
CCC
McAF
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Cal
McNy
Wil
PhPO
IndB
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PSB
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ECE
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Visitor Pay Parking
SS
StAg
Kidd
MCC
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WC
Phar
Educ
KLib
GVGC
RdLg
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Pol
WIH
NAH
More
ORC
Lang
Wald
Snel
MUE
AzHg
AvLg
DxLg
OxHg
JefE
Information Booth
Major Lighted Corridors
Closed To Auto Traffic
Free visitor parking passes - obtain at information booth, or at the traffic building

REPORTS TO THE FACULTY SENATE

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331-6203

503-737-4344

FACULTY SENATE OFFICE
Social Science 107

Thursday, November 2, 1995; 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 1996 Apportionment Table (p. 1)

   The 1996 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 for Senate approval.

2. Faculty Senate Nominations/Elections (p. 2)

   Michael Oriard, Committe on Bylaws and Nominations Chair, will present the Committee report which includes nominees for the 1996 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 Senates 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 9 issue of *OSU THIS WEEK*.

   The University-wide election of the President-Elect and IFS representative will be conducted between November 13 and December 4. 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 December 4 will be counted by the Counting Committee prior to the December 7 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 7 meeting of the Faculty Senate, and will be conducted by written ballot. Those candidates receiving the highest number of votes shall be elected. Tie votes shall be resolved by written ballot in a run-off election.

3. Establish a new OSSHE International Exchange Program in Mexico (pp. 3–13)

Walt Loveland, Curriculum Council Chair, will present a Category I Proposal to establish a new OSSHE International Exchange Program in Mexico at the Universidad de las Americas in Cholulu, Puebla, Mexico.

4. Resolution Regarding Department of Defense Discrimination Policy (p. 14)

Kathy Heath, Faculty Status Committee Chair, will present the attached resolution for Senate approval regarding the Department of Defense discrimination policy.

5. D. Curtis Mumford Faculty Service Award Guidelines Revision (p. 15)

Ken Krane, Faculty Senate President-Elect, will present the proposed revisions to the D. Curtis Mumford Faculty Service Award guidelines.

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 Senate, 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 Requirements Committee, Steve Rubert, Chair (p. 16)
Promotion & Tenure Committee, Bart Thielges, Chair (pp. 17–23) The Summary 1995 Promotion & Tenure Guidelines and Dossier Guidelines referred to in the report are available for viewing in the Faculty Senate Office.

C. INFORMATION ITEMS

1. Senator Attendance Summary for 1993/94 (p. 24)

Attached is a summary of Senator attendance by apportionment unit for academic year 1994/95. Each Dean or head of an apportionment unit will receive an attendance report by individual Senator 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.

2. University Awards (pp. 25–26)

Materials will be sent shortly to Deans, Directors, and Department Heads containing information for the OSU Distinguished Service Award and the following awards:

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
Extended Education Faculty Achievement Award
D. Curtis Mumford Faculty Service Award

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, Patricia J. Lindsey, Agricultural and Resource Economics, Ballard 213, by February 15, 1996; February 8 for the OSU Distinguished Service Award.

In recent years, there have been an insufficient number of nominations submitted for some categories. We have a highly qualified faculty and few opportunities to recognize their contributions — we need your leadership in facilitating nominations of faculty for these awards.

3. Instructions for Nomination and Election of Faculty Senators (p. 27–28)

Upon receipt of all materials, the Faculty Senate Office annually transmits the attached Senatorial nomination and election instructions to heads of all voting units.

4. Interinstitutional Faculty Senate Meeting Recap (pp. 29–30)

A recap of the October IFS meeting is attached.

5. Collective Bargaining Straw Ballot

A collective bargaining straw ballot has been distributed to all faculty included in Faculty Senate apportionment. This ballot will determine whether there are enough OSU faculty interested in collective bargaining to pursue a formal vote. All ballots must be returned to the Faculty Senate Office no later than November 8 to be counted.

6. Instructional Media Web Access

The Instructional Media Committee has placed current meeting minutes, and information and activities from last year on the World Wide Web (http://www.orst.edu/Dept/eco edu/fs/index.html). Additionally, the Committee's 1995-96 Instructional Technologies Requests for Proposals are also available on the Web page. Copies of the RFP for Instructional Technologies may be obtained after November 2, via e-mail from ZoeAnn Holmes (holmesz@ccmail.orst.edu).

D. REPORTS FROM THE FACULTY SENATE PRESIDENT

President Sally Francis

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

1996 FACULTY SENATE APPORTIONMENT

Apportionment Unit	1995 Total FTE	1995 Senators	1996 Total FTE	1996 Senators	Gain or Loss
Agricultural Sciences	344.70	25	334.190	24	-1
Associated Faculty	219.31	16	200.889	14	-2
Business	46.26	3	45.413	3	--
Engineering	124.36	9	127.485	9	--
Extension (off-campus)	157.00	11	142.33	10	-1
Forestry	109.60	8	106.976	8	--
~~Health & Human Performance~~	~~45.11~~	~~3~~	~~39.890~~	~~3~~	~~--~~
Home Economics & Education	76.74	5	71.165	5	--
Information Services *	--	--	60.500	4	+2
Liberal Arts	194.76	14	190.164	14	--
Library	34.62	2	--	--	--
Oceanic & Atmospheric Sciences	87.31	6	87.610	6	--
Pharmacy	32.45	2	29.990	2	--
ROTC	26.00	2	28.00	2	--
Science	215.36	15	214.803	15	--
Student Affairs	58.55	4	61.165	4	--
Veterinary Medicine	32.84	2	34.770	2	--
TOTAL	1804.97	127	1775.34	125	-2

10/25/95

14 FTE = 1 Senator

*Information Services was created in 1995 by combining Communication Media Center, Kerr Library, Telecommunications, and University Computing Services

Head Count = 1,978

October 17, 1995

MEMORANDUM

TO: Executive Committee of the Faculty Senate
Sally Francis, Senate President

FROM: Faculty Senate Bylaws & Nominations Committee
Michael Oriard, Chair
John Block
Lita Verts
Ray Tricker

RE: Faculty Senate Nominations

The Faculty Senate Committee on Bylaws & Nominations recommends the following nominees for this fall's elections:

Faculty Senate President-Elect

1. David Hardesty, Professor and Department Chair, Art
2. Anthony Wilcox, Associate Professor and Department Chair, Exercise & Sport Science

Faculty Senate Executive Committee

1. Jim Folts, Associate Professor, Art
2. Cheryl Jordan, Assistant Professor, Apparel, Interiors, Housing & Merchandising
3. Don Reed, Distinguished Professor, Biochemistry, and Director, Environmental Health Sciences Center
4. Mary Alice Stander, Coordinator, Student Athlete Services
5. J. Antonio Torres, Associate Professor, Food Science & Technology
6. Ken Williamson, Professor, Civil Engineering, and Director, Water Resource Research Institute

Interinstitutional Faculty Senate

1. Leslie Davis Burns, Professor, Apparel, Interiors, Housing & Merchandising
2. Janet Nishihara, Assistant Professor and Academic Coordinator, Educational Opportunities Program

DEPARTMENT OF
CHEMISTRY

OREGON
STATE
UNIVERSITY

Gilbert Hall 153
Corvallis, Oregon
97331-4003

Telephone
503-737-2081

Fax
503-737-2062

9 October, 1995

Professor Sally Francis
Faculty Senate Office
Oregon State University

Dear Professor Francis,

I am pleased to report to you that the Curriculum Council approved the proposal to establish a new OSSHE International Exchange Program in Mexico at the Universidad de las Americas in Cholulu, Puebla, Mexico. This action was taken at the Council's regular meeting on 29 September, 1995. 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,

Walter Loveland

Walter Loveland
Professor of Chemistry
Chair, Curriculum Council

4.

August 17, 1994

Proposal for OSSHE International Exchange Program
in

MEXICO

August 1994

Background and Introduction

The Oregon State System of Higher Education (OSSHE) offers international education opportunities in China, Denmark, Ecuador, France, Germany, Hungary, Japan, and Korea. During the past year, the OSSHE Foreign Study Programs Office offered two pilot programs in Thailand and Mexico according to priorities established by the Chancellor and the OSSHE Executive Boards for Thailand and Latin America. This proposal describes the general framework for OSSHE academic programs in Mexico and seeks formal approval for the program at the *Universidad de las Américas* in Cholula, Mexico.

The initiative for this proposal comes from various faculty members and administrators in several institutions throughout the OSSHE. After discussions at Latin America Executive Board meetings focusing on the academic needs of students and faculty, certain priorities for program development were established. Those priorities were recorded in the minutes of the Latin America Executive Board meeting of October 25, 1991 and form the basis for this proposal.

General Program Description

A three-tiered program will be the focus of OSSHE's program development efforts. The first level program would be an intensive Spanish language program. The program would be modelled after the Tübingen Spring Intensive Program in which students with two quarters of first year German receive intensive instruction in the language for one semester and receive credit for the third term of first year German and all of second year German. The program, based at the University of Tübingen in Baden-Württemberg, combines German language instruction with extracurricular activities to reinforce the students' comprehension and use of the language. Students also take a culture and civilization course.

The middle tier of the program will be modelled after the OSSHE Ecuador exchange program. Designed to accommodate students with intermediate level skills in Spanish, usually those completing second or third year Spanish, the program would provide further training in the language and offer limited opportunities to take a course or two integrated with Mexican students. The integrated courses would be carefully selected by on-site academic advisers for their suitability with the students' language skills.The upper tier of the program will be an advanced program for students who are able to receive instruction in Spanish and work with Mexican faculty and students in an integrated setting. This program would involve advanced undergraduates and a few graduate students who have reached the level of language competency necessary to function in a Spanish speaking environment.

Program implementation based on this plan was delayed during the 1991-92 academic year because of overabundant student applications for the OSSHE Ecuador program. More than 70 students applied for 40 places in Quito, Ecuador and a decision was made to accommodate as many qualified students as possible by working with the *Universidad de las Américas* in Cholula, Mexico.

The University of the Americas was selected as a site because of its solid academic reputation and its willingness, on very short notice, to host up to 15 students from the OSSHE. The OSSHE Academic Council granted approval to run a pilot project at UDLA during the 1992-93 academic year which was later extended to cover the 1993-94 academic year. This approval allowed students to participate in the program and receive academic credit at their home OSSHE institution without the program proposal going through normal channels at the institutional or system levels. The fall 1992 semester program enrolled 11 students and a Graduate Teaching Assistant (GTA). An additional four students who were unable to participate in the fall program for various reasons enrolled in the spring semester 1993 program. In total, 16 students from OSSHE institutions have studied at UDLA during the 1992-93 academic year, two of those for the full academic year. During the fall 1993 program, five students including one GTA, participated with one student opting to stay for the academic year program. The spring semester 1994 program enrolled two new students. Initial evaluations of this pilot project have been very favorable and have improved as the OSSHE Foreign Study Programs Office has gained experience working with the UDLA. The fall 1994 program enrolled 10 students.

Structure of the Mexico Study Programs

This proposal provides a general overview of the three program formats in the order of priority set by the Board and will set the stage for graduated levels of academic learning in Mexico. Besides academic learning, opportunities for nontraditional learning will be encouraged through internships, service projects, and field studies. Following discussions of the OSSHE Latin America Executive Board at its December 4, 1992 meeting, the following program was outlined:

Advanced Level Program (ALP)

The OSSHE Latin America Board has expressed its preference for an advanced level program to be developed as soon as possible. This program will serve the needs of advanced undergraduate and beginning graduate students who are capable of taking integrated courses with Mexican students and receiving instruction in Spanish for their entire academic program. The ALP would also provide a foundation for advanced students wishing to conduct independent research or projects. In November 1991, a subcommittee of faculty and OSSHE Foreign Study Office staff recommended the *Universidad Iberoamericana* as the site for the ALP. We are not, at this time, seeking approval for the ALP at the *Universidad Iberoamericana.*

Beginners Language Intensive Program (BLIP)

The Board gave its second priority to the development of an intensive language program. During the November 1991 subcommittee meeting, the *Universidad de las Américas* was identified as a possible site for this program.

Intermediate Level Program

An intermediate level program is the third priority for the Latin America Board. Its members feel that the first two program formats are more important since no programs currently exist to serve those needs.

Because high demand for the Ecuador program continues, the OSSHE Foreign Study Programs Office staff sees a need to provide opportunities for intermediate level students. The UDLA also provides a possible base for OSSHE's beginning level program because of its experience in providing language instruction for non-Spanish speakers.

Reciprocity

Because reciprocal exchanges bring many benefits to the OSSHE institutions, to our partner institutions, and to students on both sides of the exchange, bilateral exchange of students and faculty will be encouraged whenever possible. International students and faculty on our campuses enrich the classroom, the living environment, and the community. To the maximum extent possible, students and faculty from our partner institutions in Mexico will be invited to participate in the program to broaden their academic and extracurricular opportunities. We have confirmed that the proposed partner universities have a strong interest in reciprocity.

Reciprocity also brings financial benefits to the proposed agreements. Because the *Universidad Iberoamericana* and *the Universidad de las Américas* are both private institutions, they charge tuition that exceeds that charged in the OSSHE. Beyond the cultural and academic benefits noted above, the reciprocal waiving of tuition helps minimize academic costs at the level of the students' home institution.

Student Demand

Spanish Language Enrollments at OSSHE Institutions

Credit hour enrollments in Spanish courses as compiled by the Chancellor's Office for Spanish language for fall 1993 (the most recent figures available) are as follows:

UO	OSU	PSU	WOSC	SOSC	EOSC	OIT
8,334	2,421	2,423	2,101	1,703	719	440

The credit hour figures shown above are for students at all undergraduate levels. While it is difficult to determine the exact number of students taking courses in Spanish at the various institutions, we can conservatively estimate that number by dividing by four, the number of credits for beginning level Spanish courses.

Programs Available to OSSHE Students in Latin America

Despite the large number of students in the OSSHE institutions studying Spanish, there are relatively few students studying in Latin America. At present, the following opportunities exist for students in the OSSHE institutions:

Costa Rica - fall or spring semester (CIEE)	PSU
Dominican Republic - fall or spring semester (CIEE)	PSU
Ecuador, Quito- fall and/or spring semester	OSSHE systemwide
Ecuador, Quito- summer program	OSU
Mexico, Cholula - fall and/or spring semester	OSSHE (pilot)
Mexico, Cuernavaca-spring term, summer term (discontinued after spring 1994)	UO
Mexico, Queretaro-summer program (new program operated by private foundation)	UO
Mexico, Queretaro-fall or spring semester	PSU
Mexico, Guanajuato- academic year program	SOSC

Only the OSSHE program in Ecuador, the pilot project at the UDLA, and the SOSC-Guanajuato program in Mexico are bilateral exchanges. With the passage of the North American Free Trade Agreement in December 1993 and the increasing enrollments in Spanish language classes throughout the OSSHE, the further development of learning opportunities in Latin America is warranted.

The *Universidad de las Américas*, Cholula, Puebla, Mexico

Location

The *Universidad de las Américas* is in the city of Cholula, approximately 120 kilometers (90 miles) southeast of Mexico City. Situated at an elevation of 6,300 feet above sea level, Cholula, one of the oldest cities on the continent, has a population of approximately 40,000. In pre-Colombian times, it was a major ceremonial center for the deity, Quetzalcoatl. Cholula is rich in archaeological sites dating from the pre-Colombian era. The most striking of the sites is the pyramid of Tlachihualtépetl upon which the Spaniards built a cathedral, *Nuestra Señora de los Remedios* as a monument to their conquest.

Puebla, a city of three million inhabitants, is approximately 20 miles away. Puebla has been designated as *a Ciudad Patrimonio Cultural de la Humanidad* by UNESCO. It is considered the fourth most important city in Mexico and is a recognized center for industry, commerce and agriculture.

Mexico City, located one and one half hours away by bus, is now the world's largest, and possibly, most intriguing, city. Students have easy access to Mexico City's wealth of museums, governmental offices, libraries, and monuments.

Brief History

The *Universidad de las Américas* was founded in 1940 as the Mexico City College (MCC). In 1947, a graduate school was added to the institution. Shortly after that, in 1950, the College became an extraterritorial member of the Association of Colleges of Texas. Development of the College continued, and by 1959, MCC became a member of the Southern Association of Colleges and Schools (SACS). The name of the college was eventually changed to the *Universidad de las Américas* in 1963. After receiving support from the Mary Street Jenkins Foundation and the United States Agency for International Development in 1967, construction began on the present campus site, the former hacienda of Santa Catarina Mártir in Cholula.

8.

In 1985, the current rector, Dr. Enrique Cárdenas, was appointed and immediately began an ambitious development program at the university. Laboratory facilities and physical plant were revitalized with financial assistance from the Mary Street Jenkins Foundation. In addition, the Institute for Advanced Studies was established, providing facilities and funds for members of the faculty to conduct research.

In 1988, the UDLA committed itself to further development of social sciences and the humanities by developing separate schools in each area. This development renewed the commitment to research, dissemination of information, and consulting outside the university. SACS also renewed accreditation in 1988. During the next year, the UDLA's enrollment surpassed 5,000 students for the first time.

Rector Cárdenas was reappointed by the University Council for another five-year term in 1990. During his tenure as rector, Dr. Cárdenas has made a concerted effort to internationalize the faculty and student body of the UDLA. His commitment to providing international opportunities for the faculty and students has created a receptive environment for the OSSHE pilot project in Mexico. Indeed, the potential for exchange and collaborative research between the OSSHE and the UDLA has only begun to develop.

Academic Units of the *Universidad de las Américas*

School of Administration and Business Management
- Dept. of Business Administration
- Dept. of Accounting and Finance
- Dept. of Hotel Management

School of Sciences
- Dept. of Physics and Mathematics
- Dept. of Interdisciplinary Mathematics
- Dept. of Chemistry and Biology

School of Social Sciences
- Dept. of Anthropology
- Dept. of Communication Sciences
- Dept. of Educational Sciences
- Dept. of Law
- Dept. of Economics
- Dept. of Psychology
- Dept. of International Relations

School of Humanities
- Dept. of Architecture
- Dept. of Graphic Design
- Dept. of Philosophy and History
- Dept. of Languages
- Dept. of Literature

School of Engineering

- Dept. of Electrical Engineering and Communication
- Dept. of Industrial and Textile Engineering
- Dept. of Mechanical and Civil Engineering
- Dept. of Chemical and Food Engineering
- Dept. of Computer Systems Engineering

Institute of Advanced Studies

Developed in the fall of 1990, the *Instituto de Estudios Avanzados* (IDEA), is organized around various disciplinary research centers. The purpose of the Institute is to provide support for faculty research and development at the UDLA.

Faculty Members

The UDLA lists 235 full-time faculty members in its 1993-94 catalog. Of those, 47 faculty members are from different countries, primarily in Latin America. Sixty-five faculty members have doctorates; 136 faculty members have master's degrees; and 44 have the *licenciatura*, usually a five-year degree in Latin America. Of the 44 faculty members with the *licenciatura*, eight are instructors in the graphic arts and design area; three are in hotel management; and 13 are laboratory instructors or supervisors.

The UDLA is currently committed to a faculty development plan that offers individuals a leave of absence, with salary, to pursue doctoral degrees. The OSSHE institutions can contribute to that faculty development plan by accepting qualified individuals into doctoral study programs through the exchange program.

Library Facilities

Library facilities at the UDLA are among the best in Latin America. The library lists 300,000 books and 150 periodicals in its holdings. Stacks are open at the UDLA library and easily accessible by students. In addition, computerized search facilities are available as are national and international CD-ROM databases.

Department of International Programs

The UDLA Department of International Programs, headed by Maestra Margaret Hough, has been a cooperative partner in the development of this pilot project. Ms. Hough and her staff of five have demonstrated a strong commitment to the development of bilateral links to the OSSHE institutions. In addition to exchanges with OSSHE colleges and universities, the International Programs department operates exchanges with the University of Missouri, Texas A&M University, Central Washington University, Colorado State University, the University of Pittsburgh and several European universities.

The Department of International Programs provides support to visiting students from partner universities and counsels students from the UDLA wishing to study abroad. It is a full-service international office and has been very cooperative.

Computing Facilities

Students have access to more than 500 personal computers at the UDLA. Microcomputer facilities offer both DOS and Apple platforms. Mainframe computing facilities include two VAX machines, an IBM Model 50, one Sun SPARCServer, and two Sun SPARCStations.

The UDLA is connected to the Internet via MEXnet. Though connectivity to the UDLA was sporadic during the first year of the project, several students obtained electronic mail accounts during the spring 1993 and communicated often with the OSSHE Foreign Study Office. During the spring semester 1994, the *Departamento de Programas Internacionales* began using the Internet making communication much easier and less expensive.

Living Arrangements

Since the inception of the pilot project, students have had two options for living arrangements, family homestays (in Puebla) and dormitories. During the first year of the pilot project, students were encouraged to live on the UDLA campus, primarily because the International Programs Office at the UDLA did not have sufficient staff to manage a large number of homestays. Students now have two options and make a choice based on their preferences and their willingness to conform to the context of each situation.

Dormitories- The UDLA has dormitory facilities for 960 students on the campus. Campus dormitory space for visiting students has been available in each of the four semesters the OSSHE has sent students to the UDLA. Dormitories are strictly segregated by gender; members of the opposite sex are only permitted in the outer lobby areas. Dormitory regulations are strict compared to Oregon dormitories.

Some students have said that they did not feel welcomed by their "suitemates." This observation has been made primarily by our female participants, though it is not a universal response.

Advantages to living in the dormitories are:

- Easy access to campus activities and facilities.
- Opportunities exist for integrating with Mexican students
- Offers more independence than living with a Mexican family
- Comfortable, clean surroundings

Disadvantages to living in the dormitories are:

- Lack of privacy
- Occasional difficulties integrating with Mexican peers
- Cost is relatively high
- Meals are not provided in the dormitory, but instead in the student union and are relatively expensive.

Family Homestay - Few of the students participating in the pilot projects have opted to live with Mexican families. Most families are located in Puebla, and often involve a commute of at least 45 minutes by bus and "*combi*" or van. The few students, however, who have opted to live with families have responded very favorably to their experience.

Student Facilities on Campus - Many of the amenities and services one would expect to find on a U.S. university campus are readily available at the UDLA. Among these are:

- 24 hour student health clinic
- Security
- Post Office
- Photocopy, design service
- Long distance phone service
- Automatic bank teller

In addition, there is a bookstore, supply shops, a travel agency, a pharmacy, and several cafes.

Students will also find ample opportunities to become involved in sports and leisure activities such as:

- Dance workshops: contemporary, flamenco, jazz, regional, and ballet
- Sports: aerobics, basketball, boxing, football, swimming, martial arts, tennis, gymnastics, yoga
- Clubs: There are many clubs and organizations representing a variety of student interests.

Profile of the OSSHE Pilot Program at the *Universidad de las Américas*

Distribution of Participants from the OSSHE Institutions

	Fall 1992	Spring 1993	Fall 1993	Spring 1994	Fall 1994
Eastern Oregon State College	1	0	0	0	0
Oregon Institute of Technology	0	0	0	0	0
Oregon State University	4	1	3	1	1
Portland State University	0	0	1	1	0
Southern Oregon State College	0	0	0	0	0
University of Oregon	4	2	0	1	6
Western Oregon State College	3	2	2	0	3
Totals*	**12**	**5**	**6**	**3**	**10**

*Totals have declined during the 1993-94 academic year because we have initiated a new spring semester program in Quito, Ecuador. Applications for the fall 1994 program show higher student interest. The OSSHE Foreign Study Programs Office has five applications pending for spring 1995.

Courses Taken By OSSHE Students

Literatura Mexicana
Cultura Mexicana
Translations: English to Spanish
Spanish Grammar, Level III and IV
20th Century Literature, Level IV
Mexican Philosophy
Planning and Strategy in International Negotiations
Visual Communication
Panorama of Mexico
Morphosyntax and Writing
Mexican Thought I
American Thought and Culture
General Ethnology
Pre-Colombian Cultures
Post-Colombian Indigenous Groups and Cultures
Mexico in the 20th Century
Popular Art in Mexico
International Relations
U.S. Foreign Relations

12.

Mexican Foreign Relations
Society and State of Mexico
Contemporary Hispanamerican Literature
American Short Story in Print and on Film
Administrative Spanish Language

Distribution of Participants from the UDLA in OSSHE Institutions

Winter 1993	Spring 1993	Fall 1993	Winter 1994	Spring 1994
OSU 7	OSU 6	OSU 1	UO 1	UO 1

Fall 1994
UO 1; WOSC 1
(All students at OSU during the winter and spring terms, 1993 were in engineering fields.)

Program Calendar

Fall Semester Program

March 1	Application deadline
March 1-April 10	Selection interviews, paperwork
April 22-23	Pre-Departure Orientation in Oregon
August 10	Departure for Mexico
August 11-13	On-site orientation
August 18	Fall semester classes begin
December 18	Fall semester classes end

Spring Semester Program

October 15	Application deadline
October 15-November 15	Selection interviews, paperwork
November 15	Pre-Departure Orientation in Oregon
January 1	Departure for Mexico
January 2-3	On-site orientation
January 7	Spring semester classes begin
May 15	Spring semester classes end

Resources (many of which were used in the development of this proposal)
1993-94 Catalog of the *Universidad de las Américas*
OSSHE - Universidad de las Américas Orientation Handbook, Spring Semester 1994
Informe de Labores del Rector a la Communidad Universitaria, 1990-91
Viewbook of the UDLA
Student evaluations
Student interviews
Visit to the program site by Paul Primak, OSSHE International Exchange Coordinator, April 1993
Minutes of the OSSHE Latin America Executive Board, 1991-92, 1992-93, 1993-94

STATE FUNDS BUDGET

Oregon State System of Higher Education Foreign Study Program at the *Universidad de las Américas*

State Funds		
Salaries		
Program Coordinator	@ .20	$6,410.00
Program Assistant	@ .15	$3,220.00
Graduate Assistant	@ .40 fall term	$5,840.00
Student Workers		$1,300.00
OPE		$3,515.00
Subtotal salaries		$20,285.00
Supplies and Services		
Office supplies		$150.00
Phone/facsimile		850.00
Postage		450.00
Printing/copying		500.00
Public relations/hosting		250.00
Local travel		250.00
Overseas expenses		250.00
Travel to Mexico		2,000.00
Contingency		1,000.00
Subtotal supplies and services		$5,700.00
Total budget for 1994-95		**$25,985.00**

STUDENT BUDGET

	Fall 1994 Program Costs	Spring 1995 Program Costs
Tuition at OSSHE Institutions	$830.00	$1,660.00
Room & Board	$2000.00	$2,000.00
Program Fee	$600.00	$800.00
	$3,430.00	$4,460.00

The program fee includes administrative overhead, orientation expenses, and required payments to host universities.

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The Faculty Status Committee approved the following resolution and motion on Thursday, October 12.

ROTC ON OREGON STATE UNIVERSITY CAMPUS

Whereas Oregon State University is committed to a policy of nondiscrimination against individuals on the basis of sexual orientation. . .

Whereas the Department of Defense and its Reserve Officer Training Corps (ROTC) follow a policy that discriminates against known homosexuals. . .

Whereas the Department of Defense policy stands in direct contradiction to the affirmative action policies of Oregon State University and the Oregon State Board of Higher Education . . .

Be it resolved that the Faculty Senate strongly condemns the Department of Defense policy of discrimination against individuals based upon their sexual orientation. . .

Be it further resolved that the Faculty Senate go on record as opposed to the Department of Defense policy of discrimination and that it encourages the University community to voice its opposition. . .

Be it further resolved that the Faculty Senate urges the Administration to encourage Oregon's Congressional delegation to seek changes in the Federal policy which discriminates against known homosexuals in the military. . .

Be it further resolved that the Faculty Senate urges the University Administration to require that ROTC comply with the policy of non-discrimination as stated in OAR 580-15-005.

MOTION:

The Faculty Status Committee recommends that the Faculty Senate Committee on Bylaws and Nominations be directed to amend the Bylaws to require that apportionment units represented in the Senate comply with Board of Higher Education Oregon Administrative Rules (OAR 580-15-005). These rules state: "No institution or division shall recognize, register, or otherwise provide assistance to any organization that discriminates in its membership on the basis of age, disability, national origin, race, marital status, religion, sex or sexual orientation." Apportionment units not complying with this rule by September 16, 1996 will not be represented in the 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, and dedicated~~, and unselfish concern for and~~ service to the Faculty ~~of this institution~~ and to OSU.

PROCEDURES:

Each Fall, the ~~Senate's Executive Committee~~ Faculty Recognition & Awards 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 (5 letters from colleagues, department ~~chairmen~~ chairs, deans) outlining the stated criteria (exceptional, ongoing, and dedicated ~~and unselfish concern for and~~ service to the Faculty ~~of~~ and to OSU) should be submitted to ~~the Executive Committee, c/o the Faculty Senate Office~~ Patricia J. Lindsey, Faculty Recognition & Awards Committee, 213 Ballard Hall, Corvallis OR 97331-3601, by January 26, 1996. Past presidents of the Faculty Senate shall be ineligible for nomination during the 3-year period immediately following the end of their term as president.

Nominations will be reviewed by ~~a Subcommittee of the Executive Committee appointed by the Senate President~~ the Faculty Recognition & Awards Committee. The subcommittee shall report to the Faculty Senate 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, the name of 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~~ Faculty Recognition & Awards Committee 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. Seven (7) double-sided copies of the nomination ~~letters~~ packet should be addressed to ~~the Faculty Senate Executive Committee, c/o Faculty Senate Office, Social Science 107,~~ Patricia J. Lindsey, Faculty Recognition & Awards Committee, Agricultural & Resource Economics, 213 Ballard Hall, Corvallis OR 97331-3601 via campus or U.S. mail, as appropriate. ~~and should include appropriate documentation supporting the nomination.~~ All nominations must be received ~~in the Senate Office~~ by January 26, 1996.

ACADEMIC REQUIREMENTS COMMITTEE END OF YEAR REPORT

July 1, 1994 - June 30, 1995

	Approved		Denied		TOTAL	
	No.	%	No.	%	No.	%
I CHANGE OF GRADES	1192	100%	0	0%	1192	35.1%
BY PETITION	13	19%	57	81%	70	2.1%
II REMOVAL OF E GRADES	154	99%	1	1%	155	4.6%
III SUBSTITUTION OF COURS	7	88%	1	13%	8	0.2%
IV SPECIAL EXAMINATIONS	29	88%	4	12%	33	1.0%
V ADDS AND DROPS	1116	76%	355	24%	1471	43.3%
VI LATE WITHDRAWALS	195	61%	127	39%	322	9.5%
VII MISCELLANEOUS	80	99%	1	1%	81	2.4%
VIII REPEAT COURSES	0		0		0	0.0%
IX OTHER MISCELLANEOUS	47	73%	17	27%	64	1.9%
Total Number	2833		563		3396	
Total Percentage		83%		17%		100%

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STATE
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October 13, 1995

MEMORANDUM

TO: Faculty Senate Executive Committee

FROM: Bart A. Thielges

SUBJECT: Final Report of the Faculty Senate Promotion and Tenure Committee for 1994-95

Attached is our Committee's Final Report for 1994-95 activities. The Associate Provost's 1995 Promotion and Tenure Review is appended. Also appended is a copy of the Promotion and Tenure Guidelines developed in 1994-95 by a special ad hoc committee appointed by the Provost. The Faculty Senate Promotion and Tenure Committee formed the faculty "core" of that committee.

The Committee appreciated the cooperation and advice we received from the Provost's Office. We especially enjoyed our interactions with John Dunn, outgoing Associate Provost for Academic Affairs. Dr. Dunn has been extremely helpful to members of this Committee and we shall miss his insightful assistance.

I wish to thank the members of the 1994-95 Committee for their commitment to, and their time invested in, the successful completion of the important activities we engaged in this past year.

cc 1994-95 P&T Committee Members
Dr. Kenneth S. Krane

FINAL REPORT TO THE FACULTY SENATE OF THE 1994-95 PROMOTION AND TENURE COMMITTEE

The Faculty Senate Promotion and Tenure Committee reviews statements of policy, advises on matters pertaining to promotion and tenure of faculty, and makes recommendations to the Faculty Senate Executive Committee. During the annual promotion and tenure review process, Committee members are entitled to read candidates' dossiers and to observe deliberations/discussions of the University Promotion and Tenure Committee which includes the Provost, the Vice Provost for Research and International Programs, the Dean of the Graduate School, and the Associate Provost for Academic Affairs (beginning 1995-96, the Dean for Extended Education will also serve on this committee.)

When the University Promotion and Tenure Committee does not reach consensus on their recommendation, or when circumstances warrant discussion of a particular case, the candidate's Dean meets with the committee (beginning 1995-96, the candidate's Department Chair/Head or Unit Supervisor may also meet if their recommendation conflicts with that of the Dean.) In these instances, one member of the Faculty Senate Promotion and Tenure Committee is present as an observer at the meeting to represent the Faculty Senate. This observer notes adherence to the Promotion and Tenure Guidelines and the nature of the decision-making process, but does not evaluate the merits of the particular case.

Faculty serving on the 1994-95 Faculty Senate Promotion and Tenure Committee were: Leslie Davis Burns - Apparel, Interiors, Housing & Merchandising; Everett Hansen - Botany & Plant Pathology; Joe Hendricks - Honors College; Duane P. Johnson - 4-H Youth Development; Ed Piepmeier - Chemistry; and Bart A. Thielges - College of Forestry (chair).

In 1994-95, 106 dossiers were forwarded to the University Committee on Promotion and Tenure. A Summary of the disposition of those 106 cases was prepared by John M. Dunn, Associate Provost for Academic Affairs, and is appended to this Report.

In addition to serving as observers during University Promotion and Tenure Committee discussions with Deans, the Faculty Senate Promotion and Tenure Committee formed the core of a larger, ad hoc committee appointed by the Provost to review and revise the 1988 Promotion and Tenure Guidelines. The 1994-95 Committee members serving included Burns, Hansen, Hendricks, and Thielges. Rebecca Donatelle and David Williams, 1993-94 Committee Members, also served. The ad hoc committee, chaired by Michael Oriard (English), met more than 30 times during the 1994-95 Academic Year to accomplish its mission. Copies of the 1995 Promotion and Tenure Guidelines and Dossier Guidelines are attached.

The Committee submits the following remarks and recommendations, based upon our observations during the Spring Term, 1995 Promotion and Tenure process.

Recommendations

1. The Faculty Senate should, through appropriate media announcements, help the University Community to recognize that new Promotion and Tenure Guidelines are now in effect.

2. Under the new Guidelines, a candidate's Position Description will become an important evaluation document; these Position Descriptions must be reviewed and updated for all faculty, especially those whose assignments have changed significantly, and they must address all areas of faculty responsibility (Teaching, Advising, and Other Assignments; Scholarship and Creative Activity; Service).

3. In developing candidates' promotion and tenure dossiers, Department Chairs/Heads, and Unit Supervisors must address the "evolution" of each Position Description; i.e., summarize and explain significant changes in assignment, special circumstances, etc. (refer to Dossier Guidelines for 1995-96, items IV., V., and VII.)

4. We wish to re-emphasize that dossiers should be reviewed independently of one another and, in cases where units have more than one candidate under review, candidates should be evaluated on their individual merits, avoiding comparisons with other candidates.

5. We reiterate our concern about the relative success rates of "early" promotion/tenure proposals (those submitted before the "standard" 6-year period has elapsed) and again suggest that the Office of the Associate Provost for Academic Affairs develop a system to track and evaluate early promotions.

EXECUTIVE SUMMARY
1995 PROMOTION AND TENURE REVIEW

The University Promotion and Tenure Committee began its review of 106 dossiers in February and concluded its final meeting on June 13, 1995.

Within this report are tables that summarize requests received and the actions taken. The information presented in Table I analyzes the data for the group as a whole. In Tables II and III summary analyses are presented for female and minority candidates. The others provide information on promotion by rank and granting of indefinite tenure. They also show totals by college, including information on females and minorities.

The level of agreement among department, college, and University Promotion and Tenure Committees is high and consistent with the pattern noted in recent years. Forty (40) individuals were promoted to Professor; 38 to Associate Professor; 5 to Assistant Professor or Senior Instructor; and 5 to Senior Faculty Research Assistant. Forty-seven (47) individuals were granted indefinite tenure.

The University Promotion and Tenure Committee consisted of the following individuals:

- Roy Arnold, Provost and Executive Vice President
- John Dunn, Associate Provost for Academic Affairs
- George Keller, Vice Provost for Research and International Programs
- Tom Maresh, Dean of the Graduate School

Faculty Observers to the 1995 University Promotion and Tenure Committee were drawn from the Faculty Senate's Promotion and Tenure Committee. Observers included:

- Leslie Davis Burns, Professor, Apparel, Interiors, Housing and Merchandising
- Everett Hansen, Professor, Botany and Plant Pathology
- Joe Hendricks, Professor, Sociology
- Duane Johnson, Extension Specialist, 4-H Youth
- Ed Piepmeier, Professor, Chemistry
- Bart Thielges, Associate Dean, Forestry

9/21/95
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PROMOTION TO ASSISTANT PROFESSOR/SENIOR INSTRUCTOR

	Total Males and Females	Total Females	Minorities
Forestry	1	0	0
Research & International Prog	1	1	0
Science	3	2	0
TOTALS	**5**	**3**	**0**

PROMOTION TO ASSOCIATE PROFESSOR

	Total Males and Females	Total Females	Minorities
Agricultural Sciences	12	0	1
Business	1	0	0
Engineering	5	0	1
Extended Education	6	3	0
Forestry	1	0	0
Health & Human Perf	1	0	0
Home Economics & Ed	1	1	1
Liberal Arts	4	3	0
Oceanic & Atmospheric Sci	2	0	0
Pharmacy	1	0	0
Science	4	0	0
TOTALS	**38**	**7**	**3**

PROMOTION TO PROFESSOR

	Total Males and Females	Total Females	Minorities
Agricultural Sciences	13	1	0
Engineering	6	0	1
Extended Education	6	2	0
Forestry	3	0	0
Liberal Arts	3	1	0
Oceanic & Atmospheric Sci	3	1	0
Science	6	0	0
TOTALS	**40**	**5**	**1**

TABLE III
ANALYSIS FOR MINORITIES

REQUEST BY RANK	PROMOTION		TENURE	
	YES	NO	YES	NO
Senior Faculty Research Assistant	0	0	0	0
Senior Instructor	0	0	0	0
Assistant Professor	0	0	0	0
Associate Professor	3	2	4	1
Professor	1	0	0	0
No Change	0	0	0	0
TOTAL	**4**	**2**	**4**	**1**

GRANTED INDEFINITE TENURE

	Total Males and Females	Total Females	Minorities
Agricultural Sciences	15	1	1
Business	1	0	0
Engineering	4	0	2
Extended Education	10	4	0
Health & Human Perf	1	0	0
Home Economics & Ed	2	2	1
Information Services	1	1	0
Liberal Arts	5	4	0
Oceanic & Atmospheric Sci	4	1	0
Pharmacy	1	0	0
Science	3	0	0
TOTALS	**47**	**13**	**4**

PROMOTION TO SENIOR FACULTY RESEARCH ASSISTANT

	Total Males and Females	Total Females	Minorities
Agricultural Sciences	1	1	0
Forestry	2	2	0
Oceanic & Atmospheric Sci	2	2	0
TOTALS	**5**	**5**	**0**

TABLE I
ANALYSIS BY RANK AND TENURE

	PROMOTION		TENURE	
REQUEST BY RANK	**YES**	**NO**	**YES**	**NO**
Senior Faculty Research Assistant	5	0	0	0
Senior Instructor	2	0	0	0
Assistant Professor	3	0	0	0
Associate Professor	38	7	35	4
Professor	40	2	5	0
No Change in Rank	0	0	7	1
TOTAL	**88**	**9**	**47**	**5**

SUMMARY OBSERVATIONS:

5 faculty were promoted to the rank of Senior Faculty Research Assistant
2 faculty were promoted to Senior Instructor
3 faculty were promoted to the rank of Assistant Professor
38 faculty were promoted to the rank of Associate Professor; 34 with indefinite tenure
40 faculty were promoted to the rank of Professor; 5 with indefinite tenure
47 faculty were granted indefinite tenure

TABLE II
ANALYSIS FOR WOMEN

	PROMOTION		TENURE	
REQUEST BY RANK	**YES**	**NO**	**YES**	**NO**
Senior Faculty Research Assistant	5	0	0	0
Senior Instructor	1	0	0	0
Assistant Professor	2	0	0	0
Associate Professor	7	1	8	0
Professor	5	1	3	0
No Change in Rank	0	0	2	0
TOTAL	**20**	**2**	**13**	**0**

SENATOR ATTENDANCE BY APPORTIONMENT UNIT											
FY 94/95	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Oct-Jun Average	93/94 Average
Agricultural Sciences	50%	54%	78%	76%	64%	60%	56%	64%	52%	61.6%	67%
Associated	86%	86%	71%	94%	81%	94%	75%	81%	69%	81.9%	79.9%
Business	33%	100%	100%	100%	100%	67%	100%	100%	67%	85.2%	84.3%
Engineering	56%	67%	67%	56%	78%	89%	78%	78%	78%	71.9%	60.3%
Extension	70%	60%	90%	45%	45%	45%	55%	91%	45%	60.7%	63.8%
Forestry	71%	43%	83%	60%	100%	60%	60%	40%	60%	64.1%	62.8%
Health & Human Performance	100%	67%	100%	100%	67%	67%	100%	100%	67%	85.3%	88.9%
Home Economics & Education	100%	100%	100%	100%	80%	80%	80%	100%	100%	93.3%	80%
Liberal Arts	85%	85%	85%	64%	79%	57%	79%	100%	71%	78.3%	65%
Library	50%	100%	100%	100%	100%	100%	100%	100%	100%	94.4%	100%
Oceanic & Atmospheric Sciences	80%	60%	80%	50%	67%	50%	67%	50%	50%	61.6%	42.2%
Pharmacy	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	94.4%
ROTC	100%	100%	50%	50%	50%	50%	100%	50%	0%	61.1%	72.2%
Science	73%	67%	87%	67%	33%	60%	73%	67%	53%	64.4%	71.2%
Student Affairs	100%	100%	100%	100%	100%	100%	75%	100%	100%	97.2%	100%
Veterinary Medicine	0%	100%	100%	100%	100%	100%	50%	50%	100%	77.78%	44.4%

10/25/95

NOMINATION AWARDS

NAME OF AWARD	AWARD PURPOSE	ELIGIBILITY	# AWARDED EACH YEAR	STIPEND AMOUNT	CONTACT PERSON AND DUE DATE
OSU Distinguished Professor Award	Recognizes individuals who have achieved national/international stature as a result of their contributions to scholarship and research and whose work has been notably influential in their fields of specialization.	Generally expected to be at the rank of professor	1 - 3 The title "Distinguished Professor" is retained as long as the individual remains at OSU	$3,000 stipend	David Robinson, Chair, Distinguished Professor Selection Committee 737-1641 11/17/95
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	Patricia Lindsey, Chair, Faculty Recognition and Awards Committee 737-1416 2/15/96
Elizabeth P. Ritchie Distinguished Professor Award	Recognizes an individual for outstanding undergraduate teaching; research particularly related to improvement of instruction and professional leadership.	Faculty who hold academic rank	1	$2,500 recipient; $500 department	Patricia Lindsey, Chair, Faculty Recognition and Awards Committee 737-1416 2/15/96
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	Patricia Lindsey, Chair, Faculty Recognition and Awards Committee 737-1416 2/15/96
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, 737-4344 1/26/96

NAME OF AWARD	AWARD PURPOSE	ELIGIBILITY	# AWARDED EACH YEAR	STIPEND AMOUNT	CONTACT PERSON AND DUE DATE
OSU Faculty Teaching Excellence Award (formerly Burlington Resources Foundation Faculty Achievement Award)	Recognizes unusually significant & meritorious achievement in teaching and scholarship that enhances the effectiveness of instruction; emphasis on actual classroom teaching.	Full-time Faculty – Assoc. Prof., Asst. Prof., or Inst. w/less than 10 yrs service to OSU	1	$2,500 recipient	Patricia Lindsey, Chair, Faculty Recognition and Awards Committee 737-1416 2/15/96
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 737-0663 11/06/95
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	Patricia Lindsey, Chair, Faculty Recognition and Awards Committee 737-1416 2/08/96
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	Patricia Lindsey, Chair, Faculty Recognition and Awards Committee 737-1416 2/15/96
Extended Education Faculty Achievement Award	Recognizes significant and meritorious achievement which enhances the effectiveness of extended education by faculty who devote a significant amount of time to extended education, whether on or off campus.	Full-time faculty with 5 or more years of service to OSU	1	$2,000	Patricia Lindsey, Chair, Faculty Recognition and Awards Committee 737-1416 2/15/96
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	Patricia Lindsey, Chair, Faculty Recognition and Awards Committee 2/15/96

OREGON STATE UNIVERSITY
Corvallis OR 97331-6203 (737-4344)

Faculty Senate Office
Social Science 107
November 3, 1995

MEMORANDUM

TO:
Dean Dutson – Agricultural Sciences
Academic Affairs – Associated
Dean Parker – Business
Dean Owen – Engineering
Dean Houglum – Extension
Dean Brown – Forestry
Dean Maksud – Health & Human Performance
Dean Green – Home Economics & Education
Dean Schaffer – Liberal Arts
Dr. Hughes – Information Services
Dean Dalrymple – Oceanic & Atmospheric Sciences
Dean Ohvall – Pharmacy
Capt. Rice – ROTC
Dean Horne – Science
Dean Hutton – Veterinary Medicine
Dr. Roper - Student Affairs

FROM: Executive Committee of the Faculty Senate
Sally Francis, President, Faculty Senate

RE: Faculty Senate Elections, Fall 1995

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 Faculty Senate membership (terms expire for all those appearing in the column headed '1995' — 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. Faculty 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, including 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 4**, and forward the names of the individuals elected to the Faculty Senate Office by **no later than December 6** so elected individuals can be informed of the New Senator Orientation prior to the Christmas break.

The coming year, 1996, will be a transitional year in regard to off-campus Extension representation in the Senate. Current Extension Senators have been requested to develop a proposal by February 1, 1996, for merging Extension representation into the academic colleges. Any such change in representation will affect the fall 1996 election.

Also enclosed are attendance summaries for your unit for the period October 1994—June 1995. Although these have no direct bearing upon the current election, we believe you may find the information to be of interest. Faculty have been informed that this information is available to determine representation of Senators who are eligible for reelection.

If you have any questions about materials or procedure, contact Vickie Nunnemaker immediately at x 7-4344. Thank you very much for your cooperation and assistance.

Report from the Interinstitutional Faculty Senate Meeting
October 6 & 7 — OHSU

IFS Senators present: Esbensen, Seville, Wilcox
Report submitted by Wilcox

Peter Kohler, president of OHSU, gave an update on the transitional process underway as OHSU becomes a public corporation. They are preparing to offer a $225 million bond to address infrastructure needs. On a separate matter, President Kohler indicated that OHSU faculty were also receiving the 3% increase in faculty salaries other OSSHE faculty have received.

Richard Markwood, Dean/Director of the Central Oregon University Center, described the goals of the Center and its current activities. The Center operates on the campus of Central Oregon Community College and offers courses from various OSSHE institutions and Linfield College. At present, a bachelors degree in multidisciplinary studies can be earned through the Center.

Tim Griffin, Vice Chancellor for Corporate and Public Affairs was next to speak to IFS. The purpose of his office is to recapture business support and advocacy for higher education in the state. He reported that higher education is now "on the radar screen" of most of the major business associations in the state. Griffin discussed the restructuring proposals for OSSHE that had appeared in several newspaper articles that week. He stated that there were no proposals or recommendations for restructuring at this time, but there have been several discussion papers circulated among the Chancellor, his staff, and some Board members. It is felt within the Chancellor's office that restructuring will be necessary to utilize OSSHE resources most effectively and to make a stronger case to the legislature for increased support in the upcoming session. At the November Board of Higher Education meeting, the Chancellor and the Board will consider the process by which the planning will be conducted. While the Governor has stated his commitment to higher education and has created a task force to generate recommendations to him on this topic, OSSHE has an opportunity at this time to shape governmental thinking and to define the direction these recommendations will take. IFS emphasized to Griffin a) the importance that identified goals and objectives drive the discussions of OSSHE structure and b) the need for faculty to have a role in the process.

Robert Noose, the Executive Director of the Oregon Student Lobby, spoke next. He identified the primary goals of the lobby as countering the increase in tuition, pushing for increased faculty salaries, increasing the number of faculty (decreasing the number of large class sizes), and fighting the threat to federal student loan programs. Other issues of concern: child care, sex assault policies, affirmative action ballot measures, and attacks on student fees. He noted the lobby's success in registering students to vote, and they have been working to register students for the upcoming senatorial primary.

Business meeting, Saturday, October 7

Connell reported on the June, July and September OSSHE Board meetings, and Wilcox reported on the July and September OSSHE Academic Council meetings.

There was further discussion on the initiative to place faculty on the State Board of Higher Education. A sub-committee was formed to develop a proposal to take to Chancellor Cox recommending that two faculty members be added to the Board. Still undecided was whether the recommendation would include voting rights for the faculty members, which would require legislative approval, or that they not have voting privileges, which would require only Board approval.

The topic of OSSHE restructuring was discussed. The memo by Chancellor Cox to the OSSHE presidents was distributed. IFS will send a letter to the Chancellor stating the importance that faculty be involved in the process by which OSSHE restructuring plans are developed. This message will also be delivered in the IFS report at the October 20 Board meeting at OIT.

A proposal to forward a recommendation to the Board requesting that the Presidential Search Procedures be amended to include management/classified staff on the search or screening committees was discussed. It was decided that such a request should be postponed until after the conclusion of the OSU presidential search, and then members from both the OSU and WOSC searches could meet to develop recommendations to the Board on the process.

There was some discussion regarding how the various campuses were implementing the OSSHE Diversity Initiatives and managing the 5% cut for the second year of the biennium. Regarding the former, it was felt that this issue should be raised for university/college-wide discussion, since it was the impression that the faculty at most campuses are unaware of the goals and mechanics of the initiatives.

The IFS will next meet on December 2 & 3 at PSU.

From: Vickie Nunnemaker at Ads6 11/8/95 6:40PM (985 bytes: 15 ln)
To: Leslie Davis Burns at HomeEc, Russell G. Dix at Regs_Adms, Faculty Senate Office, Sally Francis at HomeEc, K. S. Krane at Internet_Gateway, Jo-Ann Leong at NASH-HALL, Margaret L. Niess at Internet_Gateway, Michael Oriard at Internet_Gateway, Beth Strohmeyer at STUDENT_ACTS, jwlee@math.orst.edu at Internet_Gateway, Roy Arnold
Subject: 11/14 EC Meeting
---------- Message Contents ----------

Faculty Senate
Executive Committee Meeting
November 14, 1995
2:15-4:15 PM

DISCUSSION ITEMS:

Collective Bargaining -- Gary Tiedeman will join us at 2:15

FS Eligibility -- Bring your memo regarding Research Assistants which was distributed 11/7

There will not be an Academic Affairs representative present.

REPORTS TO THE FACULTY SENATE

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331-6203

503-737-4344

FACULTY SENATE OFFICE
Social Science 107

Thursday, December 7, 1995; 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. President John V. Byrne

   Farewell comments from Dr. Byrne.

2. Faculty Senate Election Results

   Michael Oriard, Ballot Counting Committee Chair, will report on the outcome of the election for Faculty Senate President-elect and Interinstitutional Faculty Senate Representative.

B. ACTION ITEMS

1. Category I Name Change Proposal (pp. 1–4)

   Walt Loveland, Curriculum Council Chair, will present a Category I proposal, which has been approved by the Curriculum Council, to change the name of the Department of Agricultural Communications to the Department of Extension and Experiment Station Communications.

2. Executive Committee Election (pp. 5–7)

   See attached biographical sketches. Voting will take place during the meeting by Senators or their proxies and ex-officio members only. Three people will be elected for two-year terms beginning January 1996.

3. Proposed Bylaws Change (p. 8)

   Michael Oriard, Committee on Bylaws and Nominations Chair, will present the attached proposal to change the Bylaws.

4. Proposed Standing Rules Changes (p. 9)

   Al Mukatis, Committee on Committees Chair, will present the attached proposed Standing Rules changes for the Committee on Academic Standing and Undergraduate Admissions Committee.

C. INFORMATION ITEMS

1. New Senator Orientation

New Senator Orientation will be held January 11, 1996, preceding the regular Senate meeting, in MU 211. The January Faculty Senate meeting will be held in MU 105.

2. Faculty Senate Handbook Return

If your term as a Senator will be completed on December 31, 1995, 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.

3. Collective Bargaining Straw Poll Results

Collective Bargaining Straw Poll Results			
	Returns	% Returns	% Total Mailed
Yes	355	54%	18%
No	296	45%	15%
Abstain	2	<1%	Negligible
Total Returns	653		33%
Non-Returns	1,321		
No longer at OSU	4		
Total Non-Returns	1,325		67%
Total Ballots Mailed	1,978		

Given the low response rate (33%) to the straw poll on collective bargaining and the low level of overall faculty support (18%) for collective bargaining for OSU, the Executive Committee of the Faculty Senate plans no further action on collective bargaining at this time. The recommendations contained in the report of the Task Force on Collective Bargaining that were endorsed by the Senate have now been completed, culminating with this information item.

There may be individual faculty members who have a strong interest in actively pursuing collective bargaining for OSU. If so, the Faculty Senate Office will provide assistance to those faculty members by facilitating the organizing of groups.

President Francis and Gary Tiedeman, Chair of the Task Force on Collective Bargaining, each had telephone conversations with Patrick Ward, Labor Relations Specialist, Oregon Federation of Teachers. The results of the OSU straw poll were shared with Mr. Ward. He indicated that he would be willing to come to campus and talk with faculty members who have a strong interest in collective bargaining for OSU about the process involved in organizing a campaign building on the current level of interest to reach an interest level needed for unionization. However, in order to go forward, he indicated that 30% of the total faculty would have to show signatory support for unionizing. There are others who might be willing to offer similar consultation.

D. REPORTS FROM THE FACULTY SENATE PRESIDENT

President Sally Francis

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

DEPARTMENT OF
CHEMISTRY

OREGON
STATE
UNIVERSITY

Gilbert Hall 153
Corvallis, Oregon
97331-4003

Telephone
503-737-2081
Fax
503-737-2062

18 November, 1995

Professor Sally Francis
Faculty Senate Office
Oregon State University

Dear Professor Francis,

I am pleased to report to you that the Curriculum Council approved the Category 1 proposal to change the name of the Dept. of Agricultural Communications to the Department of Extension and Experiment Station Communications. This action was taken at the Council's regular meeting on 16 November, 1995. 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,

Walter Loveland

Walter Loveland
Professor of Chemistry
Chair, Curriculum Council

WDL/clp

2
COLLEGE OF
AGRICULTURAL SCIENCES
Office of the Dean

October 13, 1995

MEMORANDUM

TO: Roy G. Arnold, Provost and Executive Vice President

FROM: Thayne R. Dutson, Dean
College of Agricultural Sciences

Lyla Houglum, Interim Director
Extension Service

SUBJECT: Department Name Change

Ken Kingsley and members of his staff in the Department of Agricultural Communications have requested a name change for the department to reflect organizational changes in the University. A copy of that request accompanies this memorandum.

The new name for the unit would be the Department of Extension and Experiment Station Communications.

We endorse this proposal for the reasons specified in the attached request. We feel this name change is consistent with our commitment to maintaining a strong partnership between Extension and the Agricultural Experiment Station. It clearly identifies the tie to the missions of the units of which it is a part, and it limits the confusion that results from a name that ties it to one college.

We are available to discuss this with you should there be additional steps we need to take to effect this change.

TRD/LH/km
Enclosure
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OREGON
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AGRICULTURAL COMMUNICATIONS

OREGON STATE UNIVERSITY
Administrative Services A422 • Corvallis, Oregon 97331 • 2119
Telephone 503 • 737 • 0804 Fax 503 • 737 • 0817

May 22, 1995

TO: Thayne Dutson, Director
Oregon Agricultural Experiment Station

Lyla Houglum, Director
OSU Extension Service

FROM: Ken Kingsley
Department Head

SUBJ: Request for departmental name change

Faculty and staff in the Department of Agricultural Communications request a name change for the department to better reflect the mission of the unit and changes in the organization of the University.

Proposed New Name
We propose that the Department of Agricultural Communications be changed to the Department of Extension and Experiment Station Communications.

Background
The Department of Agricultural Communications was created in 1980 by then-Dean of the College of Agricultural Sciences Ernest Briskey. He combined the Extension Communication Office with the Agricultural Experiment Station Communications Office, and asked Gwil Evans to chair the combined unit. Gwil reported organizationally to the Dean, but was responsible to the directors of Extension and AES for budget oversight. This arrangement, reporting to the Dean of the College of Agricultural Sciences, continued after Dean Briskey left.

Rationale
When President Byrne announced his decision to move the administration of the OSU Extension Service out of the College of Agricultural Sciences, he reflected on the University-wide nature of Extension as a part of OSU's third mission, Extended Education. At the same time, the commitment to close ties between Extension and the Agricultural Experiment Station was reemphasized. As an integral part of the mission of these organizations, Agricultural Communications continues to provide a vital link between research and Extension. The name of the unit, however, gives the impression that it relates to only one college.

As other colleges embrace Extension, it is important they understand and value the communication contribution to their Extension programs. As the Department of Extension and Experiment Station Communications, this unit will be identified with the parent organizations. While the character and contributions of the department will be unchanged, the name change will open new avenues of cooperation.

The combined communication unit will continue to report to the directors of Extension and AES, but faculty in the unit have proposed they have academic homes in the College of Agricultural Sciences. For academic purposes (tenure activities), the department would exist in the College. It would function, however, independently of the College, except for the communications activities carried out in support of AES and Extension programs in the College.

While this department does not offer credit courses at the University, it has worked closely with teaching faculty in creating opportunities for internships and projects for which credit is given. Our faculty also are called upon as guest lecturers. In the next few years, we plan to explore the possibility of adding faculty FTE to teach a course(s) in marketing communications for natural resource majors.

Thank you for our consideration of this proposal.

OREGON STATE UNIVERSITY
Corvallis OR 97331-6203 (737-4344)
Faculty Senate Office
Social Science 107
November 27, 1995

MEMORANDUM

TO: Members of the OSU Faculty Senate

FROM: Executive Committee of the Faculty Senate
Sally Francis, President, OSU Faculty Senate

RE: Biographical Sketches of Candidates for Executive Committee of the Faculty Senate

Voting will take place during the December Faculty Senate meeting by Senators or their proxies only. Three of the following people will be elected for two-year terms beginning January 1996 and will join the following continuing members on the Executive Committee: Russell Dix (Registrar's Office), John Lee (Mathematics), and Maggie Niess (Science & Mathematics Education). The 1996 Faculty Senate President, Ken Krane (Physics), the President-Elect (not elected prior to agenda publication), and the Immediate Past President, Sally Francis (Apparel, Interiors, Housing and Merchandising), also serve on the Executive Committee.

* * * * * * * * * *

JIM FOLTS (at OSU since 1972), Associate Professor of Art, College of Liberal Arts.

FACULTY SENATE: Liberal Arts Senator, 1993-present; Curriculum Council, 1994–1995.

COLLEGE OF LIBERAL ARTS: Budget Committee, 1991–93; Computing Committee, chair 1991–92; Curriculum Committee, 1987–90, chair 1990–92, 1994–95, chair 1995–present.

OTHER UNIVERSITY SERVICE: University Student Publications Committee, 1975–1980, 1981–1982, chair 1983–85; Ad Hoc Broadcast Review Committee, 1981–82; University Media Relations Evaluation Committee, 1985–86.

* * * * * * * * * *

CHERYL JORDAN (at OSU since 1976), Assistant Professor, Department of Apparel, Interiors, Housing & Merchandising.

FACULTY SENATE: Home Economics & Education Senator, 1995-97, Advancement of Teaching Committee (1994-97; 1995 chair), Advancement of Teaching liaison to Faculty Recognitions & Awards Committee (1994-95), Curriculum Council (1991-94; 1993 chair), Undergraduate Admissions Committee (1988-90), and Examinations Committee (1982-83).

COLLEGE OF HOME ECONOMICS & EDUCATION: Curriculum Committee (1995-98; 1986-94; 1989 chair), Associate Dean, College of Home Economics Search Committee (1989-90), Core Courses Cadre (1989-92), Long-range Planning Committee (1986-87), Faculty Development Committee (1985-87), Computer Committee (1982-87), OSU Open House Committee (1984-85), Dean, College of Home Economics Search Committee (1982-83), Field Experience Advisory Committee (1979-84), Scholarship, Honors and Awards Committee (1978-81).

* * * * * * * * * *

DONALD REED (at OSU since 1962), Distinguished Professor of Biochemistry, Department of Biochemistry and Biophysics; Director, Environmental Health Sciences Center; College of Science.

FACULTY SENATE: College of Science Senator, 1992-96, 1988-91, 1981-83, and 1979-80; Nominations Committee, 1980-81; Economic Welfare Committee, 1979-82, 1984; Conference Planning Committee, 1978; and Executive Committee, 1979-80.

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.

* * * * * * * * * *

MARY ALICE STANDER (at OSU since 1982), Coordinator, Student Athlete Services.

FACULTY SENATE: Associated Senator, 1994-Present; Academic Advising Council (formerly Head Advisors), 1983-present, Secretary 1995; Undergraduate Admissions Committee, 1992-95, Chair 1995, 1994.

OTHER SERVICE: Recruitment and Retention Workgroup, 1996; Faculty Advisor for the Student Athlete Advisory Board, 1992-present; CLA Minority Book Scholarship Committee, 1994-present; OSU's NCAA Certification Sub-Committee on Academic Integrity, 1993-95; Drug and Alcohol Resource Team (DART) 1987-92.

SEARCH COMMITTEES: Asst. Director, Office of Admission & Orientation, Chair, Present. Assistant Coach, Men's Basketball, 1995; Head Coach, Women's Softball, 1993; Head Coach, Men's Golf, 1991, 1990; Head Coach, Women's Golf, 1990.

J. ANTONIO TORRES (at OSU since 1984), Associate Professor in Food Science and Technology.

FACULTY SENATE: Agricultural Sciences Senator, 1995–present, and Mediation Committee 1992–93.

OTHER SERVICE: Indonesian Student Association Advisor, 1995–present; Leadership and Educational Experiences in Agriculture and Diversity (LEEAD) Project co-Director, 1995-present; Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) Student Chapter Co-Advisor, 1990–present; Hispanic Cultural Center Advisor, 1988–94.

* * * * * * * * * *

KEN WILLIAMSON (at OSU since 1973), Professor, Department of Civil Engineering, College of Engineering Director, Oregon Water Resources Research Institute.

FACULTY SENATE: College of Engineering Senator, 1995–present; Advancement of Teaching Committee, 1991–94, chair, 1993–94; Administrative Appointments Committee, 1987–90; Academic Advising Committee, 1986–87.

COLLEGE OF ENGINEERING: Extended Education Committee, 1994–present; Research Advisory Committee, 1993–present; Curriculum Committee, 1986–89, 1980–83; Graduate Committee, 1983–86, 1976–79.

SEARCH COMMITTEES: Vice-Provost for Academic Affairs, 1990; Affirmative Action Director, 1988.

* * * * * * * * * *

Following the action of the Faculty Senate at the November 2 meeting, the Committee on Bylaws and Nominations proposes the following changes to the Senate's bylaws:

ARTICLE III: AUTHORITY AND RESPONSIBILITY

Sec. 2. Apportionment units represented in the Senate must comply with Board of Higher Education Oregon Administrative Rule (OAR 580-15-005), banning discrimination on the basis of age, disability, national origin, race, marital status, religion, sex or sexual orientation.

Sec. ~~2.~~ 3. 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.~~ 4. Interinstitutional Faculty Senators shall be responsible for seeking opinions of the OSU Faculty and the OSU Faculty Senate as a body.

COMMITTEE ON ACADEMIC STANDING

~~The Committee on Academic Standing reviews the academic records of all undergraduate students who are not making satisfactory academic progress and makes decisions concerning probation status or suspension of those students. In addition, the committee hears all appeals from academic suspension, and all requests for reinstatement following academic suspension. At the close of each term, the Registrar's Office submits to this Committee a report of all those students who are not making "profitable and creditable progress towards graduation," as defined by the Academic Regulations of the University. Upon consultation with the Head Advisors, the Committee then makes a determination of the appropriate status of each student. Upon request of the student, the Committee conducts a personal interview to review the decision and determine causes of unsatisfactory progress and possible remedies. Within its discretionary authority, the Committee develops Probation and Suspension Guidelines for administering the Academic Regulations and each year reports such Guidelines to the Academic Regulations Committee and the Faculty Senate. The Committee consists of five Faculty and two Student members, and the Registrar (or representative), Ex Officio.~~

The Committee on Academic Standing is charged with the enforcement of the regulations on Satisfactory Academic Standing. In this regard the Committee has developed guidelines for the administration of these regulations. Guidelines are reviewed annually to ensure that they continue to serve the interests of the University community and that they reflect current University policies and procedures. The Committee has discretionary authority to grant exceptions to the regulations on Academic Standing. The Committee hears all requests for reinstatement exceptions following academic suspension. Upon request of the student, the Committee conducts a personal interview to determine the causes of unsatisfactory performance and possible remedies. The Committee meets to consider such requests, as needed, each term prior to the last day to register. The Committee consists of five faculty and two student members, and the Registrar (or representative), Ex-Officio.

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