

Faculty Senate

[Faculty Senate](#) » [Agendas](#) » 2014

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2014 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 9](#)
- [February 13](#)
- [March 13](#)
- [April 10](#)
- [May 8](#)

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

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Faculty Senate

[Faculty Senate](#) » January 9, 2014

FACULTY SENATE AGENDA

Thursday, January 9, 2014

3:00-5:00 PM

**LaSells Stewart Center
Construction & Engineering Hall**

New Senator Orientation

1:00-2:45 PM

Agriculture Production Room ~ LaSells Stewart Center

A. INSTALL ELECTED OFFICIALS

Installation of President Dan Edge new Executive Committee members: Chris Bell, Alix Gitelman, and Bernadine Strik; Interinstitutional Faculty Senate Senator, Jay Noller; and newly elected Faculty Senators.

B. APPROVAL OF PARLIAMENTARIAN

Approval of Michael Beachley as Faculty Senate Parliamentarian.

C. SPECIAL REPORT

Unit Restructuring and Professional Faculty Job Category and Compensation Program Update

David Blake, Assistant Vice President and Chief Human Resources Officer, will outline recent restructuring within the division of Human Resources, as well as provide an update of the Professional Faculty Job Category and Compensation Program

D. COMMITTEE REPORT

Executive Committee Report

Dan Edge, Faculty Senate President, will report on fall term Executive Committee activities.

E. DISCUSSION ITEM

Faculty Senate Function

Kevin Gable, Faculty Senate President-Elect, will lead a discussion on how to improve engagement with issues in front of the Senate.

F. INFORMATION ITEMS

1. New Senator Orientation

The New Senator Orientation will be held January 9. If you are a continuing Senator, but were unable to attend the orientation when you were elected, please contact Vickie Nunnemaker (vickie.nunnemaker@oregonstate.edu) if you would like to attend the upcoming session.

2. 2014 Faculty Senate Meetings

Please reserve the following dates for Faculty Senate meetings for the remainder of the academic year; check your monthly agenda to determine the location. All meetings are scheduled to begin at 3:00 PM: January 9, February 13, March 13, April 10, May 8, and June 12.

3. Faculty Senate Handbook

[Faculty Senate Handbook](#) materials can be found on the Senate web site. The web site contains information about Senators, committees, agendas, minutes, etc.

G. REPORT FROM AND DIALOG WITH THE PROVOST

Becky Warner, Sr. Vice Provost for Academic Affairs

H. REPORT FROM AND DIALOG WITH THE FACULTY SENATE PRESIDENT

President Dan Edge

I. NEW BUSINESS

**IN ORDER TO PROPERLY RECORD MINUTES OF THE SENATE MEETING,
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AND THEIR SENATE AFFILIATION WHEN RISING TO SPEAK.**

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Faculty Senate

[Faculty Senate](#) » February 13, 2014

FACULTY SENATE AGENDA

Thursday, February 13, 2014

3:00-5:00 PM

**LaSells Stewart Center
Construction & Engineering Hall**

A. INSTALLATIONS

- Installation of President-Elect Mike Bailey.
- Installation of Executive Committee member Nell Winokur O'Malley.

B. ACTION ITEM

Curricular Proposal

Richard Nafshun, Curriculum Council Co-chair, will present for approval the below curricular proposal:

- New MOU Proposal – Post Bacc Certificate in Accounting – Extend to OSU-Cascades
 - [Online version](#)
 - [PDF version](#)

C. DISCUSSION ITEM

Veterans Day

Dan Edge, Faculty Senate President, will discuss a proposal to close the university on Veterans Day, and ask for feedback from Senators and a Sense of the Senate vote.

Currently, veterans who serve as employees at the university must use their own vacation time if they wish to observe the national holiday. [Oregon Senate Bill 1](#), states: "Requires employer to provide paid or unpaid time off for Veterans Day to employees who are veterans."

Note: The ASOSU House passed a resolution on January 22, 2014 asking OSU to officially recognize and honor Veterans Day; the resolution now moves to the ASOSU Senate and, if approved, will require signatures from the ASOSU speaker of the House, vice president and president. The resolution proposed that a "university-wide paid holiday for the remembrance of, and reflection on, our nation's military service men and women" be instituted.

D. REPORT FROM AND DIALOG WITH THE PROVOST

Sabah Randhawa

E. SPECIAL REPORTS

1. Report on Progress Toward University Goals for Equity, Inclusion, and Diversity

Angelo Gomez, Executive Director of Equity and Inclusion, and Susana Rivera-Mills, Executive Associate Dean, College of Liberal Arts and Professor of Spanish Linguistics and Diversity Advancement, will outline efforts to advance the institution toward realization of the objectives of the self-study and an overview of the Leadership Council.

- Background materials:
 - [Self-study process and reports](#)
 - [March 13, 2013 presentation to Faculty Senate](#)
- [Leadership Council for Equity, Inclusion, and Diversity](#)
- [Comprehensive Accessibility Plan for the Built Environment](#)
- [Climate Survey](#)
- [2014-15 Provost Initiative Hiring Program](#)

2. Finance & Administration Unit Restructuring

Glenn Ford, Vice President of Finance and Administration, will outline recent restructuring within the division of Finance and Administration.

3. ASOSU Voter Registration

Matt Perez, ASOSU Director of Government Relations and Ben Katz, will address the importance of voter registration and why ASOSU needs the support of faculty.

F. INTERINSTITUTIONAL FACULTY SENATE REPORT

Karen Hooker, Senior IFS Senator, will report on the February Interinstitutional Faculty Senate meeting.

G. INFORMATION ITEMS

1. Faculty Sessions with President Ray

Faculty are encouraged to [register](#) to meet with President Ray in a small group session on February 27 from 1:00-2:30 or March 6 from 10:00-11:30. This is an opportunity for faculty (academic, research, professional) to communicate concerns to President Ray.

2. Faculty Senate Webcast

The [January Faculty Senate webcast](#) is posted online.

3. Forum on Learning Management System

- a. During winter and spring quarter, OSU will undertake a university-wide process to review options for learning management systems to best support our educational needs. Several products, including the current system, Blackboard, are being considered as the platform of choice for OSU. Faculty are invited to join an overview session to learn why this effort is underway, how the review is being done, and how to participate. Learn more about this project at <http://blogs.oregonstate.edu/elearnosu/>.

Overview session: Friday, February 14 – 2:00-3:00 PM ~ Kidder 202

Face to face participation: Kidder Hall 202

Remote participation: <http://live.oregonstate.edu>

This session will be live streamed and captured for later review.

- b. Call for participation session

The call will be announced, likely in March, when the sandbox sites are available and will focus on how people can participate and provide feedback on the systems. *Specifics will be communicated at a later date.*

4. Curricular Proposal Approvals

The campus community should take appropriate action to update their records to reflect approval of the following OSU Category I proposals.

- [Establish the M.S. and Ph.D. in Comparative Health Sciences](#) – eff. Fall 2014
 - Approved by the State Board of Higher Education's Academic Strategies Committee on January 9, 2014.
 - This interdisciplinary graduate degree program will be administered by the Graduate School with participation by the College of Veterinary Medicine, College of Public Health and Human Sciences, and the College of Pharmacy. The proposed program will complement OSU's existing interdisciplinary M.S., Ph.D. degree program in Molecular and Cellular Biology.
- [New Degree Program – Ph.D. in Business Administration](#) – eff. Fall 2014
 - Approved by the State Board of Higher Education's Academic Strategies Committee on November 7, 2013.
 - The program will offer two graduate options: Innovation/Commercialization and Accounting. The primary objective of this degree is to prepare its graduates for careers in research and teaching at research-oriented colleges and universities.
- [Create a School of Life Sciences within the College of Science](#) – eff. Winter 2013
 - Approved by OSU Provost Sabah Randhawa on October 18, 2013.
 - This proposal integrates the Departments of Biochemistry and Biophysics, Microbiology, Zoology, the Biology Program and General Science Majors into a single coordinated organization.
 - The goals in the creation of the School are to:
 - Lead, promote and grow the instructional and research success of the basic life

- sciences at OSU.
- Coordinate planning for faculty hires, research clusters, and research facilities.
- Coordinate and integrate curriculum in support of undergraduate and graduate degrees in the life sciences.
- Coordinate advising for majors in the life sciences to provide easy access to pre-health advising, degree advising, and seamless transitions to faculty advisors.
- Additionally, this change will result in the following administrative re-alignments and renaming:
 - The Department of Zoology will change their name to Integrative Biology.
 - The Biology Program is being eliminated and the Biology major will be administered by Integrative Biology.
 - The General Science major will be administered by Microbiology.

H. REPORT FROM AND DIALOG WITH THE FACULTY SENATE PRESIDENT

President Dan Edge

I. NEW BUSINESS

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Faculty Senate

[Faculty Senate](#) » March 13, 2014

FACULTY SENATE AGENDA

Thursday, March 13, 2014

3:00-5:00 PM

LaSells Stewart Center

Construction & Engineering Hall

A. ACTION ITEMS

1. Category I Proposals

Mike Bailey, Curriculum Council co-chair, will present for approval the below Category I proposals:

- New Degree Program Proposal – PhD, MS, MEng in Robotics
 - [Online version](#)
 - [PDF version](#)
- New Certificate Program Proposal – Graduate Certificate in Urban Forestry
 - [Online version](#)
 - [PDF version](#)

B. COMMITTEE REPORT

1. Non-Tenure Track Faculty Survey Results

Lori Cramer and Armelle Denis, Ad Hoc Survey Committee members, will present [the Results of the Spring 2013 Faculty Senate Survey of Non-Tenure Track Faculty at OSU](#).

C. SPECIAL REPORTS

1. Strategic Plan 3.0 Update

Susan Capalbo, Strategic Plan 3.0 Steering Committee Chair, will report on updates to the Strategic Plan 3.0.

- [Message from the Provost](#)
- [Strategic Plan – Phase III](#)

2. Learning Management System Evaluation

Lynn Greenough, Technology Across the Curriculum, will outline the evaluation process for the new Learning Management System.

3. Implementation of Parking Restructuring

Steve Clark (Vice President, URM & Co-Chair, Transportation Solutions Task Force), Kavinda Arthenayake (Director, University Conference Services, Transportation Solutions, Printing & Mailing & Co-Chair, Transportation Solutions Task Force), and Meredith Williams (Associate Director, Transportation Solutions) will present information related to the implementation of parking restructuring.

D. REPORT FROM AND DIALOG WITH THE PROVOST

Sabah Randhawa

E. REPORT FROM AND DIALOG WITH THE FACULTY SENATE PRESIDENT

Dan Edge

F. NEW BUSINESS

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Faculty Senate

[Faculty Senate](#) » April 10, 2014

FACULTY SENATE AGENDA

Thursday, April 10, 2014

3:00-5:00 PM

**LaSells Stewart Center
Construction & Engineering Hall**

A. RESOLUTION OF SYMPATHY

The Oregon State University Faculty Senate expresses its deepest sympathies to the family of Beth Ray upon her death on March 21, 2014. Beth became OSU's First Lady in 2003 and, from the beginning, was actively involved in OSU, as well as in the community, and was a familiar figure at OSU sports and cultural events, and a particularly engaged supporter of student athletes.

Beth was a lifetime educator, and her commitment to OSU students resulted in a student-led effort to rename the OSU Student Success Center as the Beth Ray Center for Academic Support.

Beth greatly enriched Oregon and Oregon State University, and her warmth, encouragement, and caring nature will be greatly missed.

B. DISCUSSION ITEM

1. First-Year Experience Initiative

Susie Brubaker-Cole (Associate Provost for Academic Success and Engagement) and Mark Hoffman (Associate Dean for Undergraduate Programs, PHHS) will outline the [First-Year Experience Initiative](#), including: advantages of early student engagement, the initiative timeline, enhancements, curriculum, and future directions.

- [Winter Quarter Progress Report](#)
- [Fall Quarter Progress Report](#)

C. SPECIAL REPORT

1. Coalition on Intercollegiate Athletics (COIA)

Bruce Dugger, OSU's COIA representative, will report on the COIA annual meeting.

- [Report on the COIA 2014 Annual Meeting](#)
- [Report to the Membership](#)

D. COMMITTEE REPORTS

1. Bylaws Proposed Revisions

Kate Hunter-Zaworski, Bylaws and Nominations Committee Chair, will present for discussion [proposed Bylaws revisions](#). It is anticipated that these revisions will be voted on May 8.

2. Executive Committee Report

Andy Karplus, Executive Committee member, will report on Executive Committee activities.

3. Promotion and Tenure Proposed Revisions

Henri Jansen, Promotion & Tenure Committee chair, will present [proposed revisions](#) to the Promotion and Tenure Guidelines. These revisions will be presented and discussed in April, and likely will be voted on in May.

E. INFORMATION ITEMS

1. Faculty Sessions with President Ray

Faculty are encouraged to [register](#) to meet with President Ray in a small group session on April 30 from 1:30-3:00 or May 29 from 2:00-3:30. This is an opportunity for faculty (academic, research, professional) to communicate concerns to President Ray.

2. Message and Straw Poll to all OSU Faculty Regarding Potential Veterans Day Closure and Starting Fall Term Early

Please see the [message](#) to faculty and [straw poll](#) related to the possibility of a Veterans Day closure and starting Fall term early – this is a follow-up to the discussion at the February Faculty Senate meeting. Please complete the straw poll, which will take only one minute, by April 18.

3. Follow the Faculty Senate on Twitter - #OSUFacsen

The OSU Faculty Senate invites senators and all others—both on and off-campus—to connect and share their thoughts, concerns and ideas on the activities of the senate using Twitter. You can follow senate activity at #OSUFacsen.

4. Learning Management System Blog and Sandbox Sites

Details about how to log into the Canvas and Blackboard 14 sites and related information is available at the team's [blog page](#).

Starting next week there will be many more notifications on OSU Today and via Inform email lists. Please take some time to examine and comment on the learning management systems and encourage your fellow faculty members to do so. Please complete the surveys associated with the components you examined.

5. Senate Webcast

The [March Faculty Senate Webcast](#) is posted online.

F. REPORT FROM AND DIALOG WITH THE PROVOST

Becky Warner, Senior Vice Provost for Academic Affairs

G. REPORT FROM AND DIALOG WITH THE FACULTY SENATE PRESIDENT

President Dan Edge

H. NEW BUSINESS

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Faculty Senate

[Faculty Senate](#) » May 8, 2014

FACULTY SENATE AGENDA

Thursday, May 8, 2014

3:00-5:00 PM

Austin Auditorium

LaSells Stewart Center

A. ACTION ITEMS

1. Graduate Council Proposed Revisions

Jim Coakley, Graduate Council Chair, will present for approval proposed revisions related to graduate education.

- [Graduate Student Teaching Policy](#)

2. Proposed Revisions to the Promotion and Tenure Guidelines

Russ Karow, Promotion and Tenure Committee Co-chair, will present for approval the proposed revisions to the Promotion and Tenure Guidelines that were initially presented to the Faculty Senate in April.

Additionally, new proposed revisions will be presented for the first time, and likely voted on June 12.

- [PowerPoint containing revisions](#)

3. Proposed Bylaws Revisions

Kate Hunter-Zaworski, Bylaws and Nominations Committee Chair, will present for approval [proposed Bylaws revisions](#) that were discussed April 10.

Additionally, [new proposed revisions](#) will be presented for the first time, and likely voted on June 12.

B. SPECIAL REPORTS

1. Open Access Textbook Initiative Pilot

Faye Chadwell (University Librarian), Sebastain Heiduschke (Coordinator, World Languages and Cultures), Kari Miller (Faculty Senate Library Committee Chair), and Shan Sutton (Associate University Librarian for Research and Scholarly Communication) will outline the Open Access Textbook Initiative Pilot.

- [The Affordable College Textbook Act](#)
- [Oregon State University Open Textbook Request for Proposal](#)
- [Open Textbook Workshop for OSU Faculty](#)

2. Cooperative Open Reporting Environment (CORE)

Sherm Bloomer, Director of Budget & Fiscal Planning, will present information related to the CORE effort.

C. INFORMATION ITEMS

1. Faculty Sessions with President Ray

Faculty are encouraged to [register](#) to meet with President Ray in a small group session on May 29 from 2:00-3:30. This is an opportunity for faculty (academic, research, professional) to communicate concerns to President Ray.

2. Veterans Day Poll Results

The results of the recent [Veterans Day Poll](#) are available for viewing.

3. Open Access Textbook Initiative Pilot

OSU Libraries and Press invites OSU faculty to learn how open textbooks can benefit their students in

the classroom and in the pocketbook. This two-hour workshop will be held on Wednesday, May 21, from 2:00-4:00 PM in the Willamette Room of the Valley Library. The workshop introduces the concept of open textbooks, their benefits, and their incorporation or adoption into courses. Faculty members will review one open textbook in the Open Textbook Library following the workshop and receive a \$200 stipend for their review. Please RSVP via the [Workshop Application](#) by May 14. This workshop is sponsored by OSU Libraries and Press in partnership with the University of Minnesota Libraries, the University of Minnesota College of Education and Development, and the Hewlett Foundation.

4. Senate Webcast

The [April Faculty Senate Webcast](#) is available online.

D. REPORT FROM AND DIALOG WITH THE PROVOST

Sabah Randhawa

E. REPORT FROM AND DIALOG WITH THE FACULTY SENATE PRESIDENT

President Dan Edge

F. NEW BUSINESS

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Full Category I and Abbreviated Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Programs, Assessment, and Accreditation,
500 Kerr Administration Building – Oregon State University

For Instructions, see <http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/category-1-proposals>
Please attach Transmittal Sheet; Executive Summary, Proposal, Letters of Support (external to OSU); Accessibility Form*,
Library Evaluation* (performed by the Library), Faculty CV's*, Liaison Correspondence (internal to OSU), and Budget
Information (both OSU and OUS budget sheets)

* Not required for Abbreviated Category I proposals unless requested

Full Category I

[Full Category I Final Approval: Oregon State Board of Higher
Education for new degree programs; Oregon University System
Provosts' Council for new certificate programs and major
changes to existing programs.]

Check one:

- ☐ New Degree Program
- ☐ New Certificate Program
- ☐ Substantive Change to Existing Program

Abbreviated Category I

[Abbreviated Category I Final Approval: OSU Provost or the
Oregon University System Provosts' Council]

Check one:

- ☐ **Establish:** a new college, school, department or
program
- ☐ **Extend:** an existing program to a new
location
- ☐ **Merge or Split:** an academic program or
academic unit
- ☐ **Reorganize:** move responsibility for
an academic program from one unit to another
- ☐ **Suspend or Reactivate:** an academic program or
academic unit
- ☐ **Terminate:** an academic program or academic
unit

For proposals to establish a new center or institute, contact the Research Office (541-737-3467)

Title of Proposal:

Effective Date:

Post Baccalaureate Certificate in Accountancy

Spring 2014

School/Department/Program:

College:

Accounting

Business

I certify that the above proposal has been reviewed by the appropriate Department, School, and College
administrators and committees. I approve this proposal.

Sign (Vice President, OSU-Cascades)

Date

Sign (Dean of College)

Date

Becky Johnson

Print (Vice President, OSU-Cascades)

Ilene Kleinsorge

Print (Dean of College)

Executive Summary:

Abbreviated Category 1 to Extend the OSU-Corvallis Accounting Certificate Program to OSU-Cascades

CPS Tracking # 88672

CIP # 520301

The Post Baccalaureate Accounting Certificate program is designed for students who have earned a Bachelor's degree in a non-accounting field. The curriculum supports the preparation for the Certified Public Accounting (CPA) exam and employment in professional accounting careers in public, private, or governmental agencies. Although, this program prepares students to take the CPA licensing exam, there are additional course credits a student needs to earn prior to the exam.

OSU-Cascades currently offers a Bachelor of Science in Accountancy. The Accountancy major was approved for OSU-Cascades in AY 2012-13. The College of Business supports extension of the OSU-Corvallis Post Baccalaureate Accounting Certificate to OSU-Cascades. No additional courses or resources are required at OSU-Cascades to be able to offer this certificate.

The Accounting Certificate requires successful completion of a total of 60 credits. Eight of these credits must be completed prior to applying to the program, while others may be taken prior to applying or during the program. Forty-four credits are accounting courses and the balance are business courses.

The Occupational Information Network (O*NET) developed under the sponsorship of the US Department of Labor/Employment and Training Administration lists the accounting profession as projected to grow much faster than average (employment increase of 29% or more over the period 2010-2020 with 100,000 or more job openings over this same period. Southern Oregon University, Portland State University and Linfield College offer Accountancy post baccalaureate certificate programs in Oregon. Southern Oregon University offers both online and face-to-face programs. Linfield College offers an online program.

**Abbreviated Category 1 to
Extend the OSU-Corvallis Accounting Certificate Program
to OSU-Cascades
CPS Tracking # 88672
CIP # 520301**

1. Program Description

- a. Program title, level, and delivery sites.
 - Accounting Certificate, a post baccalaureate credential, and delivered at OSU-Cascades.
- b. Department and school/college that will offer the program. Include the name of the institution program coordinator.
 - College of Business, OSU-Corvallis and OSU-Cascades.
 - Dr. Jim Coakley, Associate Dean for Academic Programs OSU-Corvallis, Dr. Jared Moore, Accounting Program Director OSU-Corvallis and Dr. Marla Hacker, Associate Dean of Academic Programs OSU-Cascades.
- c. Briefly describe the academic program. List all course titles, including number of credits.
 - The Post Baccalaureate Accounting Certificate program is designed for students who have earned a Bachelor's degree in a non-accounting field. The curriculum supports the preparation for the Certified Public Accounting exam and employment in professional accounting careers in public, private, or governmental agencies.
 - OSU-Cascades currently offers a Bachelor of Science in Accountancy. The Accountancy major was approved for OSU-Cascades in AY 2012-13. The College of Business supports extension of the OSU-Corvallis Post Baccalaureate Accounting Certificate to OSU-Cascades.
 - No additional courses are required at OSU-Cascades to be able to offer this certificate.

Accounting Certificate Requirements

Certificate Requirements:

The Accounting Certificate requires successful completion of a total of 60 credits. Eight of these credits must be completed prior to applying to the program, while others may be taken prior to applying or during the program. ACTG 317, ACTG 318 and ACTG 319 must be taken from OSU. A minimum of 51% of all ACTG designated credits must be taken from OSU.

A: Minimum prerequisites to apply to Accounting Certificate Program (approved equivalents for other colleges are acceptable).

BA 211 Financial Accounting (4 cr)

BA 213 Managerial Accounting (4 cr)

B: Prerequisites for required courses in the Certificate Program (approved equivalents for other colleges are acceptable)

ECON 201 Microeconomics (4 cr)

BA 276 Introduction to Statistical Analysis (2 cr)

BA 302 Business Process Management (4 cr)

C: Required Accounting Courses (28 credits)

ACTG 317 External Reporting I (4 cr)

ACTG 318 External Reporting II (4 cr)

ACTG 319 External Reporting III (4 cr)

ACTG 321 Cost Management I (4 cr) (note prerequisite change to 319 in process)

ACTG 325 Introduction to Taxation (4 cr) (note: number change in process ACTG 424)

ACTG 378 Accounting Information Management (4 cr)

ACTG 427 Assurance and Attestation Services (4 cr)

D: Required Accounting Elective Courses –choose two courses from list below--(8 credits)

ACTG 417 Advanced Accounting (4 cr)

ACTG 420 I.T. Auditing (4 cr)

ACTG 422 Strategic Cost Management (4 cr)

ACTG 425 Advanced Taxation (4 cr)

ACTG 429 Topics in Accounting (4 cr)

E: Other Required Business Courses (6 credits)

BA 233 Legal Environment of Business (2 cr)

BA 340 Finance or BA 360 Introduction to Financial Management (4 cr)

Not required, but suggested for CPA exam: BA 333 Legal and Ethical Business Solutions (2 cr)

Note: Although this program does prepare PBAC certificate students to take the Certified Public Accounting (CPA) licensing exam, there may be additional credits a student will need to earn. According to the Oregon Board of Accountancy requirements, students must also have at least 36 credits of other Business related course work, in addition to a minimum of 36 credits of accounting-specific course work.

- d. Indicate in what ways the proposed program at OSU-Cascades will differ from the OSU main campus program.
 - The proposed program does not differ in requirements although some upper division courses will not be scheduled with the same frequency as at the Corvallis campus. Currently, all lower division course work for OSU-Cascades programs is offered by COCC and/or Ecampus.
- e. List any special requirements or prerequisites for admission to the program at OSU-Cascades
 - There are no special requirements or prerequisites. Students are admitted by the OSU Office of Admissions as a Post Baccalaureate student, followed by applying to the Accounting certificate program.
- f. Is there an accrediting agency or professional society that has established standards for this program? If so, is the program currently accredited? If accredited, what steps would be needed to ensure that accreditation is maintained vis-à-vis the OSU-Cascades offering?
 - The College of Business and the Accountancy Program are both (separately) accredited by the Association to Advance Collegiate Schools of Business (AACSB). Along with the processes currently utilized to ensure compliance with AACSB requirements for the existing Business Administration and Accountancy majors at OSU-Cascades, additional AACSB requirements specific to accounting accreditation will be applied to the Accountancy major. Specifically, at OSU-Cascades:
 - o Full and part-time faculty teaching at OSU-Cascades are currently vetted and approved by the College of Business (COB) and the Accountancy program. This process will continue for the accounting certificate program.
 - o Annual sufficiency reporting (as defined by the AACSB) is currently completed each year by OSU-Cascades for the COB and the Accountancy program. This will continue for the accounting certificate program.
 - o Learning outcomes and assurance of learning, developed by the COB Accountancy program to ensure program outcomes are achieved, will be the same at OSU-Cascades.
 - o Student exit surveys are currently completed on the same timetable as in the COB and will continue for the Accountancy program.

2. Demand

a. List any similar programs offered at the proposed or nearby location(s).

- Southern Oregon University, Portland State University and Linfield College offer Accountancy post baccalaureate certificate programs in Oregon. Southern Oregon University offers both online and face-to-face programs. Linfield College offers an online program.

b. Provide evidence of need for the program at the new location(s).

- The Occupational Information Network (O*NET) developed under the sponsorship of the US Department of Labor/Employment and Training Administration lists the accounting profession as projected to grow much faster than average (employment increase of 29% or more over the period 2010-2020 with 100,000 or more job openings over this same period).

An accounting certificate is not offered east of the Cascades.

c. Estimate enrollment and number of graduates over the next five years. Will any enrollment limitation be imposed? If so, how will prospective students be selected?

Estimated enrollments are shown below. When offered at the Corvallis campus the certificate program admitted approximately 5 to 10 students per year. A similar number of students are expected for the Bend campus.

Students complete the certificate program rather than graduate. Note that the certificate program provides a series of credit courses that are more than the minimum credit requirements set by the State of Oregon in order to take the Uniform Certified Public Accountant examination. Thus it is the courses that are needed for the exam and not the certificate. Some students will choose to complete the series of courses but not apply for the certificate and some students will choose to take the minimum courses required by the State of Oregon.

The certificate program can be completed in five quarters thus resulting in a one-year lag between starting and completing the program (or completing sufficient courses for the exam). Experience with the certificate program at the Corvallis campus suggests very few students fail to complete the course work, but that very few apply for the certificate.

	Year 1 (Fall 14)	Year 2	Year 3	Year 4	Year 5	Totals
Enrollment	5	10	15	20	25	75
Completion		5	10	15	20	50

- No enrollment limitations will be imposed at this time as the capacity exists for a minimum of 20 certificate students.
- Students will be selected using the GPA criteria for undergraduate accountancy majors applied to their overall undergraduate degree GPA.

3. Personnel

- a. List the names and qualifications of faculty (regular and adjunct) who will be involved in delivering the program at OSU-Cascades. Will new faculty be needed?
 - No new faculty beyond the faculty hired for the accountancy major are required for offering the post bacc certificate in accounting.
 - OSU-Cascades faculty include:
 - a. Accounting assistant professor Dr. Susan McMahon
 - b. Finance associate professor Dr. Julie Elston
 - c. Professionally qualified adjuncts that teach in the accountancy major
 - OSU-Corvallis faculty include:
 - a. One of the existing eight academically qualified faculty for one course (actual person will vary across years by course)
 - No new tenure track faculty are required.
- b. Estimate the number and type of support staff needed to provide the program at the new location.
 - Current OSU-Cascades staff will serve both accountancy and accounting certificate students.

4. Other Resources

- a. Describe facilities (e.g., buildings, labs, equipment) necessary to offer the program at the new location(s).
 - Facilities needed to offer the current program are available at OSU-Cascades and Central Oregon Community College. No new facilities are needed.
- b. Indicate how library needs will be met.
 - The Library Assessment to extend the accountancy major to OSU-Cascades was completed last year. The accountancy major and accounting certificate both have the same needed library resources. By providing the library resources (expenditure

expected in 2013-14) to accountancy students, these same resources can be accessed by accounting certificate students.

- c. Indicate how students at the new location(s) will receive student services (e.g., academic advising, etc.).
- All OSU-Cascades students receive advising from professional advisors located in Cascades Hall. OSU-Cascades follows the same advising guidelines as the main campus of 300 students per professional advisor and will hire additional advisors to maintain that guideline.
 - All other student services will be provided for accounting certificate students just as they are for all OSU-Cascades students.

5. Alternative Delivery Methods/Formats

- a. Are alternative delivery methods being used (e.g., distance learning or technology-enhanced)? Please describe.
- The coursework will primarily be delivered face-to-face, in a traditional format although some courses may be delivered in a hybrid or blended format. Some of the existing lower division coursework is offered both face-to-face and online.
- b. Will this program be delivered in an alternative format (e.g., weekend, evening, on-site)? Please describe.
- The coursework will primarily be delivered between 8am-7pm during the week. Some courses may be delivered in an executive, weekend format. This format would be typically an option that would enable the Corvallis professors to teach at the OSU-Cascades campus.

6. Budgetary Impact

- a. Indicate the estimated cost of the program for the first four years of its operation. (Use the *Budget Outline* form, accessible from the Provosts' website).
- There are no additional incremental resources required for the Post Baccalaureate Certificate in accounting. The courses are currently being offered for students enrolled in the Accountancy major and the Business Administration major at OSU-Cascades.

Accounting Major Learning Goals and Objectives

Graduates will:

LG 1: be professionally competent in the areas of financial accounting, managerial accounting, tax, auditing, and information technology in financial systems,

A1-FA-a. Prepare financial statements in accordance with appropriate standards.
(ACTG 317 / ACTG 429)

A1-FA-b. Interpret the business implications of financial statement information
(ACTG 317 / ACTG 429)

A1-MA-a. Prepare accounting information for planning and control and for the evaluation of products, projects and divisions. (ACTG 321 / ACTG 422)

A1-MA-b. Judge product, project, divisional and organizational performance using managerial accounting information. (ACTG 321 / ACTG 422)

A1-AIS-a. Identify organizational information technology components and risks that can effect financial systems and prescribe appropriate controls. (ACTG 378 / ACTG 420)

A1-Tax-a. Prepare business and individual tax returns in accordance with the appropriate authorities. (ACTG 325 / ACTG 425)

A1-Tax-b. Analyze transaction data and tax authorities for purposes of tax planning and decision making. (ACTG 325 / ACTG 425)

A1-Audit-a. Design an audit program to frame the various elements of planning, testing and reporting phases of an audit in the context of the overall audit objective, engagement risk assessment, and internal controls. (ACTG 427)

A1-Audit-b. Apply auditing concepts to evaluate the conformity of financial statements with appropriate auditing standards. (ACTG 427)

A1-Audit-c. Analyze internal controls and interpret assessment of engagement risk.
(ACTG 427)

LG 2: possess professional values of integrity, stewardship, service to the community, and life-long learning,

A2-a. Value integrity and stewardship. (ACTG 427)

A2-b. Value service to the community and to the accounting profession. (ACTG 427)

A2-c. Value life-long learning. (ACTG 427)

LG 3: exhibit professional behaviors, including effective communication, teamwork, and leadership skills, and

A3-a. Communicate complex ideas in writing and through oral presentations. (ACTG 425)

A3-b. Work effectively in diverse team settings. (ACTG 427 / ACTG 425)

A3-c. Effectively coordinate and motivate a group to achieve its best output. (ACTG 427 / ACTG 425)

Thank you for checking in with us. Provost Andrews conferred with our Dean of the School of Business Administration and he has no concerns about your extending the certificate to OUS-Cascades. Best wishes,
Donna

----- Forwarded message -----

From: **Hacker, Marla E** <Marla.Hacker@oregonstate.edu>

Date: Sat, Nov 9, 2013 at 9:00 PM

Subject: LIAISON REQUEST: proposal to extend the OSU-Corvallis post-bacc certificate in accounting to OSU-Cascades

To: "sona.andrews@pdx.edu" <sona.andrews@pdx.edu>

Provost,

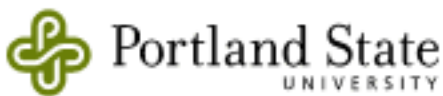
I am writing to initiate the required liaison with your campus prior to extending programs from OSU-Corvallis to OSU-Cascades. It is OSU's intent to extend the existing Post-Baccalaureate Certificate in Accounting program from OSU-Corvallis to OSU-Cascades. The certificate program will continue to be offered at OSU-Corvallis.

OSU-Cascades already offers undergraduate degree programs in Accountancy (BS) and in Business Administration (BA, BS).

The formal proposal is attached. The process requires that I receive an email noting whether your organization has any comments, questions, or concerns that should be discussed prior to proceeding. I appreciate your help in forwarding this request to appropriate respondents within your organization. Thank you.

Sincerely,

Marla Hacker
Dean of Academics
OSU-Cascades



Donna R. Bergh
Special Assistant to the Provost
Academic Affairs
Portland State University

T 503.725.5256
F 503.725.5262
berghd@pdx.edu
www.oaa.pdx.edu

Stephen Adkison, Ph.D.
Provost and Senior Vice President for Academic Affairs
Eastern Oregon University

One University Blvd.
La Grande, OR 97850

Office: (541) 962-3544
Email: sadkison@eou.edu

On Nov 9, 2013, at 8:58 PM, "Hacker, Marla E"
<Marla.Hacker@oregonstate.edu> wrote:

Provost,

I am writing to initiate the required liaison with your campus prior to extending programs from OSU-Corvallis to OSU-Cascades. It is OSU's intent to extend the existing Post-Baccalaureate Certificate in Accounting program from OSU-Corvallis to OSU-Cascades. The certificate program will continue to be offered at OSU-Corvallis.

OSU-Cascades already offers undergraduate degree programs in Accountancy (BS) and in Business Administration (BA, BS).

The formal proposal is attached. The process requires that I receive an email noting whether your organization has any comments, questions, or concerns that should be discussed prior to proceeding. I appreciate your help in forwarding this request to appropriate respondents within your organization. Thank you.

Sincerely,

Marla Hacker
Dean of Academics
OSU-Cascades

From: James Klein <kleinj@sou.edu>
Date: Monday, November 25, 2013 2:35 PM
To: "Hacker, Marla E" <Marla.Hacker@oregonstate.edu>
Subject: Re: LIAISON REQUEST: proposal to extend the OSU-Corvallis post-bacc certificate in accounting to OSU-Cascades

No problems or questions from SOU.

Jim

On Mon, Nov 25, 2013 at 1:33 PM, Hacker, Marla E <Marla.Hacker@oregonstate.edu> wrote:
Provost Klein, I am re-sending the following email to ensure you received it. I want to make sure that we complete our required liaisons. Sincerely, Marla Hacker

From: <Hacker>, Marla E <Marla.Hacker@oregonstate.edu>
Date: Saturday, November 9, 2013 8:59 PM
To: "kleinj@sou.edu" <kleinj@sou.edu>
Subject: LIAISON REQUEST: proposal to extend the OSU-Corvallis post-bacc certificate in accounting to OSU-Cascades

Provost,

I am writing to initiate the required liaison with your campus prior to extending programs from OSU-Corvallis to OSU-Cascades. It is OSU's intent to extend the existing Post-Baccalaureate Certificate in Accounting program from OSU-Corvallis to OSU-Cascades. The certificate program will continue to be offered at OSU-Corvallis.

OSU-Cascades already offers undergraduate degree programs in Accountancy (BS) and in Business Administration (BA, BS).

The formal proposal is attached. The process requires that I receive an email noting whether your organization has any comments, questions, or concerns that should be discussed prior to proceeding. I appreciate your help in forwarding this request to appropriate respondents within your organization. Thank you.

OSU Libraries
Collection Development

Library Evaluation for Category I Proposal

Abbreviated Category I to Extend the OSU Corvallis Accounting Certificate to OSU-Cascades
Title of Proposal

Accounting
Department

Business
College

The subject librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

- ☐ inadequate to support the proposal (see budget needs below)
☒ marginally adequate to support the proposal
☐ adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details are attached)

Year 1:
\$500 for monograph purchases

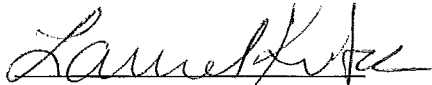
Ongoing (annual):

Comments and Recommendations:

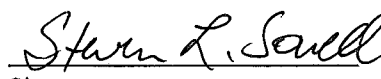
Date Received: 10/28/13

Date Completed: 11/06/13

Laurel Kristick
Collection Assessment Librarian


Signature

Steven Sowell
Head of Collections & Resource Sharing

 11/11/13
Signature Date

Faye Chadwell
University Librarian

 11/11/13
Signature Date

**Oregon State University Libraries Evaluation of the Collection supporting a
Proposal to Extend the OSU Corvallis Accounting Certificate to OSU-Cascades**

This Oregon State University Libraries' (OSUL) assessment reviews the print monographic, e-book, and electronic serials collections as related to broad science information needed to extend the proposed post-baccalaureate certificate in Accounting to OSU-Cascades.

The OSU Libraries, including the OSU-Cascades library, were reviewed in 2012 to assess the ability to the Libraries to support Bachelor of Arts degree in Accounting at OSU-Cascades. At that time, the monograph and journal collections were determined to be adequate with the purchase of additional print monographs in accounting for the OSU-Cascades library. See Appendix I for this library assessment.

The monographic collection needs to be bolstered, as the additional accounting monographs recommended in the original review still need to be purchased. With these additional titles, the monograph collection will be adequate to support the proposed certificate.

The journal collection is currently adequate to support the proposed certificate.

Respectfully submitted,

Laurel Kristick
Collection Assessment and Science Librarian
November 6, 2013

Appendix I. Library Support for the Accounting Program on Cascades Campus

This report is an analysis of the capacity of the OSU Cascades local library collection and services, in combination with access to the resources of the whole of OSU Libraries and Summit, to support the proposed Accounting degree on the Cascades campus. The Accounting degree curriculum will be identical to the one on main campus in Corvallis.

Attached is a copy of the 2006 Category I proposal for the new Bachelor of Science in Accounting degree on the main campus of Oregon State University. This is the most recent review of the library's collections and services that support this discipline. At the time of the review, OSU Libraries collection was determined to be adequate to support the program.

Journals

At the time of the 2006 review, the journal collection was adequate to support the Accounting program. Since then, we have increased the number of online journals, including some that would be used by Cascades students. We currently have over 100 accounting journals and magazines available electronically, including 7 accounting journals listed in the Journal Citation Report for the Business subject category.

Unfortunately, since 2006, the library has been forced to make a number of cancellations due to a flat budget and high annual inflation rates for journals, including 7 accounting journals. OSU Libraries offers the "Scan and Deliver" service for journals we hold in print and Interlibrary Loan for titles not held at OSU.

Monographs

The monographs collection for accounting at OSU is adequate to support the program in Corvallis, and Cascades students can request titles as needed. In addition, the library has added over 200 electronic books on accounting that are available to Cascades students at any time and is continuing to build its electronic book collection.

OSU students, faculty and staff have access to the monograph collections of over forty academic libraries through the Orbis Cascades Alliance and its union catalog, Summit. Authorized OSU users can easily request books from Pacific Northwest libraries, including Portland State University, University of Oregon, University of Washington, and Washington State University. Items are delivered to OSU within 3-5 business days.

The COCC/Cascades library has a very small collection of books on accounting (~150 titles) – this should be increased to allow students the ability to browse and find relevant material. I recommend that a one-time addition of \$500 be added to the Cascades library budget to support the purchase of videos and books for the local collection.

Databases

The library subscribes to several databases that provide access to accounting literature and data. These are available to Cascades students and include the following:

- Business Source Premier: indexes business literature, includes full text of 3,300 business journals
- Lexis-Nexis Academic: full text major newspapers, news transcripts, legal material and SEC filings
- Mergent Online: Information on NYSE, AMEX and NASDAQ companies
- Business Insights: Essentials: topical business information and company and industry intelligence on thousands of global companies
- Checkpoint: Primary tax documents and secondary analysis for research in federal, state, and local taxation, estate planning, pensions and benefits, international taxation, and payroll taxation
- Wall Street Journal: online index and full-text.
- WRDS/Compustat (Wharton Research Data Services): Financial, economic and marketing data

Library staff and expertise

Librarian support for this program includes OSU Cascades Librarian, Sara Thompson, as well as OSU Libraries Business Subject Librarian, Laurie Bridges.

Summary

OSU Libraries collections are adequate to support the proposed Accounting degree at Cascades campus, with the additional funding for collections recommended specifically for the Cascades Campus:

Books & Videos: \$ 500 (year one only)

Journals: \$0

Databases: \$0

Total funding: \$500

Respectfully submitted,
Laurel Kristick
October 11, 2012

Appendix A: 2006 Library Evaluation for Accounting Category I proposal

OSU Libraries Collection Development

Library Evaluation for Category I Proposal

Proposal to offer a Bachelor of Science in Accountancy

Title of Proposal

Accounting, Finance and Information Systems

Departments

Business

Colleges

The subject librarians responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

☐ inadequate to support the proposal (see budget needs below)

☐ marginally adequate to support the proposal

☒ adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details are attached)

Year 1:

Ongoing (annual):

Comments and Recommendations:

Collection is currently adequate; however there is concern is for the libraries ability to support growth and diversification of collection while maintaining a strong core.

Date Received: 8/3/2006

Date Completed: _____

Margaret Mellinger
Subject Librarian

Signature

Laurel Kristick
Head of Collection Development

Signature

Date

Karyle Butcher
University Librarian

Signature

Date

Oregon State University Libraries
Evaluation of the Collection Supporting:
Proposal to offer a Bachelor of Science in Accountancy

Oregon State University
College of Business
Department of Accounting, Finance and Information Systems

In response to this request for an evaluation, we reviewed the library collection assessment for Business, completed in March 2000. This assessment reviewed the monographic and serials collections in Business. Because the proposed degree program does not introduce any new courses, the 2000 assessment gives a good overview of the ability of the OSU Libraries collection support for the existing courses in Accounting. Support for the elective courses in Accounting was also considered in this evaluation.

Monographs:

According to the 2000 OSU Libraries Collection Assessment, the monograph collection in Accounting and Finance is adequate to support upper division undergraduate study.

OSU students, faculty and staff have access to the monograph collections of over forty academic libraries through the Orbis Cascades Alliance and its union catalog, Summit. Authorized OSU users can easily request books from Pacific Northwest libraries, including Portland State University, University of Oregon, University of Washington, and Washington State University. Items are delivered to OSU within three days.

Serials/Journals:

The 2000 OSU Libraries Collection Assessment revealed that the serials collections were adequate to support upper division undergraduate study. Online journal access has increased the number of journals available to the Oregon State University community in the past several years. Major packages from publishers such as Elsevier, Wiley and Springer have been added, and we intend to move the Blackwell journals to online only in the next year. The online subscriptions represent an overall increase in journal titles. For those titles we have not added, OSU Libraries subsidizes Interlibrary Loan so that students and faculty can obtain journal articles not available at Oregon State University.

Government Information

OSU Libraries is partial federal depository, meaning that a core collection of government documents are housed here. These documents include U. S. Congressional hearings which can be useful in the study of Sarbanes Oxley and other accounting-related legislation. FASB pronouncements, technical reports and bulletins are also available. SEC filings can be accessed through Edgar online and also through our subscription to Lexis-Nexis Academic. Lexis-Nexis Academic can also be used to search for pending legislation and current laws.

Subject-Specific Indexes and Abstracts

The library subscribes to several databases that provide access to accounting literature and data. These include the following:

- Business Source Premier; online access to business literature
- Lexis-Nexis Academic: online access to major newspapers and magazines and to SEC filings.
- EconLit: economic literature
- CCH Tax: tax accounting
- Wall Street Journal: online index and full-text.
- Value Line
- Research Insight/Compustat – Standard & Poor's market data (this license will come up for re-negotiation in 2007)

Summary

Current library resources are adequate to support the program as described.

Respectfully submitted by:

Margaret Mellinger,
Oregon State University Libraries
August 10, 2006



Capital Planning & Development | Real Estate & Space Management
3015 SW Western Blvd. | Corvallis, Oregon 97333
Phone 541.737.3014 | jean.duffett@oregonstate.edu

October 29, 2013

Marla Hacker,

We appreciate the opportunity to review the OSU-Cascades proposal to extend the accounting certificate to its campus. Given that no additional space resources are required to offer the program, Capital Planning and Development supports this proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Jean Duffett".

Jean Duffett, AIA
University Space Planner

cc: Kirk Pawlowski, Executive Director of Capital Planning and Development, OSU
Kelly Sparks, Associate Vice President, OSU Cascades

From: <Hacker>, Marla E <Marla.Hacker@oregonstate.edu>

Date: Tuesday, November 5, 2013 8:31 AM

To: "Becker-Blease, John - COB" <john.becker-blease@bus.oregonstate.edu>

Subject: Re: Additional GPC items for Friday-- accounting certificate

Hi John,

Rodger Graham let me know that the COB faculty agreed to extend the accounting certificate to OSU-Cascades.

I need an email from you stating this, which includes your role as chair for the COB graduate curriculum council to upload as part of the university approval process. Really appreciate it. Thank you.

Marla Hacker
OSU-Cascades

From: <Becker-Blease>, John - COB <john.becker-blease@bus.oregonstate.edu>

Date: Tuesday, November 5, 2013 9:34 AM

To: "Hacker, Marla E" <Marla.Hacker@oregonstate.edu>

Cc: "Graham, Roger - COB" <roger.graham@bus.oregonstate.edu>, "Moore, Jared - COB" <jared.moore@bus.oregonstate.edu>

Subject: RE: Additional GPC items for Friday-- accounting certificate

Hi Marla,

The COB faculty had a meeting on Friday, Nov 1. One of the agenda items was a vote on the Abbreviated Cat-1 requesting the Accountancy Certificate Program be extended to the Cascades campus. As the Chair of the Graduate Program Committee, it is traditional that I bring forth these items. Following review and discussion by the faculty, there was unanimous approval of this Cat-1.

Please let me know if there are any questions and congratulations.

Best,

John R. Becker-Blease
Associate Professor of Finance
Chair, Graduate Program Committee (2011-present)
Oregon State University
541.737.6061

OSU Internal Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources allocated to the Proposed Program, if any.
If no change in resources is required, the budgetary impact should be reported as zero.

PROGRAM TITLE: Accounting Certificate Program

BUDGET PERIOD: From FY 2015 to FY 2018

	SUMMARY			
	Fiscal Year 1	Fiscal Year 2	Fiscal Year 3	Fiscal Year 4
Personnel				
Faculty, Tenured/Tenure-track	-	-	-	-
Faculty, fixed-term	-	-	-	-
Sub-total, Faculty	-	-	-	-
Graduate Assistants	-	-	-	-
Support Staff	-	-	-	-
Fellowship/Scholarship	-	-	-	-
OPE	-	-	-	-
Personnel Subtotal	-	-	-	-
Other Expenses				
Library, Printed	500	-	-	-
Library, Electronic	-	-	-	-
Services & Supplies	700	718	736	754
Capital Equipment	-	-	-	-
Facilities Renovation	-	-	-	-
Other Expenses Subtotal	1,200	718	736	754
Total Cost of Program	1,200	718	736	754
Resources				
Current Budget, unit	-	-	-	-
Tuition	35,580	71,160	106,740	142,320
Fees/Sales	925	1,850	2,775	3,700
Other, describe:	-	-	-	-
RAM funding	12,470	24,940	37,410	49,880
	-	-	-	-
	-	-	-	-
Total Resources	48,975	97,950	146,925	195,900

Note: Please include budget narrative describing items listed above.

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU-Cascades

Program: Accounting Certificate

Academic Year: 2014-2015_____

Indicate the year: x First Second
 Third Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring:						
Personnel Subtotal						
Other Resources						
Library/Printed	500.00					500.00
Library/Electronic						
Supplies and Services	700.00					700.00
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	1200.00					1200.00

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU-Cascades

Program: Accounting Certificate

Academic Year: 2015-2016_____

Indicate the year: _____ First x _____ Second
 _____ Third _____ Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring:						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services	718.00					718.00
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	718.00					718.00

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU-Cascades

Program: Accounting Certificate

Academic Year: 2016-2017 _____

Indicate the year: _____ First _____ Second
x _____ Third _____ Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring:						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services	736.00					736.00
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	736.00					736.00

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU-Cascades
 Program: Accounting Certificate
 Academic Year: 2017-2018

Indicate the year: First Second
 Third x Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring:						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services	754.00					754.00
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	754.00					754.00

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU-Cascades

Program: Accounting Certificate

Academic Year: 2014-2015_____

Indicate the year: x First Second
 Third Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring:						
Personnel Subtotal						
Other Resources						
Library/Printed	500.00					500.00
Library/Electronic						
Supplies and Services	700.00					700.00
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	1200.00					1200.00

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU-Cascades

Program: Accounting Certificate

Academic Year: 2015-2016_____

Indicate the year: _____ First x _____ Second
 _____ Third _____ Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring:						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services	718.00					718.00
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	718.00					718.00

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU-Cascades

Program: Accounting Certificate

Academic Year: 2016-2017 _____

Indicate the year: _____ First _____ Second
x _____ Third _____ Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring:						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services	736.00					736.00
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	736.00					736.00

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU-Cascades
 Program: Accounting Certificate
 Academic Year: 2017-2018

Indicate the year: First Second
 Third x Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring:						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services	754.00					754.00
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	754.00					754.00

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU-Cascades

Program: Accounting Certificate

Academic Year: 2014-2015_____

Indicate the year: x First Second
 Third Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
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Fellowships/Scholarships						
OPE						
Nonrecurring:						
Personnel Subtotal						
Other Resources						
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Library/Electronic						
Supplies and Services	700.00					700.00
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	1200.00					1200.00

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU-Cascades

Program: Accounting Certificate

Academic Year: 2015-2016_____

Indicate the year: _____ First x _____ Second
 _____ Third _____ Fourth

Prepare one page each of the first four years

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Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring:						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services	718.00					718.00
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	718.00					718.00

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU-Cascades

Program: Accounting Certificate

Academic Year: 2016-2017 _____

Indicate the year: _____ First _____ Second
x _____ Third _____ Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
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Library/Printed						
Library/Electronic						
Supplies and Services	736.00					736.00
Equipment						
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Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	736.00					736.00

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU-Cascades
 Program: Accounting Certificate
 Academic Year: 2017-2018

Indicate the year: First Second
 Third x Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
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Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring:						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services	754.00					754.00
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	754.00					754.00

1. Review - College Approver - Business

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, November 25, 2013 2:45pm

Comments

Sarah Williams (College Approver - Business) November 25, 2013 2:45pm

Returning proposal so that Originator can attach another document and resubmit. SW

2. Originator Response

[Marla Hacker](#) Associate Dean-Academic Prgms / Acad Prog / Student Aff, November 25, 2013 4:01pm

3. Review - College Approver - Business

Approved by [James Coakley](#) Associate Dean / College of Business Dept, December 5, 2013 3:51pm

4. Review - Curriculum Coordinator

Approved by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, December 5, 2013 4:02pm

Comments

Sarah Williams (Curriculum Coordinator) December 5, 2013 4:02pm

This proposal is now ready for review by Budgets and Fiscal Planning Committee.

5. Review - Budgets and Fiscal Planning Committee

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, December 10, 2013 3:49pm

Comments

Sarah Williams (Budgets and Fiscal Planning Committee) December 10, 2013 3:49pm

Returning to Originator for additional materials. SW

6. Originator Response

[Marla Hacker](#) Associate Dean-Academic Prgms / Acad Prog / Student Aff, December 12, 2013 12:07pm

7. Review - Budgets and Fiscal Planning Committee

Approved by [Luke Mc Ilvenny](#) Mgr-Business Center / Bus & Engr Business Ctr, December 19, 2013 9:24am

8. Review - Graduate Council Chair

Approved by [James Coakley](#) Associate Dean / College of Business Dept, January 13, 2014 5:24pm

Comments

James Coakley (Graduate Council Chair) January 13, 2014 5:24pm

Discussed at Graduate Council on 1/13/14. Since proposal does not include any graduate courses, should not require Graduate Council approval

9. Review - Curriculum Council Chair

Sent Back by [Michael Bailey](#) Professor / Sch Elect Engr/Comp Sci, *January 28, 2014 7:29am*

Comments

Michael Bailey (Curriculum Council Chair) January 28, 2014 7:29am

Sent back for inclusion of Learning Outcomes

10. Originator Response

[Marla Hacker](#) Associate Dean-Academic Prgms / Acad Prog / Student Aff, *February 4, 2014 10:09am*

Comments

Marla Hacker February 4, 2014 10:09am

Program learning outcomes inserted into 2.4.14 Cat 1 proposal.



Full Category I and Abbreviated Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Programs, Assessment, and Accreditation,
500 Kerr Administration Building – Oregon State University

For Instructions, see <http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/category-1-proposals> Please attach Executive Summary, Proposal, Library Evaluation (performed by the Library), Accessibility Form, Letters of Support (External to OSU), Liaison Correspondence (Internal to OSU), Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check One:

Full Proposal (Category I)

[Category I Final Approval: Oregon State Board of Higher Education]

- ☒ New degree program
☐ Major (substantive) change in existing program

Abbreviated Proposal (Abbreviated Category I)

[Abbreviated Category I Final Approval: OSU Provost]

- ☐ Rename of an academic program or unit
☐ Establishment of a new college, school, department or program
☐ Reorganization – moving responsibility for an academic program from one unit to another
☐ Merging or splitting an academic unit
☐ Termination of an academic program or unit
☐ Suspension or reactivation of an academic program or unit
☐ New certificate program or academic unit

For proposals to establish a new center or institute, contact the Research Office (541-737-3467)

For requests to offer existing certificate and degree programs at new locations, use the Memorandum of Understanding (MOU) form available at <http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/mou-process>

Title of Proposal:

Ph.D., M.S., M.Eng. in ROBOTICS

Effective Date:

SPRING 2014

School/Department/Program:

Mechanical, Industrial & Man. Engr.

College:

Engineering

I certify that the above proposal has been reviewed by the appropriate Department, School, and College Committees. I approve this proposal.

8/28/13

Sign (Department Chair/Head; Director)

Date

Sign (Dean of College)

8/29/13

Date

ROB STONE

Print (Department Chair/Head; Director)

SANDRA WOODS

Print (Dean of College)

Proposal for MS, MEng, PhD Graduate Degrees in Robotics

Executive Summary

The College of Engineering proposes to establish a new multi-disciplinary graduate program in Robotics. This program will offer MEng, MS and PhD degrees. A graduate minor in Robotics will be also offered. The proposed degrees will provide an integrated program that will embrace the multi-disciplinary nature of robotics. The program will include core areas of concentration from different disciplines: actuation, locomotion, manipulation, dynamics, control (Mechanical Engineering); sensors, vision, motors (Electrical Engineering); artificial intelligence, human robot interactions (Computer Science).

The Robotics program will directly support the three signature areas of distinction in OSU's strategic plan. It will support: (i) sustainable ecosystems (robotic monitoring of oceans and forests, as well as maintenance robots for renewable energy systems); (ii) human health and wellness (robotic surgery, prosthetics, exoskeletons, and assistive robots for the elderly and disabled); and (iii) economic growth (robots for new markets such as self-driving cars and exploration, as well as advanced manufacturing).

The evidence of need is shown by the continued demand for our graduate students who specialize in robotics. In addition, recent analysis shows robotics to be one of the fastest growing fields in the United States. For example, sale of robotics for manufacturing grew by 44% in 2011, the number of surgeries performed by robots grew by 40% (with a 80% decrease in post-surgery complications); and service robots grew by 30%. OSU already has a strong presence in robotics (sixteen core faculty spread across two schools in the College of Engineering) and is well positioned to deliver a quality graduate program in Robotics.

**New Graduate Degree Program Proposal:
Ph.D., M.S., and M.Eng. in Robotics**

**College of Engineering
School of Mechanical, Industrial and Manufacturing Engineering**

**August 2013
Proposed Effective Term: Fall Term 2014 (201403)**

CPS Tracking #: 87438

Institution: Oregon State University

College/School: College of Engineering, School of Mechanical, Industrial and Manufacturing Engineering

Department/Program: Graduate Program in Robotics

1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number: 14.4201

CIP #: 14.4201

Title: Mechatronics, Robotics and Automation Engineering

A program that prepares individuals to apply mathematical and scientific principles to the design, development and operational evaluation of computer controlled electro-mechanical systems and products with embedded electronics, sensors, and actuators; and which includes, but is not limited to, automata, robots and automation systems. Includes instruction in mechanical engineering, electronic and electrical engineering, computer and software engineering, and control engineering.

Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed. (<http://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=89345>)

- b. *Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.*

The field of robotics has grown tremendously in the last decade as new research has demonstrated its relevance and impact to fields as diverse as manufacturing, planetary exploration, medicine, healthcare, military, and consumer products. We have reached a turning point where this technology is moving from the purview of a handful of specialists (Mars rovers) to the general public (robotic car, household robots, elderly care, and unmanned search and rescue).



This picture shows six magazine covers from the last year alone, dedicated to robots. What's remarkable here is not that there are so many covers for robotics but that only one of them is dedicated to a traditional robotics concept (robots for space exploration). The other covers show the intent of robots to penetrate every day life, from music to the workplace, while also introducing new societal issues such as dialogs with robots, and the social implication of humans interacting with robots.

A graduate program in Robotics is needed to complement the existing MEng, MS, PhD programs in Mechanical Engineering, and Electrical Engineering and Computer Science. Currently, students interested in Robotics must choose one of these disciplines and take courses from the other disciplines to complete their degree program. Though this approach has been acceptable up to now, it does not capture

the truly multi-disciplinary nature of robotics.

The proposed degrees will provide an integrated program that will embrace the multi-disciplinary nature of robotics. The program will be directed towards advanced studies related to robotics and include core areas of concentration from each of the disciplines: actuation, locomotion, manipulation, dynamics, control (Mechanical Engineering); sensors, vision, motors (Electrical Engineering); artificial intelligence, human robot interactions (Computer Science).

The academic home of the new degrees will be the School of Mechanical, Industrial and Manufacturing Engineering (MIME) at Oregon State University (OSU). Other programs on campus will be able to offer graduate minors in Robotics.

PhD, MS, MENG in Robotics (CIP # 14.4201)

- CPS #: 87438
- Degree Types:
 - Master of Science (MS)**
 - Master of Engineering (MEng)**
 - Doctor of Philosophy (PhD)**
- Program Type: **Graduate**
- Academic Home: **School of Mechanical, Industrial, Manufacturing Engineering**
- Areas of Concentration:
 - Legged locomotion
 - Mobile Robots
 - Multi-robot coordination
 - Autonomous Robots
 - Manipulation
 - Assistive Robots
 - Human Robot Interaction
- Graduate Minor: **Robotics**
- Course Designator: **ROB, ME, CS, ECE**
- Credit hours: MS/MEng = 45 (minimum); PhD = 108 (minimum)
- Delivery Mode and Location: **On-Campus/OSU-Main**
- Admission Requirements: BS; 3.0 GPA; GRE; Transcripts; Letters of recommendation (3); Personal Statement
- Enrollment Limitations: **None**
- Accreditation: **None**
- Proposed Effective Date: **Fall Term 2014**

c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

Students enrolled in the PhD degree will complete a total of 108 graduate credits,

including at least 45 credits of graduate, non-blanket numbered coursework and at least 36 credits of dissertation. Students enrolled in the MS degree will complete a total of 45 graduate credits. The MS thesis option will require at least 30 credits of graduate level coursework and 12 thesis credits. The remaining credits can come from coursework or seminar credits. The MS project option will require 39 hours of coursework and 6 project credits. Students enrolled in the MEng degree will complete a total of 45 graduate credits.

Unless otherwise specified, students will conform to the rules and regulations (e.g., qualifying exam timing, structure) of the academic home (MIME).

The coursework for all degrees in Robotics (including minors) will consist of at least 15 credits of core courses, selected from the following list:

ENGR 521: Applied Robotics (4)

ME 531: Linear Multivariable Control Systems I (4)

ME 532: Linear Multivariable Control Systems II (4)

ME 533: Nonlinear Dynamic Analysis (4)

ME 536: Actuator Dynamics (4)

ME 537: Learning-Based Control (4)

ME 538: Autonomous Agents and Multi-agent Systems (4)

Cat II proposal in planning/progress (Have been/will be offered as ME 539: Selected Topics)

ME 551: Biomechanisms (4) (Taught as ME 539 in Winter 2013)

ME 554: Geometric Mechanics (4) (Taught as ME 539 in Spring 2013)

ME 557: Programming Mobile Robots (4) (Taught as ME 539 in Fall 2012)

ME 558: Intelligent Mobile Robotics (4) (Offered as ME 539 in Winter 2014)

CS 515: Algorithms and Data Structures (4)

CS 531: Artificial Intelligence (4)

CS 532: Advanced Artificial Intelligence (4)

CS 533: Intelligent Agents and Decision Making (4)

CS 534: Machine Learning (4)

CS 536: Probabilistic Graphical Models (4)

CS 556: Computer Vision (4)

ECE 550: Linear Systems (4)

Courses in **bold** will use the new ROB designator. Others will be cross-listed as appropriate.

For a PhD, MS or MEng in robotics, the remaining course credits can come from either courses in this list or other courses relevant to the program of study as approved by the students' thesis committee. The completion of 15 credits from this list will satisfy the minor requirements in Robotics.

- d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).*

The program will be delivered on-campus through classroom and laboratory formats. There are no plans for off-campus delivery at present.

- e. Ways in which the program will seek to assure quality, access, and diversity.*

The program will continue to recruit students nationally and internationally. Currently, about 60-70 students apply to the Mechanical Engineering program with the intent to specialize in Robotics. About half the applications are from international students and currently only a small fraction is from women.

Underrepresented students will be encouraged to apply for admission in all recruiting materials and all efforts are made to provide financial aid to all qualified underrepresented students. In particular, we intend to emphasize the applications of robotics to health care (prosthetics, exoskeletons, rehab, elderly assistance) as well as humanitarian engineering (disaster recovery, minesweeping), which are topics that have been shown to have broader appeal to underrepresented groups.

The program will be reviewed by the Graduate School five years after initial approval, and every 10 years thereafter, in a manner consistent with the Guidelines for the Review of Graduate Programs published by the OSU Graduate Council.

- f. Anticipated fall term headcount and FTE enrollment over each of the next five years.*

The number of graduate students in the Mechanical Engineering Program who specialize in Robotics is 20-30, with about half of them being in the PhD program. Both sets of numbers will rise as recent faculty hires (four robotics hires in the last two years, doubling the size of the MIME robotics group) establish and grow their research labs.

- g. Expected degrees/certificates produced over the next five years.*

MS program: 5-8 per year
MEng program: 1-3 per year
PhD program: 2-3 per year

Over the first five years, we expect to graduate at least 10 PhD students and 30 MS/MEng students.

h. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time; etc.)

The students to be served are primarily expected to be full-time, traditional students. The program has traditionally had a small number of part-time students who are working in the Corvallis area. We expect that the student population will be about 50% US and 50% international.

i. Adequacy and quality of faculty delivering the program.

The Mechanical Engineering program presently has eight faculty directly engaged in research in robotics. These eight faculty teach all the ENGR/ME graduate courses listed in 1.c. All faculty have active research programs and advise graduate students in robotics. In addition, there are at least eight faculty in the School of Electrical Engineering and Computer Science who teach the CS and ECE courses listed in 1.c, and also have active research programs relevant to robotics.

Five of the faculty listed below (1.j) accounted for about \$4 Million in expenditures in 2012, making them one of the most active groups within the College of Engineering. In addition, the faculty hold (or have recently held) critical positions in international conferences and editorial boards of international journals. The combined expertise of the sixteen faculty members (listed below) will allow the delivery of a unique and high quality robotics program.

j. Faculty resources – full-time, part-time, adjunct.

The faculty members currently in the School of Mechanical, Industrial and Manufacturing Engineering with an emphasis in robotics are:

Ravi Balasubramanian, Assistant Professor, MIME. PhD from Carnegie Mellon University. Robotic manipulation, robotic hands.

Belinda Batten, Professor, MIME. PhD from Clemson. Optimal Control, Unmanned aerial vehicles, marine energy.

Cindy Grimm, Research Associate Professor, MIME. PhD from Brown University. Computer graphics, human-computer interactions.

Ross Hatton, Assistant Professor, MIME. PhD from Carnegie Mellon University. Geometric mechanics, locomotion, snake robots.

Geoff Hollinger, Assistant Professor, MIME. PhD from Carnegie Mellon University. Field robotics, marine robotics, and motion planning.

Jonathan Hurst, Assistant Professor, MIME. PhD from Carnegie Mellon University. Legged robots, passive dynamics.

Bill Smart, Associate Professor, MIME. PhD from Brown University. Software architectures for robotics, mobile robots, human robot interactions.

Kagan Tumer, Professor, MIME. PhD from The University of Texas. Autonomous robots, multi-robot coordination, multiagent learning.

In addition, the following faculty in the School of Electrical Engineering and Computer Science teach courses or are active in research in topics directly related to Robotics:

Glencora Borradaile, Assistant Professor, EECS. PhD from Brown University. Algorithms, computational geometry, planar graph algorithms

Tom Dietterich, Professor, EECS. PhD from Stanford University. Machine learning, intelligent systems.

Alan Fern, Associate Professor, EECS. PhD from Purdue University. Artificial intelligence, automated planning/control

Xiaoli Fern, Associate Professor, EECS. PhD from Purdue University. Machine learning, data mining.

Raviv Raich, Associate Professor, EECS. PhD from Georgia Institute of Technology. Adaptive sensing/sampling, manifold learning.

Prasad Tadepalli, Professor, EECS. PhD from Rutgers University. Artificial intelligence, machine learning, automated planning.

Sinisa Todorovic, Assistant Professor, EECS, PhD from University of Florida. Computer vision, object recognition, video object segmentation.

Weng-Keen Wong, Associate Professor, EECS. PhD from Carnegie Mellon University. Machine learning, anomaly detection, human-in-the-loop learning.

k. Other staff.

Support staff (at least 0.5 FTE), funded by the School of MIME and/or the College of Engineering, will provide administrative support. Also, the program will partner with

the School of Mechanical, Industrial and Manufacturing Engineering administration to accomplish necessary organizational functions such as curriculum delivery, recruitment and admission.

l. Facilities, library, and other resources.

Computer, teaching and research laboratories and faculty offices are presently located in Rogers, Covell, Graf and Dearborn Halls as well as the Kelley Engineering Center. Computer services are provided through the College of Engineering and include access to graduate-level software packages for analysis and design. Graduate students are provided offices in Rogers, Covell and Graf Halls as well as Kelley Engineering Center.

Library evaluation revealed that the current support was “marginally adequate” to support this program. Subscriptions to the journals listed in the library study will enhance the program. The additions of the “*International Journal of Robotics Research*” and “*Robotics and Autonomous Systems*” will be particularly useful.

m. Anticipated start date.

Fall 2014, or as soon as approval of this proposal.

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution’s mission and goals for access; student learning; research, and/or scholarly work; and service.

The robotics degrees will support OSU’s mission and goals through education, research and service by providing graduates with expertise in the design, control, programming and operation of robots. These degrees will provide access for national and international students as well as OSU’s mechanical engineering, manufacturing engineering, industrial engineering, electrical and computer engineering, and computer science students.

Robotics is a truly multi-disciplinary field that directly supports OSU’s commitment to a wide variety of fields that is impossible to capture within the confines of a traditional degree. Here is a list of disciplines that are relevant to robotics (grouped by the primary “home” of the relevant topics in the current degree structure):

- Traditional Core Robotics Fields:

- Mechanical Engineering (actuators, locomotion, exoskeletons, prosthetics)
- Electrical Engineering (Sensors, vision, motors)
- Computer Science (artificial intelligence, human robot interactions)
- Fields that Directly Support or Benefit from Robotics:
 - Alternative Energy (robotic diagnostic/maintenance for wave energy buoys)
 - Biomedical Engineering (artificial muscles)
 - Medical care delivery (robotic surgery)
 - Healthcare (long term care for the elderly)
 - Oceanography (underwater communication, robots for sensing, repair)
 - Civil Engineering (traffic studies and impact of robotic cars on roadways)
 - Biology (mammal/insect/bird studies for locomotion)
 - Anthropology (use robots to animate/estimate locomotion of extinct species)
 - Exercise Science (gait studies for walking robots)
 - Nuclear Engineering (robots for maintenance, safety in harsh environments)
 - Game Theory (incentives for robots)

Currently, we address most of the topics in the first bullet by having students interested in robotics pursue ME, ECE or CS degrees. This approach works to a point, but does not allow OSU to showcase the unique strengths of robotics (the multi-disciplinary nature of the field) and does not provide an internationally visible platform to attract and retain the best students in the field. In addition, it does not allow the flexibility to naturally include topics in the second bullet in the students' programs of study, nor does it provide a path forward to address the challenges of the future. The creation of the robotics degree will allow OSU to address the current needs and implications of the growing intersection of robotics and everyday life, while also positioning the University in a way to allow us to frame future questions within this program.

In addition, OSU is the current home of ROS (Robot Operating System). ROS serves the worldwide robotics community by supporting the development of new software for robotics and has over 100,000 users. The proposed graduate degrees are a new step in increasing OSU's commitment to robotics, and cementing OSU's impact and visibility in this growing field.

b. Connection of the proposed program to the institution's strategic priorities and signature areas of focus.

The proposed robotics degrees contribute to all three signature areas of distinction

in OSU's strategic plan: Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress. Broadly, the robotics program will impact all three areas through new devices and new ways in which those devices and humans will interact:

- Robotics supports sustainable ecosystems by providing key technologies in different renewable energy devices. The contributions include advanced wave energy converters, and autonomous robots for maintenance of marine or wind energy devices. In addition, robotic monitoring devices for oceans and forests provide invaluable information about the health of our natural resources.
- Robotics supports human health and wellness through advances in robotic surgery, prosthetics, rehab technologies and exoskeleton research that are critical in improving the mobility of patients with disabilities. In addition, robots for assisting the elderly and disabled are becoming both more capable and more accepted, bringing the possibility of affordable in-house care for all who need it closer every day.
- Robotics supports economic growth by both opening new markets (new robots for exploration, education, hazardous environments) and by supporting established markets by improving the manufacturing processes (through automation and robotic manipulation of hazardous processes).

c. Manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.

OSU and OUS strategic goals overlap in general and the addition of the robotics graduate degrees will support both. A strong robotics program that serves the manufacturing, healthcare and high tech industries industry in Oregon will provide significant economic benefits. (More supporting detail is provided in Section 4)

d. Manner in which the program meets broad statewide needs and enhances the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities.

Robotics is a growing field, and the proliferation of robots into our everyday lives (from iRobot Roomba vacuum cleaner robot to robot lawn mowers to manufacturing robots to robotic cars to robotic assistants) is likely to be one of the key transformations of the 21st century. This technology will impact the economic and social structure of our society, and training our students in robotics is key to ensure that Oregon reaps the benefits of this transformation.

Having graduates with advanced degrees in robotics will ensure that Oregon trains and retains a workforce ideally suited to these challenges and will provide leadership, expertise and innovation to keep Oregon at the forefront of these advances.

3. Accreditation

- a. *Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.*

There are no plans to accredit the graduate degrees in robotics.

- b. *Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.*

Not applicable.

- c. *If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.*

Not applicable.

- d. *If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.*

The program will need to satisfy standards applicable to all graduate programs at OSU, including undergoing a periodic review.

4. Need

- a. *Evidence of market demand.*

Robotics is growing field and there is an explosion of applications in manufacturing, medical, service and military applications. Many technology leaders (including Bill Gates) have likened the current growth of robotics to the growth of the internet in the 80s. Here are specific numbers taken from “A Roadmap for Robotics – 2013” a document that highlights the need for and growth of robotics in the US and the world (available at:

<http://robotics-vo.us/sites/default/files/2013%20Robotics%20Roadmap-rs.pdf>), for several key areas of robotics:

- **Manufacturing:** The sale of robotics for manufacturing grew by 44% in 2011. This is a remarkable figure considering that manufacturing accounts for 14% of US GDP, 11% of employment and a staggering 70% of exports.
- **Medical Robots:** The number of medical procedures performed by robots grew by 40% *annually* over the last few years. A study shows that use of robots can reduce complications in surgery by 80%.
- **Service Applications:** The annual growth in service robots is 30% (more than 6 million autonomous vacuum cleaners and 200,000 lawn movers have been sold worldwide).

In addition to these growth numbers, fields such as healthcare (over 11 million people with severe disabilities in the US who require personal assistants), space exploration (Spirit, Opportunity and Curiosity as well as earlier robots going back to Viking program in the 1970s) and defense (today, more than 50% of pilots entering the Air Force become operators of remotely piloted systems) are primed to become even larger markets for robotics.

Furthermore, there are multiple national programs to promote robotics. The National Science Foundation (NSF) started the *National Robotics Initiative* in 2012, one of the largest new initiatives in research. The Defense Advanced Research Projects Agency (DARPA) has continued to invest in robotics, including the autonomous Grand Challenge in 2006 to the current DARPA Robotics Challenge. The President's Advanced manufacturing Partnership also specifically calls for robots in manufacturing:

(http://www.whitehouse.gov/sites/default/files/microsites/ostp/amp_final_report_annex_1_technology_development_july_update.pdf)

Finally, in addition to the economic drivers, there are significant pressures to educate and prepare researchers in this field. Only a handful of schools offer specific PhD programs in robotics (Carnegie Melon and Georgia Tech). As such last year there were over 442 applicants to the CMU robotics program, of whom, 40 were admitted). Offering this degree will not only serve a great need in the US, but also allow our graduates to be leaders and innovators in this field. (Our recent graduates in Mechanical Engineering with a robotics focus, for example, have gotten jobs at NASA and Meka Robotics, a leading robotics company.)

- b. *If the program's location is shared with another similar OUS program, proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).*

Not applicable.

- c. Manner in which the program would serve the need for improved educational attainment in the region and state.*

There is great demand for robotics in both Oregon and the Pacific Northwest. This need is growing with the recognition of robotics as either a key final product, or a key competitive advantage in many industries. Our graduates are well poised to fill positions in startup companies, large established companies, and governmental agencies. These Oregon companies include DW Fritz (hired recent graduate), Concept Systems, ESCO (has employees pursuing MS at OSU), Intel (hired recent graduate), and Korvis Automation (hired recent graduate).

- d. Manner in which the program would address the civic and cultural demands of citizenship.*

Graduate students with advanced degrees in robotics will be well positioned to make decisions related to technology and shape our state and national policy in the coming decades. Because robotics is a multidisciplinary topic, the students in the program will have different backgrounds (mechanical engineering, electrical engineering, physics, computer science, mathematics, ethics) and learn both to generate innovative solutions and to integrate diverse views before making decisions. In addition, some of the policies and decisions that impact our workforce (role of automation, job creation) will require leaders with a full grasp of the technical subtleties and the implications of those technologies. Graduates in robotics will be important contributors to such debates as society grapples with such complex social issues.

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.*

The learning outcomes of this program are the university graduate learning outcomes

For the PhD program, they are:

- 1- Produce and defend an original significant contribution to knowledge
- 2- Demonstrate mastery of subject material
- 3- Conduct scholarly or professional activities in an ethical manner.

For the Master's program, they are:

- 1- Conduct research or produce some other form of creative work
- 2- Demonstrate mastery of subject material
- 3- Conduct scholarly or professional activities in an ethical manner.

- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.*

The graduate Doctoral and Master's program assessment plans, as well as the annual reporting (assessment and reflection on graduate Learning outcomes (GLOs) is presented in Appendix A.

The format and procedure for the PhD qualifying exam in Robotics is presented in Appendix B.

In addition, a Graduate Program Review (GPR) every 10 years will enable the program to reflect on and evaluate programmatic successes and failures, and potential improvements. Program reviews will identify strengths, weaknesses, aspirations, opportunities and need. The process includes the following main steps:

1. Prepare a **self-study**
2. Host a **review committee site visit**
3. Receive a **review committee report**
4. Respond to the review committee report and develop an **action plan** if the major is to be maintained, restructured or expanded; and implement an action plan
5. Perform a **third year assessment** in the 10 year cycle of the program on progress towards the action plan

The GPR self-study components and review include assessing and summarizing the following:

1. Inputs—the total resources (e.g. students; courses and curriculum; human and financial capital; infrastructure) supporting the program
2. Productivity—the level of program performance(e.g. degree completion, grant support, publications, scholarly outputs, creative activity, awards)
3. Outcomes and impacts—the quality of the outcomes (e.g. alumni employment or successes, degree of outreach and community engagement)

The action plan addresses each of the Review Panel's recommendations to improve program quality.

c. *Program performance indicators, including prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate.*

- Number of applicants, offers and acceptance rates
- Academic qualifications of applicants and accepted students
- Graduation rates
- Employment upon graduation
- Student satisfaction from exit interviews
- Survey information from employers

d. *Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.*

All faculty members who identify with the robotics graduate program are active in research including funded projects. For the twelve of the sixteen faculty listed in Section 1 who have been at Oregon State university for more than two years, the present research funding is about \$5 million per year. We anticipate that number to exceed \$6 million per year as the new faculty continue building their research programs. The scholarly publication rate for these faculty combined is about 30 refereed journal articles per year. Performance parameters continually collected by the College of Engineering include:

- Scholarly publications
- Participation in professional meetings, conferences and workshops
- External funding for research
- Number and magnitude of proposals written
- Number of PhD/MS students supervised
- Participation in professional societies, committees, boards, and commissions

These indicators are evaluated each year in the faculty member's annual review.

6. Program Integration and Collaboration

a. *Closely related programs in other OUS universities and Oregon private institutions.*

No program in Oregon overlaps with the proposed program. The proposed interdisciplinary robotics program is unique.

b. *Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.*

There are engineering degrees at Portland State University, as well as Computer Science degrees at Portland State University and the University of Oregon that provide some of the topics in a robotics program. They can be considered complementary. For example, the Intelligent Robotics Laboratory (Prof. Marek Perkowski) in the Electrical and Computer Engineering Department at Portland State University would be a potential collaborator in this endeavor. In addition, this program would be complementary with research at the Oregon Health and Science University, particularly in robotics in medicine. Finally, the proposed Robotics program will provide opportunities to undergraduates (for example at the Oregon institute of Technology) who aim to pursue a graduate degree in Robotics in Oregon.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

Not applicable.

d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.

No impact on existing programs is expected.

7. Financial Sustainability (attach the completed *Budget Outline*)

The budget outline and justification documents prepared by the College of Engineering business office are attached.

- a. *plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.*

The support of these graduate degrees is part of the College of Engineering's present budget and future strategic plan. No changes to present plans for financial viability, funding, and recruitment of faculty or library support are expected.

- b. *Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.*

The research programs associated with the proposed degree are currently located in Graf, Covell and Rogers Halls and are funded by MIME and the on-going research program, as well as located in the Kelley Engineering Center and funded by ongoing research in EECS. There are plans for the renovation of Graf Hall to host all robotics activity (research, education, student clubs), that would significantly enhance our current capabilities. These plans are enthusiastically supported by the leadership in the school of MIME and the COE, and fundraising efforts are ongoing. The University Planning committee has provided support for the program and the redevelopment plan (see Liaison letter from Jean Duffett).

- c. *Targeted student/faculty ratio (student FTE divided by faculty FTE).*

The target ratio is to have approximately 5 graduate students per faculty, leading to a total graduate enrollment of about 40 students.

- d. *Resources to be devoted to student recruitment.*

Present resources for student recruitment include the costs of promoting the program including creating and distributing marketing material (~\$2,000), creating and maintaining an up-to-date webpage (~\$2,000), and organizing a recruiting event in Feb/Mar each year (~\$3,000). This will result in \$7,000 of recurring cost, as well as \$500 of start-up costs to cover "branding" material (posters, cards etc.).

8. **External Review** (if the proposed program is a graduate level program, follow the guidelines provided in *External Review of new Graduate Level Academic Programs* in addition to completing all of the above information)

The proposed external reviewers for this program include:

Howie Choset

Professor, Robotics Institute
Carnegie Mellon University
choset@ri.cmu.edu
<http://www.cs.cmu.edu/~choset/>

Gaurav S. Sukhatme

Professor and Chairman
Department of Computer Science
Director, Robotic Embedded Systems Lab
University of Southern California
gaurav@usc.edu
<http://robotics.usc.edu/~gaurav/>

Peko Hosoi

Associate Professor, Mechanical Engineering,
Massachusetts Institute of Technology
peko@mit.edu
<http://meche.mit.edu/people/?id=45>

Reid Simmons

Associate Director for Education, Robotics Institute
Carnegie Mellon University
reids@cs.cmu.edu
<http://www.cs.cmu.edu/~reids/>

Robert D. Howe

Abbott and James Lawrence Professor of Engineering
School of Engineering and Applied Sciences
Director, Biorobotics Laboratory
Harvard University
howe@seas.harvard.edu
<http://www.seas.harvard.edu/directory/howe>

Appendix A: Outcomes and Quality Assessment

Graduate Doctoral Program Assessment Plan			
Process			
How does your unit reflect on the assessment data gathered and who is involved? How do the results of your assessment efforts relate to strategic planning and overall program review?			
The data will be collected by the graduate advisor. The results of the assessment will be used to determine course offerings (content and frequency) in future years.			
What data are archived? Where, how and for what duration?			
Student theses (10 years) Student preliminary examination records (10 years) Student qualifying examination records (10 years) Student program of studies (10 years) Student yearly assessment by advisor and robotics faculty (5 years)			
Program Outcomes, Measures and Benchmarks or Milestones			
List the university and program level student learning outcomes (GLO).	Produce and defend an original significant contribution to knowledge	Demonstrate mastery of subject material	Conduct scholarly or professional activities in an ethical manner
What year will you report on this outcome? (Every university GLO must be assessed annually and others at least once every five years.)	yearly	yearly	yearly
List the measures/methods /instruments to be used to assess the outcome. Identify measures, methods, and/or instruments as being direct (D) or indirect (I). (At least one of these must be direct measures.)	36 credits of thesis credits (D)	42 credits of coursework (D)	Online Ethics workshop (D)
What benchmarks/milestones will you use to determine if the outcome has been satisfactorily met by the students? ^z	Preliminary Exam Dissertation defense Presentation to seminar	Cumulative GPA above 3.0 Presentation to seminar	Dissertation defense
^z Examples include courses, workshops, program of study, internship/externship, research proposal, presentations of research or project results, project or thesis defense, final report or thesis. This is not an exhaustive list of possibilities.			
^y Programs especially with options will likely have specific learning outcomes (competencies, goals, etc.). State those and how they are being assessed.			

Graduate Master's Program Assessment Plan			
Process			
How does your unit reflect on the assessment data gathered and who is involved? How do the results of your assessment efforts relate to strategic planning and overall program review?			
The data will be collected by the graduate advisor. The results of the assessment will be used to determine course offerings (content and frequency) in future years.			
What data are archived? Where, how and for what duration?			
Student program of studies (10 years) Student theses (10 years) Student yearly assessment by advisor and robotics faculty (5 years)			
Program Outcomes, Measures and Benchmarks or Milestones			
List the university and program level student learning outcomes (GLO).	Conduct research or produce some other form of creative work	Demonstrate mastery of subject material	Conduct scholarly or professional activities in an ethical manner
What year will you report on this outcome? (Every university GLO must be assessed annually and others at least once every five years.)	yearly	yearly	yearly
List the measures/methods /instruments to be used to assess the outcome. Identify measures, methods, and/or instruments as being direct (D) or indirect (I). (At least one of these must be direct measures.)	MS: 12 credits of thesis credits (D) or 6 credits of project credits (D) MENG: one course with creative project (eligible class list available)	30 credits of coursework (D)	Online Ethics workshop (D)
What benchmarks/milestones will you use to determine if the outcome has been satisfactorily met by the students? ^z	Master's Defense Presentation to seminar	Cumulative GPA above 3.0 Presentation to seminar	Thesis defense
^z Examples include courses, workshops, program of study, internship/externship, research proposal, presentations of research or project results, project or thesis defense, final report or thesis. This is not an exhaustive list of possibilities.			
^y Programs especially with options will likely have specific learning outcomes (competencies, goals, etc.). State those and how they are being assessed.			

Graduate Doctoral Program Annual Reporting - Assessment and Reflection on Graduate Learning Outcomes (GLO)			
List the university and program level graduate learning outcomes (GLO).	Produce and defend an original significant contribution to knowledge	Demonstrate mastery of subject material	Conduct scholarly or professional activities in an ethical manner
Is this GLO new or revised since the last year you reported on it? (write no, new, or revised)			
What do the data show about student learning or success relative to the outcomes you are reporting on this year?			
Describe any course-level changes related to this outcome that will result /have resulted from assessment activities in this reporting year. Include timelines.			
Describe any program/degree level (e.g. curricular, outcomes, goals, objectives) changes related to this outcome that have resulted/will result from GLO assessment activities in this reporting year and/or from other impetuses (e.g. feedback from accreditors).			
How did your program reflect on the data you are reporting and who was involved? Were there any challenges or concerns? How are the results of your assessment efforts related to strategic planning and overall program review?			
Plans			
Describe the program's assessment plans for the upcoming year.			
Attachments- Please share any relevant attachments related to the items/results you are reporting in this report.			

Graduate Master's Program Annual Reporting - Assessment and Reflection on Graduate Learning Outcomes (GLO)			
List the university and program level graduate learning outcomes (GLO).	Conduct research or produce some other form of creative work	Demonstrate mastery of subject material	Conduct scholarly or professional activities in an ethical manner
Is this GLO new or revised since the last year you reported on it? (write no, new, or revised)			
What do the data show about student learning or success relative to the outcomes you are reporting on this year?			
Describe any course-level changes related to this outcome that will result /have resulted from assessment activities in this reporting year. Include timelines.			
Describe any program/degree level (e.g. curricular, outcomes, goals, objectives) changes related to this outcome that have resulted/will result from GLO assessment activities in this reporting year and/or from other impetuses (e.g. feedback from accreditors).			
How did your program reflect on the data you are reporting and who was involved? Were there any challenges or concerns? How are the results of your assessment efforts related to strategic planning and overall program review?			
Plans			
Describe the program's assessment plans for the upcoming year.			
Attachments- Please share any relevant attachments related to the items/results you are reporting in this report.			

Appendix B: PhD Qualifying Examination in Robotics

The purpose of the PhD qualifying exam is to assess students' research skills (their ability to analyze, interpret, and communicate fundamental scientific, mathematical, and engineering concepts) for the purpose of determining their aptitude for the PhD program. The examination also includes a diagnostic function to highlight potential weaknesses in the students' background that can be addressed through additional coursework or independent study.

Exam Format

The qualifying examination for Robotics consists of three components:

1. A written research paper on a topic selected by the committee. This will generally consist of literature review with a discussion highlighting the interesting research directions in that topic. The committee will specify the format and length of the paper, which will be due one week prior to the scheduled oral examination.
2. A 30 minute oral presentation on the topic of the research paper.
3. A 30 minute questioning session on topics presented in the research paper, as well as topics identified by the committee as a result of evaluating the research paper. These topics will be communicated to the students at least three days prior to the oral examination.

The qualifying exam will be evaluated by the faculty in Robotics. At least four faculty members must be present at the examination.

Exam Scheduling

The qualifying exam will be conducted in the first three weeks of Winter term every year. The timeline for taking the qualifying exam is as follows:

- **For students entering the program with an MS degree:** No later than their second year in graduate school.
- **For students entering the program with a BS degree:** No later than their third year in graduate school.

Students who fail to meet this deadline will not be allowed to continue in the PhD program.

Students who fail the qualifying examination will be allowed to re -take it **once** within 60 days.

Students who fail the qualifying examination a second time will not be allowed to continue in the PhD program and may be re-directed toward an MS or MEng degree, if appropriate.

Summary of Support Letters:

We received support from the Industry Advisory Board members, Pacific Northwest researchers as well as prominent Robotics program directors across the nation (including the Director of the robotics institute at Carnegie Mellon University). Enclosed are a few quotes from the support letters. (Full letters are attached.)

Matt Mason, Professor, Computer Science and Robotics, Director, Robotics Institute, Carnegie Mellon University:

"I strongly support the creation of a new Robotics graduate program at Oregon State University."

"The faculty at OSU has a well-established international reputation, particularly on topics such as legged locomotion, manipulation, marine robotics, multi-robot coordination, artificial intelligence and software architectures for robots. With the strong research focus and the diverse course offerings, they are well positioned to deliver a top robotics program."

Michael Gennert, Professor, Computer Science and Computer & Electrical Engineering Departments, Director, Robotics Engineering Program, Worcester Polytechnic University:

"The proposed program addresses a critical need for multi-disciplinary engineers and scientists in robotics."

"... no single discipline provides the breadth necessary for robotics, making it increasing important to offer programs such as yours."

"In industry, IEEE-US Today's Engineer reported that the robotics industry will create 1,000,000 jobs in the next 5 years."

"Not only does it have a core of well-established faculty members, the recent addition of extremely talented junior faculty members, some of whom I know personally as rising stars in the field, should enable OSU to become a top university for robotics research and education."

"... I enthusiastically support the program and commend you for your leadership in this effort. I wish you and your colleagues the very best of success."

Christopher Allan (Associate Professor, University of Washington, Hand and microvascular surgery):

“Given my experience with your team and the rapid changes in all fields of surgery, I strongly believe that a graduate-level program in robotics at Oregon State University could be of tremendous benefit to the region and the nation through collaborative biomedical engineering research projects.”

“In summary, I strongly support the development of a graduate-level robotics program at Oregon State University. I look forward to continued close and productive interactions with your excellent robotics faculty and students.”

David Browning, MIME Industry Advisory Board member, Altman Browning and Company:

“During my tenure on the IAB, I witnessed and encouraged amazing growth in the robotics group... The resulting research in mobility, recognition and decision making on a robotic level is inspiring and technically highly advanced.”

“With these factors in mind, I think it is essential for the OSU robotics program to include a graduate degree program.”

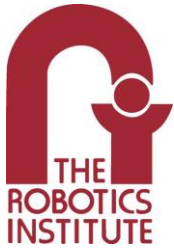
Rick Williams, College of Engineering IAB member, Leidos Maritime Solutions:

“This letter is written in strong support of the proposed new graduate degree program in Robotics that would result in Ph.D., M.S., and M.Eng degrees. “

Kevin Lynch, Professor and Chair, Mechanical Engineering, Northwestern University:

“The number of job opportunities and research funding in robotics are currently undergoing significant growth.”

“The faculty at Oregon State are well positioned and have sufficiently diverse research interests to offer a robust Robotics curriculum.”



Carnegie Mellon

5000 Forbes Ave., NSH 4303
Pittsburgh, PA 15213
Phone: (412) 268-8804
Fax: (412) 268-6436
matt.mason@cs.cmu.edu

October 10, 2013

Professor Kagan Tumer
Oregon State University
Mechanical Engineering Department
204 Rogers Hall
Corvallis, OR 97331-6001

Dear Professor Tumer,

I strongly support the creation of a new Robotics graduate program at Oregon State University. I have served as director of the Robotics Institute at Carnegie Mellon University since 2004, and served as chair of the Ph.D. program from 1995-2004. The Robotics Institute is the largest and oldest robotics graduate program in the world. We have seen very strong student demand for Robotics degrees, and consistent demand from industry and academia for Robotics graduates. I personally know many of the faculty at Oregon State who are initiating this graduate program, and I have confidence that they have the capability to build a strong program.

I have been closely involved with the robotics community for more than three decades. In that time, I have seen the community grow by orders of magnitude, and this growth continues to accelerate. The growth of robotics industries has also accelerated. The role of robotics in manufacturing, transportation, logistics and services is reaching such proportions that a National Robotics Initiative was launched by the Obama administration. Both local and national companies would benefit greatly from a strong robotics program at OSU.

The faculty at OSU has a well-established international reputation, particularly on topics such as legged locomotion, manipulation, marine robotics, multi-robot coordination, artificial intelligence and software architectures for robots. With the strong research focus and the diverse course offerings, they are well positioned to deliver a top robotics program.

I'm excited by Oregon State's trajectory and look forward to working together to take robotics to new heights.

Sincerely,

Matthew T. Mason
Professor, Computer Science and Robotics
Director, Robotics Institute
Carnegie Mellon University

MTM:ejh



WPI

Robotics Engineering Program
Worcester, MA 01609-2280, U.S.A.
508-831-5476, Fax 508-831-5776
<http://robotics.wpi.edu/>

September 5, 2013

Prof. Kagan Tumer
School of Mechanical, Industrial and Manufacturing Engineering
College of Engineering
Oregon State University
Corvallis, OR 97331-6001

Re: Letter of Support for Proposed Graduate Degree Program in Robotics

Dear Prof. Tumer,

I am pleased to write this letter of support for the proposed M.Eng., M.S., and Ph.D. program in Robotics at Oregon State University.

I feel well-qualified to evaluate the proposed program, having led the faculty team at Worcester Polytechnic Institute that developed B.S., M.S., and Ph.D. degrees in Robotics Engineering and serving as Director of the Robotics Engineering program since 2007. A complete CV is available at <http://web.cs.wpi.edu/~michaelg/work/CV.pdf>.

The proposed program addresses a critical need for multi-disciplinary engineers and scientists in robotics. Traditionally, engineers in the robotics industry have degrees in one of the core disciplines of Computer Engineering, Computer Science, Electrical Engineering, or Mechanical Engineering. Yet no single discipline provides the breadth necessary for robotics, making it increasingly important to offer programs such as yours. Robotics is also a rapidly growing discipline. In academia, the robotics-worldwide email list (<http://duerer.usc.edu/pipermail/robotics-worldwide/>) distributes notices of faculty and research positions and conference announcements. For example, in a 6-day period 23-28 August 2013, robotics-worldwide listed approximately 20 positions available, mostly for Ph.D.s, and mention of over 10 conferences, workshops, and symposia in robotics. In industry, IEEE-USA Today's Engineer reported that the robotics industry will create 1,000,000 jobs in the next 5 years (<http://www.todaysengineer.org/2012/Feb/career-focus.asp>).

The OSU School of Mechanical, Industrial and Manufacturing Engineering has clearly positioned itself to offer a very strong graduate program in robotics. Not only does it have a core of well-established faculty members, the recent addition of several extremely talented junior faculty members, some of whom I know personally as rising stars in the field, should enable OSU to become a top university for robotics research and education. Tighter integration of EECS faculty into the program would further strengthen it. The curriculum appears sound and appropriate for the degrees proposed.

One expects graduates of the proposed program will be in high demand by industry and academia. I would welcome M.S. students into our Ph.D. program and would consider Ph.D. recipients and post-docs for positions at WPI.

In summary, I enthusiastically support the program and commend you for your leadership in this effort. I wish you and your colleagues the very best of success.

Sincerely,

A handwritten signature in black ink, reading "Michael A. Gennert". The signature is fluid and cursive, with a long horizontal stroke extending from the end of the name.

Michael A. Gennert
Professor, Computer Science and Computer & Electrical Engineering Departments
Director, Robotics Engineering Program
Worcester Polytechnic Institute

Department of Orthopaedics and Sports Medicine

Box 359798
325 Ninth Avenue
Seattle, WA 98104-2499
Phone 206.744.3466
Fax 206.744.3227

www.orthop.washington.edu

September 10, 2013

To Whom It May Concern:

I am delighted to write this letter in support of the creation of a robotics graduate program at Oregon State University. I am a hand surgeon at Harborview Medical Center, one of busiest trauma centers in the country and a part of University of Washington (UW) Medicine, which has a strong robotic-assisted surgery program. My core research interests are in the area of hand reconstruction and regenerative medicine. I have been working closely over the last eighteen months with Dr. Ravi Balasubramanian of the OSU School of Mechanical, Industrial, and Manufacturing Engineering on a project that seeks to implant robotic mechanisms in the human hand to advance post-surgery hand function. As we progress in our work and I learn of the variety of surgical procedures conducted using robotic platforms both at UW Medicine and worldwide, it is becoming increasingly evident to me that robotics is poised to play a much greater role in the field of surgery in the coming years.

Given my experiences with your team and the rapid changes in all fields of surgery, I strongly believe that a graduate-level program in robotics at Oregon State University could be of tremendous benefit to the region and the nation through collaborative biomedical engineering research projects. It is notable that your institution has brought together a group of faculty who provide skills across a broad range of research topics, including human-robot interaction, robotic manipulation, highly dexterous robots, graphics and visualization, and automatic learning. I have every expectation that this group will be able to build and grow a thriving robotics graduate program.

In summary, I strongly support the development of a graduate-level robotics program at Oregon State University. I look forward to continued close and productive interactions with your excellent robotics faculty and students. Please let me know if I can answer any questions.

Yours sincerely,



Christopher H Allan, MD
Associate Professor
University of Washington
Hand and Microvascular Surgery
Harborview Medical Center

TEAM PHYSICIANS TO THE UNIVERSITY OF WASHINGTON HUSKIES

Jens R. Chapman, M.D., *Chairman*

ORTHOPAEDIC FACULTY

Foot & Ankle Surgery, Amputee Care

Stephen K. Benirschke, M.D.
Michael E. Brage, M.D.
Sigvard T. Hansen, Jr., M.D., Emeritus
Bruce J. Sangeorzan, M.D.
Douglas G. Smith, M.D.

Fracture Care & Traumatology

David Barei, M.D., FRCS(C)
Daphne M. Beigessner, M.D.
Carlo Bellabarba, M.D.
Jens R. Chapman, M.D.
Robert P. Dunbar, M.D.
Reza Firoozbadi, M.D., M.A.
M. Bradford Henley, M.D., M.B.A.

James C. Krieg, M.D.
Sean E. Nork, M.D.

Bruce J. Sangeorzan, M.D.
Douglas G. Smith, M.D.
Lisa A. Taitsman, M.D., M.P.H.

Hand & Upper Extremity

Christopher H. Allan, M.D.
Douglas P. Hanel, M.D.

Outreach Program

Sean E. Nork, M.D.
Research Faculty
Steven D. Bain, Ph.D.
Edith M. Gardiner, Ph.D.
Ted S. Gross, Ph.D.
Ronald Y. Kwon, Ph.D.
Sundar Srinivasan, Ph.D.
Allan F. Tencer, Ph.D.

Spine Surgery

Carlo Bellabarba, M.D.
Richard J. Bransford, M.D.
Jens R. Chapman, M.D.

September 5, 2013

To Whom It May Concern,

I am writing this letter of recommendation in support of the Department of Mechanical, Industrial, and Manufacturing Engineering (MIME) for a graduate degree program in robotics. I am a graduate of the MIME department, a practicing licensed professional mechanical engineer, a business owner, and an active alumnus of OSU.

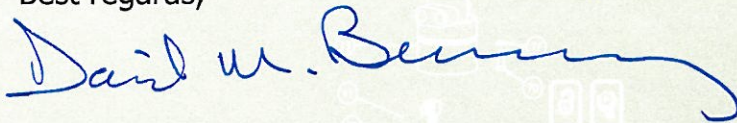
As an active alumnus I have served on the MIME Industry Advisory Board (IAB) for several years, just completing my last term on that board. During my tenure on the IAB I witnessed and encouraged amazing growth in the robotics group. The department has made a major commitment to the program, bringing in highly qualified research professors and greatly expanding the robotics lab. The resulting research in mobility, recognition, and decision making on a robotic level is inspiring and technically highly advanced.

As an engineer and business owner I oversee a group of engineers commercializing new technologies originating research laboratories. The research area of robotics is full of new technologically innovative opportunities and a potential driver for technology jobs in an emerging field of applied physics.

With these factors in mind I think it is essential for the OSU robotics program to include a graduate degree program.

Please feel free to contact me directly if you wish to discuss this further.

Best regards,



David M. Browning, P.E.

18000 S Shiloh Lane
Oregon City, OR 97405

Dr. Sandra Woods
Dean of Engineering
College of Engineering
Covell Hall 101
Oregon State University
Corvallis, OR 97331-2409

October 9, 2013

Dear Dean Woods.

This letter is written in strong support of the proposed new graduate degree program in Robotics that would result in Ph.D., M.S., and M.Eng degrees (CPS Tracking #: 87438).

The Robotics Program proposal is compelling. The industrial need is strong. Many of the companies at the core of Oregon's industrial base already employ a range of automation and robotics. Industry needs qualified applicants resulting in a demand for graduates. Additionally, the industrial workplace realities provide a practical input into the academic program, provides opportunities for interns and undergraduate and graduate projects.

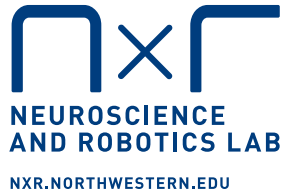
Demand can also be found in the emerging wave energy industry and our nationally-recognized ocean observation program at OSU where underwater robotic systems are employed. Looking to aviation, land and surface sectors as well, the Pacific Northwest region hosts several companies that produce autonomous air vehicles, autonomous land vehicles and autonomous surface vessels.

The School of Mechanical, Industrial and Manufacturing Engineering (MIME) is an ideal home for this new program and is well suited to integrate societal needs, student needs, and industry needs into the program.

Sincerely,

Rick Williams, Captain, US Navy (Ret)
Member, OSU College of Engineering Advisory Board
Director, Columbia Region
Leidos Maritime Solutions

cc: Dr. Kagan Tumer



Kevin M. Lynch
Professor and Chair
Department of Mechanical Engineering
Northwestern University
2145 Sheridan Rd.
Evanston, IL 60208

kmlynch@northwestern.edu
nxr.northwestern.edu/people/kevin-lynch
TEL (847) 467-5451
FAX (847) 491-3915

September 9, 2013

Dear Sir/Madam,

I am writing in support of the proposed MS, MEng, and PhD programs in Robotics at Oregon State University. The number of job opportunities and research funding in robotics are currently undergoing significant growth. In response to this, Northwestern University is also currently starting up an MS Program in Robotics, accepting first students for Fall 2014. Programs such as the Northwestern program and the proposed Oregon State programs will find a good number of interested applicants, and graduates will have plenty of opportunities. The faculty at Oregon State are well positioned and have sufficiently diverse research interests to offer a robust Robotics curriculum.

I am Professor and Chair of the Department of Mechanical Engineering at Northwestern. I am a member of the Executive Committee of the IEEE Robotics and Automation Society, General Chair of the 2014 International Conference on Intelligent Robots and Systems (IROS 2014), Senior Editor of the IEEE Transactions on Automation Science and Engineering, former Senior Editor of the IEEE Transactions on Robotics, and an IEEE Fellow.

Sincerely,

A handwritten signature in black ink that reads 'Kevin M. Lynch'.

Kevin M. Lynch
Professor and Chair, Mechanical Engineering

Student Interest:

Attached are ten student letters, spanning multiple schools within the college of engineering expressing interest in a robotics program.

Some of these students are about to graduate with advanced degrees and express their willingness to obtain a “Robotics” degree instead of a traditional degree, Some are early graduate students expressing interest in a new curriculum, while some are undergraduates expressing interest in attending a school that offers a graduate degree in robotics.

In all cases, it is apparent that the term “robotics” captures a body of knowledge that cannot be encapsulated into a single discipline.

Christian Michael Hubicki
228 NW 11th Street
Corvallis, OR 97330
October 25, 2013

Dr. Robert Stone, School Head and Professor of Mechanical Engineering
Oregon State University
208 Rogers Hall
Corvallis, OR 97331

Dear Dr. Stone:

I am writing to you in support of instituting a graduate robotics program here at Oregon State University.

The title "Robotics" is a far more apt reflection of my education and specialty here at Oregon State. For one, it better encompasses my classwork in computer science and advanced control techniques, which constituted the bulk of my curriculum. This academic blend of software and mechanics is quintessentially robotics.

Robotics is also the best moniker for my career aspirations. As an aspiring faculty member, I aim to work in one of a growing number of robotics departments in this country. In a competitive market for such positions, where applications may be judged in an instant, a PhD in robotics would be a headline announcing that I belong. At a glance of my degree, a search committee will know exactly the kind of specialist they are hiring and the skill set I offer.

Robotics was also the motivation to move from Pennsylvania to Corvallis in the first place. I sought to work with Dr. Jonathan Hurst because he is an excellent roboticist. I want to wear this badge as well, as robotics encapsulates my professional interests and drives my research. I want "PhD in Robotics" to be my emblem, emblazoned on my business cards and hung on my wall for the duration of my career.

I appreciate all that you have done as school head for the school, department, and our laboratory. Thank you for your continued support.

Sincerely,

A handwritten signature in black ink that reads "Christian Hubicki". The script is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Christian Hubicki
PhD Student in Mechanical Engineering

Matthew Rueben
001 Covell Hall
Oregon State University Campus
October 28, 2013

To whom it may concern:

I support the creation of a graduate Robotics program here at Oregon State University.

My interest is as a PhD student studying assistive robotics for persons with disabilities. Accordingly, my interests span many disciplines: mechanical, industrial, and electrical engineering, computer science, psychology, sociology, philosophy, and history.

I believe that graduate students in particular should have the freedom and resources to pursue studies centered upon a societal need or personal goal, not on previously-defined subject areas. A graduate degree in Robotics will propel OSU in this direction.

The OSU Robotics Group has already begun training multidisciplinary robotics researchers with much success; why not make it official?

Enthusiastically yours,

A handwritten signature in dark ink, reading "Matthew Rueben", followed by a horizontal line extending to the right.

Matthew Rueben
PhD Student in Robotics
OSU School of MIME

October 28, 2013

Dr. Rob Stone
208 Rogers Hall
Oregon State University
Corvallis, OR 97331

To Whom it May Concern:

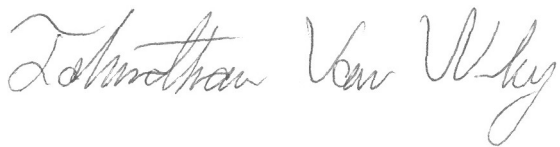
I am currently an undergraduate at Oregon State University with a strong interest in robotics. To fulfill this interest, I have been working at the Dynamic Robotics Laboratory, and have recently begun my own research through this laboratory.

In roughly a year's time from now, I will be beginning the graduate school application process. I will be looking for a school that enables me to continue focusing on robotics and controls; I believe Oregon State University can be this school.

Creating a robotics program would make Oregon State University one of only a few universities with a competitive robotics curriculum. This program would benefit both the robotics students and Oregon State University itself.

Thank you very much for considering this important proposal and how it can effect Oregon State University, its students, and local industry.

Sincerely,

A handwritten signature in cursive script that reads "Johnathan Van Why". The signature is written in dark ink and is positioned above the printed name and address.

Johnathan Van Why
2792 NW Arlington Dr
Albany, OR 97321

To whom it may concern,

I would appreciate the addition of a robotics degree at Oregon State University. Currently, I am on track to get a PhD in Mechanical Engineering. I think that a degree in Robotics would represent my skill set in a much stronger way. Mechanical engineering is a very broad field, and includes fluid dynamics, thermodynamics, heat transfer, dynamics, control theory, and more. So, a degree in mechanical engineering often does not specify a student's unique skill set. However, a degree in robotics much more uniquely describes what a student is capable of, as robotics is clearly tied to hardware development and control programming. Personally, I would much prefer my degree to be one in robotics, rather than one in mechanical engineering.

Mitchell Colby

Yu, Xi "Fisher"

1657 SW Country Club Place, Corvallis, OR 97333
Phone: 541 602 7987

► **Dr. Stone**

Dear Dr. Stone,

A graduate robotics program is exciting news for me because there is an opportunity for me to be engaged in my favorite area, robotic. Being an industrial robot engineer has been my career goal for several years. The great enthusiasm is always inspiring me to overcome difficulties. I learned C language programming on MCU and C# by myself. I have 5-year experience of designing and building robots for competitions during the school. Also, I had been a leader of a robotic club for 3 years in my previous university. Until now, I am still keeping this enthusiasm. This is the reason why the robotics program is so attractive to me.

Actually, I have not known much about the local industry. However, I believe that robotics is becoming more and more popular. There must be a lot of students who have the similar interests toward robotics like mine. I met some of this kind of people in OSU Robotic Club last year. We need more chances to train the abilities to solve real problems.

Please forgive my limited English writing.

Thank you for your time.

Yu, Xi "Fisher"

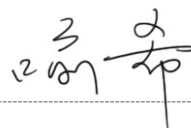
yux2@onid.orst.edu

International graduate student (Mechanical Engineering)

Oregon State University

10/28/2013

Yu, Xi



10/28/2013

James Haskell

Email: haskellj1989@gmail.com

Cell: 503-504-5382

Dear Dr. Stone,

I'm interested in working on a M.S. in Robotics. I have been wanting to make plans on getting a Master's degree, but I was at a loss as to which field to go into to have more knowledge of the robotics field. This potential degree would resolve this issue as well as enhance my abilities. It would help me design robots more efficiently and with higher skill. It would allow me to be a more valued asset to the robotics industry due to my increase in knowledge. But overall I believe I would be better able to serve the community, the society, and the robotics company that hires me with this degree.

Thank you for your time.

Signature: _____

James Haskell

Atil Iscen

541-908-1978

atiliscen@gmail.com

www.atiliscen.com

October 26, 2013

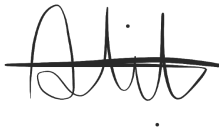
Dear Dr. Stone,

I am a PhD student at Oregon State University, at the department of EECS. My major research topic is Artificial Intelligence, especially multiagent learning and intelligent controls. During my PhD degree, I have taken many ME classes related to Robotics. Moreover, I have spent more than a year at NASA Ames Research Center as a Research Intern working on intelligent controls and development of a Tensegrity Robot. I contributed to the papers that are currently under submission in robotics journals, and I presented our work at a robotics workshop.

In addition to my current research, I am planning to follow a career related to robotics also after my graduation. Considering all the reasons above, if possible, I would be highly interested in receiving a degree in Robotics.

Sincerely yours,

Atil Iscen

A handwritten signature in black ink, appearing to read 'Atil Iscen', with a horizontal line drawn through the middle of the signature.

Carrie Rebhuhn
PhD Student and Graduate Research Assistant
Oregon State University
442 Rogers Hall
Corvallis, OR 97331
October 28, 2013

Dr. Stone
School Head
School of Mechanical, Industrial, and Manufacturing Engineering
Oregon State University
208 Rogers Hall
Corvallis, OR 97331

Dear Dr. Stone,

I have an undergraduate in Mechanical Engineering and a Master's degree in Mechanical Engineering, however my main research focus is in robotics, specifically artificial intelligence used for control of robots. I would like my PhD to reflect this fact. I have taken courses in classical controls, which is what employers may expect when they see that I have a degree in Mechanical Engineering, but my main area of expertise is much closer to computer science.

I feel that having a Robotics degree would much more accurately reflect the skillset that I have developed through my research, and would typecast me less as a 'hardware person'. This would clarify to employers that I have significant practical programming and algorithm experience in a way that having a degree in Mechanical Engineering would not.

Additionally, having this degree would enable me to count challenging classes that are relevant to my research interest (such as CS classes like Artificial Intelligence, Adaptive Agents, or Machine Learning) as more than just 'filler' courses.

Thank you for your time, and I hope that you will consider the creation of a Robotics degree.

Sincerely,

A handwritten signature in dark ink, reading "Carrie Rebhuhn". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Carrie Rebhuhn

10/28/2013

• • •

Kadee Mardula
mardulak@onid.orst.edu

Dr. Rob Stone
206 Rogers Hall

Dear Dr. Stone;

I am very interested in the possibility for a degree option in Robotics. This would give a more complete description of the time I have spent at OSU relating to my course work and research. It also gives future employers a snapshot of my focus and interest in robotics, rather than a generic degree in mechanical engineering. Thank you for your consideration of a creating an addition option for a degree.

Sincerely,

A handwritten signature in black ink that reads "Kadee Mardula". The script is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Kadee Mardula
MS Student in Mechanical Engineering – Robotics and Control Group
mardulak@onid.orst.edu

William Curran
Research Assistant
Oregon State University
001 Covell Hall
Corvallis, OR 97331
October 28, 2013

Dr. Stone
School Head
School of Mechanical, Industrial, and Manufacturing Engineering
Oregon State University
208 Rogers Hall
Corvallis, OR 97331

Dear Dr. Stone:

I understand that the MIME faculty is currently working on adding a graduate Robotics program to Oregon State University. As a Computer Science student in the Mechanical Engineering department I am very interested in this degree.

The Computer Science M.S. and PhD program are very focused on theory, so it becomes very difficult to apply research toward a real world application. The Mechanical Engineering department is a perfect fit for PhD students to apply theoretical approaches in real world applications, such as robotics. However, if I become a Mechanical Engineering PhD student, I will confuse future potential employers as I do not have a traditional Mechanical Engineering background. Having a PhD in Robotics will alleviate this issue.

Furthermore, with the addition of Dr. Bill Smart in the Mechanical Engineering program, I can apply my prior experience toward robotic assistants, directly helping people with disabilities and researching the field of human robot interaction.

Sincerely,

A handwritten signature in dark ink that reads "William Curran". The signature is written in a cursive, flowing style.

William Curran

Category I Proposal

Guidelines for Addressing Accessibility of New Programs

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibits discrimination against individuals with disabilities and mandates the provision of reasonable accommodations to ensure access to programs and services. Oregon State University is committed to providing equal opportunity to higher education for academically qualified students without regard to a disability.

For questions and assistance with addressing access, please contact the Office of Disability and Access Services (737-4098) or the Office of Affirmative Action and Equal Opportunity (737-3556)

Title of Proposal:

M.Eng., M.S. and Ph.D. In Robotics

Effective Date:

Sp. 2014

Department/Program:

Mechanical, Industrial, Manufacturing Engr.

College:

Engineering

- ☐ Faculty Guidelines (<http://ds.oregonstate.edu/facultystaff.aspx?Title=ResponsibilitiesFacultyStaff>)
- ☐ Information Technology Guidelines (<http://oregonstate.edu/accessibility/>)

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.



Sign (Dept Chair/Head; Director)

8/28/13

Date

Robert Stone, Head 8/28/13
Print (Department Chair/Head; Director)

OSU Libraries
Collection Development

Library Evaluation for Category I Proposal

Ph.D., M.S., and M.Eng. in Robotics
Title of Proposal

School of Mechanical, Industrial and Manufacturing Engineering
Department

Engineering
College

The subject librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

- ☐ inadequate to support the proposal (see budget needs below)
☒ marginally adequate to support the proposal
☐ adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details are attached):

Year 1:
\$6,196

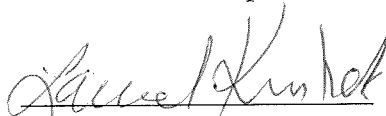
Ongoing (annual):
\$6,196

Comments and Recommendations:

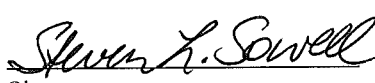
Date Received: 8/29/13

Date Completed: 9/18/13

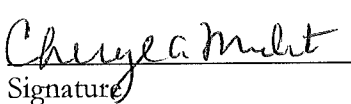
Laurel Kristick
Collection Assessment Librarian


Signature

Steven Sowell
Head of Collections & Resource Sharing

 9/19/13
Signature Date

Cheryl M. del letton
University Librarian

 9/19/2013
Signature Date

Oregon State University Libraries Evaluation of the Collection supporting a Proposal to Initiate a PhD, MS, and MEng program in Robotics

This Oregon State Libraries' (OSUL) assessment reviews the print monographic, e-book, and electronic serials collections as related to broad science information needed to support the proposed Robotics program. As stated in the Cat 1 proposal, the proposed program "prepares individuals to apply mathematical and scientific principles to the design, development and operational evaluation of computer controlled electro-mechanical systems and products with embedded electronics, sensors, and actuators; and which includes, but is not limited to, automata, robots and automation systems. Includes instruction in mechanical engineering, electronic and electrical engineering, computer and software engineering, and control engineering." From the OSUL perspective, students and researchers will tap various components of the library collections. This makes it challenging to make recommendations on adequacy and funding needs as the entire engineering collection must be maintained to provide adequate access to information.

Summary of Recommendations

The monographic collection appears to be adequate to support the program.

The journal collection is currently inadequate to support the collection; it is strongly recommended that subscriptions to *Robotica* (\$1,700) and *International Journal of Robotics Research* (\$2,196) be reinstated and new subscription to *Robotics and Autonomous Systems* (\$2,300) be initiated. This would cost \$6,196/year for three years to adequately support the program. At a minimum, the subscription to *International Journal of Robotics Research* (\$2,196) should be reinstated.

Print Monographs and E-Books

Library evaluations of proposed programs have traditionally included the analysis of OSUL's print monograph collection. Comparing the monograph collection with other universities' collections is routine. This analysis includes a comparison of the monograph collection with peer institutions with a program similar to the one proposed. For this program, OSUL monograph holdings were compared with two libraries supporting PhD programs in robotics (Georgia Tech and CMU) and four libraries supporting MS programs (Johns Hopkins, University of Utah, Worcester Polytechnic Institute, and Northwestern). Because currency of the collections is very important in this field, the comparisons are monographs published since 2008. See Appendix 1 for the comparison details.

Overall, the OSUL collection is somewhat below that of the peer institutions (OSUL collection is 85% the size of the average collection). This is mitigated by OSU's membership in the Orbis/Cascades Alliance, which more than doubles the number of available monographs on robotics topics. Students and faculty can order from the collections of all the libraries in the Orbis Cascade Alliance through the Summit catalog. University of Oregon, Portland State University, University of Washington and Washington State University are some of the larger research libraries represented in the Summit catalog. Books requested through Summit are delivered to OSUL within three to five working days.

The growing availability of e-books makes it possible to expedite access to more information from various locations. This obviously better serves our distance learners and is a convenience for our on-campus students and faculty. In 2012, OSUL purchased the IEEE books collection. OSUL also has a subscription to Safari Books Online; robotics-related titles can be included in this collection based on recommendations from students and

faculty. The library also has purchased the Morgan and Claypool Synthesis Digital Library of Engineering and Computer Science - the basic component of the library is a 50- to 100-page "Lecture"; a self-contained electronic book that synthesizes an important research or development topic, authored by an expert contributor to the field.

Serials/Journals

In engineering, ready access to current information is expected. Unfortunately, the OSUL collection is inadequate to support a doctoral level program in Robotics. Of the 21 titles in the Journal Citation Reports (JCR) Robotics category, OSUL only has current subscriptions to 6 titles. Several titles have been cancelled in the past few years due to budget constraints, and one title is only available with an 18-month embargo on current issues. See Appendix 2 for details. In addition, OSUL subscribes to IEEE Electronic Library (all IEEE and IET journals), ACM Digital Library, and journals from ASME and other publishers.

OSU faculty currently doing research in this field have identified 7 core titles for the field; OSUL has current subscriptions to 4 of these. We recommend that the Category I proposal include \$6,196 in new funding for 3 years of subscriptions to the additional core titles, which will make the journal collection marginally adequate for a PhD program.

New Subscriptions	ISSN	Impact Factor	Cost/year
<i>International journal of robotics research</i>	0278-3649	2.863	\$2,196
<i>Robotica</i>	0263-5747	1.144	\$1,700
<i>Robotics and autonomous systems</i>	0921-8890	1.156	\$2,300
			\$6,196

Other Resources

In engineering disciplines, conference proceedings are valuable and timely resources. OSUL subscribes to the IEEE Electronic Library, which provides access to all IEEE and IET conference proceedings from 1988 to the present.

Standards are also an important resource for engineering. OSUL has online access to the IEEE and ASTM standards and a print ANSI standard collection.

Indexes and Databases

The core indexes to the relevant information for this program include the ACM Digital Library, IEEE Electronic Library, Compendex and Web of Science. The OSUL maintain access to all as these are core to many of OSU's primary research areas.

Key library services & librarian expertise

Expertise for this discipline within the OSUL is covered by Margaret Mellinger. In that capacity, she provides instruction as requested either in-class or via the web, responds to reference inquiries, and develops materials to assist faculty members and students in their research.

The collection in robotics and related engineering and computer science subjects is built by Margaret Mellinger. Providing access to items not owned by OSUL is the domain of the Interlibrary Loan and Summit staff both at OSUL and at lending libraries. Print articles located in the OSU Libraries collections may be requested via the Scan and Deliver service,

which provides PDFs of the requested articles. Additional services for students include the physical attributes of the libraries including excellent computer facilities, study areas for individual and group work, and practice rooms for students.

Respectfully submitted,

Laurel Kristick
Collection Assessment and Science Librarian
September 18, 2013

Appendix 1. Robotics Monograph Comparison (2008-2013)

Subject Headings	OSU (ORE)	OSU + Summit	Carnegie Mellon Univ (PMC)	Georgia Tech (GAT)	Johns Hopkins Univ (JHE)	Univ. Utah (UUM)	Worcester Polytechnic Institute (WPG)	Northwestern Univ (INU)	OSU Compared to Peer Average	OSU Compared to Peer Median	OSU + Summit Compared to Peer Average	OSU + Summit Compared to Peer Average
Artificial intelligence	44	203	78	70	134	100	12	64	58%	59%	266%	274%
Automatic control	37	96	36	34	44	51	4	8	125%	106%	325%	274%
Automation	28	180	18	20	24	39	9	19	130%	144%	837%	923%
Autonomous robots	5	20	7	2	15	11	4	5	68%	83%	273%	333%
Computer vision	32	68	30	19	32	28	6	10	154%	136%	326%	289%
Control systems	10	47	23	24	25	27	5	4	56%	43%	261%	200%
Intelligent control systems	15	36	10	11	27	18	5	3	122%	143%	292%	343%
Kinematics	1	7	4	0	6	4	1	1	38%	40%	263%	280%
Manipulators (Mechanism)	5	10	5	3	5	4	2	1	150%	143%	300%	286%
Neural networks (Computer science)	10	49	22	19	29	29	0	17	52%	49%	253%	239%
Robot vision	2	3	4	1	2	1	1	0	133%	200%	200%	300%
Robotics	30	120	44	32	73	45	15	27	76%	79%	305%	316%

Subject Headings	OSU (ORE)	OSU + Summit	Carnegie Mellon Univ (PMC)	Georgia Tech (GAT)	Johns Hopkins Univ (JHE)	Univ. Utah (UUM)	Worcester Polytechnic Institute (WPG)	Northwestern Univ (INU)	OSU Compared to Peer Average	OSU Compared to Peer Median	OSU + Summit Compared to Peer Average	OSU + Summit Compared to Peer Average
Robotics in medicine	2	11	3	4	6	0	3	0	75%	67%	413%	367%
Robots	15	147	52	23	44	44	11	22	46%	45%	450%	439%
Robots, industrial	3	7	2	2	7	1	2	0	129%	150%	300%	350%
Total**	195	587	262	206	361	332	54	154	85%	83%	257%	251%

Appendix 2. Robotics Journals indexed in Web of Science

Journal Title	ISSN	OSU Holdings	Impact Factor
International Journal of Robotics Research	0278-3649	2005-2008	2.863
IEEE Transactions on Robotics	1552-3098	2004-present	2.571
IEEE Robotics & Automation Magazine	1070-9932	1994-present	2.484
Bioinspiration & Biomimetics	1748-3182	N/A	2.412
IEEE Transactions on Autonomous Mental Development	1943-0604	2009-present	2.170
Journal of Field Robotics	1556-4959	N/A	2.152
Autonomous Robots	0929-5593	1997-present	1.908
Robotics and Computer-Integrated Manufacturing	0736-5845	N/A	1.230
Robotics and Autonomous Systems	0921-8890	N/A	1.156
Journal of Bionic Engineering	1672-6529	N/A	1.144
Journal of Mechanisms and Robotics	1942-4302	2009-present	0.967
Robotica	0263-5747	1983-1996 (print only)	0.880
Journal of Intelligent & Robotic Systems	0921-0296	1997-2009	0.827
International Journal of Advanced Robotic Systems	1729-8806	2004-present	0.821
Industrial Robot	0143-991X	N/A	0.690
Swarm Intelligence	1935-3812	N/A	0.640
Advanced Robotics	0169-1864	1998-18 months ago	0.510
International Journal of Robotics and Automation	0826-8185	N/A	0.494
Applied Bionics and Biomechanics	1176-2322	N/A	0.483
Revista Iberoamericana de Automatica e Informatica Industrial	1697-7912	N/A	0.375
International Journal of Humanoid Robotics	0219-8436	N/A	0.368

Faculty members with emphasis in robotics include (full CVs available upon request):

In MIME:

Ravi Balasubramanian, Assistant Professor, MIME. PhD from Carnegie Mellon University. robotic manipulation, robotic hands.

Belinda Batten, Professor, MIME. PhD from Clemson. Optimal Control, Unmanned aerial vehicles, marine energy.

Cindy Grimm, Research Associate Professor, MIME. PhD from Brown University. Computer graphics, Human-computer interactions.

Ross Hatton, Assistant Professor, MIME. PhD from Carnegie Mellon University. Geometric mechanics, locomotion, snake robots.

Geoff Hollinger, Assistant Professor, MIME. PhD from Carnegie Mellon University. Field robotics, marine robotics, and motion planning.

Jonathan Hurst, Assistant Professor, MIME. PhD from Carnegie Mellon University. Legged robots, passive dynamics.

Bill Smart, Associate Professor, MIME. PhD from Brown University. Software architectures for robotics, mobile robots, human robot interactions.

Kagan Tumer, Professor, MIME. PhD from The University of Texas. Autonomous robots, multi-robot coordination, multiagent learning.

In EECS:

Glencora Borradaile, Assistant Professor, EECS. PhD from Brown University. Algorithms, computational geometry, planar graph algorithms

Tom Dietterich, Professor, EECS. PhD from Stanford University. Machine learning, intelligent systems.

Alan Fern, Associate Professor, EECS. PhD from Purdue University. Artificial intelligence, automated planning/control

Xiaoli Fern, Associate Professor, EECS. PhD from Purdue University. Machine learning, data mining.

Raviv Raich, Associate Professor, EECS. PhD from Georgia Institute of Technology. Adaptive sensing/sampling, manifold learning.

Prasad Tadepalli, Professor, EECS. PhD from Rutgers University. Artificial intelligence, machine learning, automated planning.

Sinisa Todorovic, Assistant Professor, EECS, PhD from University of Florida. Computer vision, object recognition, video object segmentation.

Weng-Keen Wong, Associate Professor, EECS. PhD from Carnegie Mellon University. Machine learning, anomaly detection, human-in-the-loop learning.



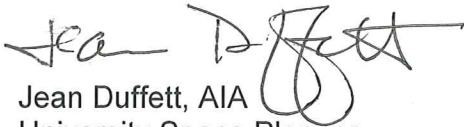
Capital Planning & Development | Real Estate & Space Management
3015 SW Western Blvd. | Corvallis, Oregon 97333
Phone 541.737.3014 | jean.duffett@oregonstate.edu

October 30, 2013

Jim Lundy,

We appreciate the opportunity to review the proposal for graduate degrees in Robotics. Given that additional space resources are not required at this time and plans are being developed to renovate Graf Hall for all the future robotics activity, Capital Planning and Development supports this proposal.

Sincerely,



Jean Duffett, AIA
University Space Planner

cc: Kirk Pawlowski, Executive Director of Capital Planning & Development
Sandra Woods, Dean of College of Engineering

Graduate Degree Program (Ph.D., M.S., and M.Eng.) in Robotics

Budget Justification

This proposal is to create a Graduate Degree Program in Robotics program in the College of Engineering, School of Mechanical, Industrial and Manufacturing Engineering. In general, we anticipate the costs to include a half-time assistant, some new library subscriptions, an increase in marketing and recruitment to support the program, plus some miscellaneous expenses. Services and supplies expenses are increased at a 3% annual inflation factor. Below is a breakdown of the costs.

	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
Personnel:				
<u>Salaries & Wages</u>				
Support Staff, 0.50 FTE (5% annual increase)	16,716	17,552	18,430	19,352
<u>OPE</u>				
Support Staff, at 34.75%, +.25% each year	<u>5,809</u>	<u>6,143</u>	<u>6,497</u>	<u>6,870</u>
Total Personnel Expenses	22,525	23,695	24,927	26,222
 Other Expenses:				
<u>Services & Supplies</u>				
Library costs, subscriptions	6,196	6,382	6,573	6,770
Printing, signage, business cards, etc.	500			
Webpage creation and maintenance	2,000	2,060	2,122	2,186
Marketing materials	2,000	2,060	2,122	2,186
Travel stipend for Graduate candidates	<u>3,000</u>	<u>3,090</u>	<u>3,183</u>	<u>3,278</u>
Total Other Expenses	<u>13,696</u>	<u>13,592</u>	<u>14,000</u>	<u>14,420</u>
 Total Program Expenses	36,221	37,287	38,927	40,642

Subject: Liaison for Graduate Degrees in Robotics
From: Kagan Tumer <kagan.tumer@oregonstate.edu>
Date: 8/30/13 1:34 PM
To: Scott Ashford <scott.ashford@oregonstate.edu>

Scott,

Here is an "official" liaison request for the cat I proposal we're putting for graduate degrees in Robotics.

Kagan

--

DATE: 8/30/2013
TO: Scott Ashford, Head, School of Civil and Construction Engineering

SUBJECT: Curriculum Liaison

The enclosed Category I proposal describes new graduate degree programs in Robotics.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your School of our intent to make this curricular change.

Please review the enclosed/attached materials and send your comments, concern, or support to me by September 16, 2013. Your timely response is appreciated.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

--

Kagan Tumer
Professor, School of MIME
Oregon State University
<http://engr.oregonstate.edu/~ktumer>

—Attachments:—

Robotics_CatI_proposal.docx

2.6 MB

Subject: Liasion for Graduate Degrees in Robotics
From: Kagan Tumer <kagan.tumer@oregonstate.edu>
Date: 8/30/13 1:34 PM
To: "Fiez, Terri" <terri.fiez@oregonstate.edu>

Terri,

Here is an "official" liaison request for the cat I proposal we're putting for graduate degrees in Robotics.

Kagan

--

DATE: 8/30/2013
TO: Terri Fiez, Head, School of Electrical Engineering and Computer Science
SUBJECT: Curriculum Liaison

The enclosed Category I proposal describes new graduate degree programs in Robotics.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your School of our intent to make this curricular change.

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Thank you for your time and input.

--

Kagan Tumer
Professor, School of MIME
Oregon State University
<http://engr.oregonstate.edu/~ktumer>

—Attachments:—

Robotics_CatI_proposal.docx

2.6 MB

On 10/7/13 1:08 PM, Fiez, Terri wrote:

Kagan,
Sorry for the delay.

EECS is supportive of creating this program and expect to have faculty advising students that will receive this degree. This collaboration is very similar to the current materials science program where faculty from across the college advise graduate students to completion in an inter-disciplinary fashion.

Terri

On 8/30/13 1:34 PM, Kagan Tumer wrote:

Terri,

Here is an "official" liaison request for the cat I proposal we're putting for graduate degrees in Robotics.

Kagan

--

DATE: 8/30/2013

TO: Terri Fiez, Head, School of Electrical Engineering and Computer Science

SUBJECT: Curriculum Liaison

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Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

Subject: Liasion for Graduate Degrees in Robotics
From: Kagan Tumer <kagan.tumer@oregonstate.edu>
Date: 8/30/13 1:56 PM
To: mark@coas.oregonstate.edu

Mark,

The College of Engineering is proposing a new graduate degree program in robotics. Because our current robotics faculty have interacted with faculty in CEOAS in the past, and because some of the topics (underwater robotics, UAVs) are close to your College, we'd like you to provide feedback on this proposed degree.

Best,

Kagan

--

DATE: 8/30/2013
TO: Mark Abbot, Dean, College of Earth, Ocean, and Atmospheric Sciences

SUBJECT: Curriculum Liaison

The enclosed Category I proposal describes new graduate degree programs in Robotics.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your College of our intent to make this curricular change.

Please review the enclosed/attached materials and send your comments, concern, or support to me by September 16, 2013. Your timely response is appreciated.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

--

Kagan Tumer
Professor, School of MIME
Oregon State University
<http://engr.oregonstate.edu/~ktumer>

—Attachments:—

Robotics_CatI_proposal.docx

2.6 MB

Subject: Re: Liasion for Graduate Degrees in Robotics
From: Mark Abbott <mark@coas.oregonstate.edu>
Date: 9/29/13 3:41 PM
To: Kagan Tumer <kagan.tumer@oregonstate.edu>
CC: Kipp Shearman <shearman@coas.oregonstate.edu>

Several faculty are very interested in this program. Kipp Shearman (cc'd here) will be our primary contact. I think CEOAS could offer opportunities in regards to operational uses of robots, including internships and senior theses. Some of our faculty (like Kipp) might be willing to jointly teach a course. In regards to the oceanography section, you should add some material about communications (always a challenge underwater). In regards to Needs, you could add a paragraph about the expanding uses and applications of robots in oceanography (including gliders, wave gliders, AUVs, and ROVs). I didn't see it but it would be good to have one overview courses to cover principles and concepts for the non-specialists.

On Aug 30, 2013, at 1:56 PM, Kagan Tumer <kagan.tumer@oregonstate.edu> wrote:

Mark,

The College of Engineering is proposing a new graduate degree program in robotics. Because our current robotics faculty have interacted with faculty in CEOAS in the past, and because some of the topics (underwater robotics, UAVs) are close to your College, we'd like you to provide feedback on this proposed degree.

Best,

Kagan

--

DATE: 8/30/2013

TO: Mark Abbot, Dean, College of Earth, Ocean, and Atmospheric Sciences

SUBJECT: Curriculum Liaison

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Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

--

Kagan Tumer
Professor, School of MIME
Oregon State University

<http://engr.oregonstate.edu/~ktumer>

<Robotics_CatI_proposal.docx>

Subject: Liasion for Graduate Degrees in Robotics
From: Kagan Tumer <kagan.tumer@oregonstate.edu>
Date: 8/30/13 1:33 PM
To: Kathryn.Higley@oregonstate.edu

Kathy:

Here is an "official" liaison request for the cat I proposal we're putting for graduate degrees in Robotics.

Kagan

--

DATE: 8/30/2013
TO: Kathryn Higley, Head, Department of Nuclear Engineering and Radiation Health Physics

SUBJECT: Curriculum Liaison

The enclosed Category I proposal describes new graduate degree programs in Robotics.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your Department of our intent to make this curricular change.

Please review the enclosed/attached materials and send your comments, concern, or support to me by September 16, 2013. Your timely response is appreciated.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

--

Kagan Tumer
Professor, School of MIME
Oregon State University
<http://engr.oregonstate.edu/~ktumer>

—Attachments:—

Robotics_CatI_proposal.docx

2.6 MB

Subject: Liaison for Graduate Degrees in Robotics
From: Kagan Tumer <kagan.tumer@oregonstate.edu>
Date: 8/30/13 1:34 PM
To: gregory.rorrer@oregonstate.edu

Greg,

Here is an "official" liaison request for the cat I proposal we're putting for graduate degrees in Robotics.

Kagan

--

DATE: 8/30/2013
TO: Gregory Rorrer, Head, School of Chemical, Biological and Environmental Engineering
SUBJECT: Curriculum Liaison

The enclosed Category I proposal describes new graduate degree programs in Robotics.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your School of our intent to make this curricular change.

Please review the enclosed/attached materials and send your comments, concern, or support to me by September 16, 2013. Your timely response is appreciated.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

--

Kagan Tumer
Professor, School of MIME
Oregon State University
<http://engr.oregonstate.edu/~ktumer>

—Attachments:—

Robotics_CatI_proposal.docx

2.6 MB

Subject: Liasion for Graduate Degrees in Robotics
From: Kagan Tumer <kagan.tumer@oregonstate.edu>
Date: 8/30/13 1:33 PM
To: "Robert B. Stone, Ph.D." <rob.stone@oregonstate.edu>

Rob, here is the official liaison request for the degree.

Kagan

--

DATE: 8/30/2013
TO: Rob Stone, Head, School of Mechanical, Industrial and Manufacturing Engineering
SUBJECT: Curriculum Liaison

The enclosed Category I proposal describes new graduate degree programs in Robotics.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your School of our intent to make this curricular change.

Please review the enclosed/attached materials and send your comments, concern, or support to me by September 16, 2013. Your timely response is appreciated.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

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Kagan Tumer
Professor, School of MIME
Oregon State University
<http://engr.oregonstate.edu/~ktumer>

—Attachments:—

Robotics_CatI_proposal.docx

2.6 MB

Subject: Re: Liaison for Graduate Degrees in Robotics
From: "Robert B. Stone, Ph.D." <rob.stone@oregonstate.edu>
Date: 10/10/13 3:55 PM
To: Kagan Tumer <kagan.tumer@oregonstate.edu>

Kagan,

I fully support the Robotics graduate program as described in the attached Cat I proposal. The MEng, MS, Ph.D. programs that you outline are needed by both industry in the Pacific Northwest and the nation beyond. This program also meets the needs of students that are working with our eight robotics and controls faculty in MIME (and the eight plus additional faculty in EECS and beyond the COE) and will place OSU as one of the top five robotics programs in the US.

Rob

Robert B. Stone, Ph.D. | Professor and Head | School of Mechanical, Industrial and Manufacturing Engineering | Oregon State University
208 Rogers Hall | Corvallis, OR 97331 | Direct: 541.737.3638 | Fax: 541.737-2600 | **Go Beavs!**
mime.oregonstate.edu

On Aug 30, 2013, at 1:33 PM, Kagan Tumer <kagan.tumer@oregonstate.edu> wrote:

Rob, here is the official liaison request for the degree.

Kagan

--

DATE: 8/30/2013

TO: Rob Stone, Head, School of Mechanical, Industrial and Manufacturing Engineering

SUBJECT: Curriculum Liaison

The enclosed Category I proposal describes new graduate degree programs in Robotics.

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Thank you for your time and input.

--

Kagan Tumer
Professor, School of MIME
Oregon State University
<http://engr.oregonstate.edu/~ktumer>

Subject: New Graduate Program in Robotics - Liaison Request

From: "Lundy, James R" <Jim.Lundy@oregonstate.edu>

Date: 10/29/13 2:35 PM

To: Ren Su <renjengs@cecs.pdx.edu>, "Charlie Jones (Charlie.Jones@oit.edu)" <Charlie.Jones@oit.edu>, "Duffett, Jean" <Jean.Duffett@oregonstate.edu>, "Sowell, Steven L - ONID" <sowellst@onid.orst.edu>

CC: "Woods, Sandra" <Sandra.Woods@oregonstate.edu>, "Tumer, Kagan" <Kagan.Tumer@oregonstate.edu>, "Beach, Gary" <Gary.Beach@oregonstate.edu>

Greetings

The attached draft Category I proposal describes new graduate degree programs in Robotics.

In accordance with the liaison criteria in the OSU Curricular Procedures Handbook, this memo serves as notification of our intent to make this curricular change.

Please review the attached materials and send your comments, concern, or support to me by Friday November 15, 2013. Your timely response is appreciated.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

Jim

James R. Lundy, Ph.D., P.E.
Executive Associate Dean
College of Engineering
Oregon State University
(541) 737-5235

— Attachments: —

Robotics_CatI_proposal.pdf

357 KB



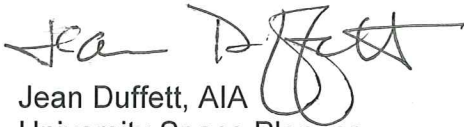
Capital Planning & Development | Real Estate & Space Management
3015 SW Western Blvd. | Corvallis, Oregon 97333
Phone 541.737.3014 | jean.duffett@oregonstate.edu

October 30, 2013

Jim Lundy,

We appreciate the opportunity to review the proposal for graduate degrees in Robotics. Given that additional space resources are not required at this time and plans are being developed to renovate Graf Hall for all the future robotics activity, Capital Planning and Development supports this proposal.

Sincerely,



Jean Duffett, AIA
University Space Planner

cc: Kirk Pawlowski, Executive Director of Capital Planning & Development
Sandra Woods, Dean of College of Engineering

Subject: New Graduate Program in Robotics - Liaison Request

From: "Lundy, James R" <Jim.Lundy@oregonstate.edu>

Date: 10/29/13 2:35 PM

To: Ren Su <renjengs@cecs.pdx.edu>, "Charlie Jones (Charlie.Jones@oit.edu)" <Charlie.Jones@oit.edu>, "Duffett, Jean" <Jean.Duffett@oregonstate.edu>, "Sowell, Steven L - ONID" <sowellst@onid.orst.edu>

CC: "Woods, Sandra" <Sandra.Woods@oregonstate.edu>, "Tumer, Kagan" <Kagan.Tumer@oregonstate.edu>, "Beach, Gary" <Gary.Beach@oregonstate.edu>

Greetings

The attached draft Category I proposal describes new graduate degree programs in Robotics.

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Thank you for your time and input.

Jim

James R. Lundy, Ph.D., P.E.
Executive Associate Dean
College of Engineering
Oregon State University
(541) 737-5235

— Attachments: —

Robotics_CatI_proposal.pdf

357 KB

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: Ph.D., M.S. and M. Eng. In Robotics
 Academic Year: 2014-15

Indicate the year: X First Second
 Third Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	\$16,716 (0.5 fte)					\$16,716
Fellowships/Scholarships						
OPE	\$5,809					\$5,809
Nonrecurring:						
Personnel Subtotal	\$22,525					\$22,525
Other Resources						
Library/Printed	\$6,196					\$6,196
Library/Electronic						
Supplies and Services	\$500					\$500
Equipment						
Other Expenses	\$7,000					\$7,000
Other Resources Subtotal	\$13,696					\$13,696
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	\$36,221					\$36,221

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: Ph.D., M.S. and M. Eng. In Robotics
 Academic Year: 2015-16

Indicate the year: First X Second
 Third Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	\$17,552 (0.5 fte)					\$17,552
Fellowships/Scholarships						
OPE	\$6,143					\$6,143
Nonrecurring:						
Personnel Subtotal	\$23,695					\$23,695
Other Resources						
Library/Printed	\$6,382					\$6,382
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses	\$7,210					\$7,210
Other Resources Subtotal	\$13,592					\$13,592
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	\$37,287					\$37,287

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: Ph.D., M.S. and M. Eng. In Robotics
 Academic Year: 2016-17

Indicate the year: First Second
 X Third Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	\$18,430 (0.5 fte)					\$18,430
Fellowships/Scholarships						
OPE	\$6,497					\$6,497
Nonrecurring:						
Personnel Subtotal	\$24,927					\$24,927
Other Resources						
Library/Printed	\$6,573					\$6,573
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses	\$7,427					\$7,427
Other Resources Subtotal	\$38,927					\$38,927
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	\$38,927					\$38,927

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: Ph.D., M.S. and M. Eng. In Robotics
 Academic Year: 2017-18

Indicate the year: First Second
 Third X Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	\$19,352 (0.5 fte)					\$19,352
Fellowships/Scholarships						
OPE	\$6,870					\$6,870
Nonrecurring:						
Personnel Subtotal	\$26,222					\$26,222
Other Resources						
Library/Printed	\$6,770					\$6,770
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses	\$7,650					\$7,650
Other Resources Subtotal	\$14,420					\$14,420
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	\$40,642					\$40,642

1. Review - College Approver - Engineering

Approved by [Robert Paasch](#) Associate Professor / Sch of Mech/Ind/Mfg Engr, *December 11, 2013 11:50am*

2. Review - Curriculum Coordinator

Approved by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *December 11, 2013 2:04pm*

Comments

Sarah Williams (Curriculum Coordinator) December 11, 2013 2:04pm

This proposal is ready for review by the Budgets and Fiscal Planning Committee. SW

3. Review - Budgets and Fiscal Planning Committee

Approved by [Luke Mc Ilvenny](#) Mgr-Business Center / Bus & Engr Business Ctr, *January 23, 2014 1:35pm*

Comments

Luke Mc Ilvenny (Budgets and Fiscal Planning Committee) January 23, 2014 1:35pm

Comments regarding the proposal have been forwarded via e-mail to Kagan Tumer for consideration.

4. Review - Graduate Council Chair

Sent Back by [James Coakley](#) Associate Dean / College of Business Dept, *February 11, 2014 2:08pm*

Comments

James Coakley (Graduate Council Chair) February 11, 2014 2:08pm

Please include the assessment and evaluation plan as detailed in the email from Associate Dean Azarenko, 2/6/14.

5. Originator Response

[Kagan Tumer](#) Professor / Sch of Mech/Ind/Mfg Engr, *February 26, 2014 8:00am*

Comments

Kagan Tumer February 26, 2014 8:00am

We have revised the proposal based on the review. The assessment and evaluation has been added. Sections 5a (university GLOs) and 5b (review plan as suggested by Dean Azarenko) have been modified. Also, appendix A now includes the assessment plan and the annual reporting form that will be used.

6. Review - Graduate Council Chair

Approved by [James Coakley](#) Associate Dean / College of Business Dept, *March 3, 2014 3:07pm*

7. Review - Curriculum Council Chair

Approved by [Richard Nafshun](#), *March 7, 2014 7:32am*

8. Review - Faculty Senate Exec Committee

Pending Review



Full Category I and Abbreviated Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Programs, Assessment, and Accreditation,
500 Kerr Administration Building – Oregon State University

For Instructions, see <http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/category-1-proposals>
Please attach Transmittal Sheet; Executive Summary, Proposal, Letters of Support (external to OSU); Accessibility Form*,
Library Evaluation* (performed by the Library), Faculty CV's*, Liaison Correspondence (internal to OSU), and Budget
Information (both OSU and OUS budget sheets)

* Not required for Abbreviated Category I proposals unless requested

Full Category I

[Full Category I Final Approval: Oregon State Board of Higher
Education for new degree programs; Oregon University System
Provosts' Council for new certificate programs and major
changes to existing programs.]

Check one:

- ☐ New Degree Program
☒ New Certificate Program
☐ Substantive Change to Existing Program

Abbreviated Category I

[Abbreviated Category I Final Approval: OSU Provost or the
Oregon University System Provosts' Council]

Check one:

- ☐ Establish: a new college, school, department or
program
☐ Extend: an existing program to a new
location
☐ Merge or Split: an academic program or academic
unit
☐ Reorganize: move responsibility for
an academic program from one unit to another
☐ Suspend or Reactivate: an academic program or
academic unit
☐ Terminate: an academic program or academic
unit

For proposals to establish a new center or institute, contact the Research Office (541-737-3467)

Title of Proposal:

Effective Date:

Graduate Certificate In Urban Forestry

Fall Quarter 2014

School/Department/Program:

College:

Forest Ecosystems and Society

Forestry

I certify that the above proposal has been reviewed by the appropriate Department, School, and College
administrators and committees. I approve this proposal.

10-16-13

Sign (Department/School Chair/Head; Director) Date

Dr. Paul Doescher

Print (Department/School Chair/Head; Director)

10-29-13

Sign (Dean of College) Date

Dr. Thomas Maness

Print (Dean of College)

Proposal for the Initiation of New Instructional Program Leading to the Graduate Certificate in Urban Forestry

Oregon State University

College of Forestry

Department of Forest Ecosystems and Society

Proposed Effective Term: Fall, 2014

Submitted October 29, 2013; Revised December 27, 2013

Executive Summary

This proposal would establish a Graduate Certificate in Urban Forestry. The 18-20 credit Graduate Certificate would be available as a stand-alone program, or as the foundation for a student's participation in OSU's online Master of Natural Resources (MNR), where it would join the five existing Graduate Certificates (Sustainable Natural Resources, Fisheries Management, Water Conflict Management, Geographic Information Science, and Marine Resources Management) as a new offering. Urban forestry involves the planning, planting, and management of trees and related vegetation in and around cities. The urban forest is made up of the mosaic of the planted landscape and native forest remnants left behind as cities have developed. Urban forestry is an academic discipline that is related to Forestry, Horticulture, Urban Planning, Landscape Architecture, and Land Use Planning. Urban foresters work in municipal governments, non-profit organizations, other public agencies, and the private sector.

The target audience for this Graduate Certificate includes professionals already working in urban forestry programs at the state, local, national, and non-profit levels. The online delivery of this proposed program via Ecampus will allow time- and place-bound natural resource professionals new access to graduate level education by allowing them to remain in their jobs and not have to move to a residential university setting. This new program will train professionals to further advance their urban forestry programs, to address critical contemporary challenges such as climate change and invasive species, and to make their cities more livable by capitalizing on the ecosystem services produced by the urban forest and reaping the economic, environmental, and social benefits that urban trees provide.

OSU's Graduate Certificate in Urban Forestry would be the first of its kind in North America – no other university currently offers graduate urban forestry education online. OSU Ecampus has agreed to invest in the development of this new program, and numerous urban forestry professionals have already expressed interest in the potential new program.

Proposal for the Initiation of New Instructional Program Leading to the Graduate Certificate in Urban Forestry

Oregon State University

College of Forestry - Department of Forest Ecosystems and Society

Submitted October 29, 2013, Updated December 27, 2013

CIP # 03.0508

Proposed Effective Term: Fall, 2014

Executive Summary

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1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number: 03.0508

Title: Urban Forestry

Definition: A program that prepares individuals to apply the principles of forestry and related sciences to the development, care, and maintenance of individual trees and forested areas within or close to areas of dense human habitation. Includes instruction in urban environments; effects of pollution on tree species; environmental design and landscaping; urban pest infestation; urban forest management; and applicable policies and regulations.

b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

Urban forestry – the management of trees and vegetation in and around cities – first appeared in academic literature in 1965, in federal US policy in 1978, and in academic degree offerings in the late 1980s. Urban forestry is a diverse field that takes in concepts from many natural resource disciplines. Today, urban forestry professionals deal with critical urban natural resource issues while employed at the government, non-profit, and private sector levels. Due to the relatively young nature of the profession, most urban foresters have varied academic backgrounds and few have advanced degrees. Most lack the ability to complete an advanced degree without leaving the workforce, making them a prime audience for online education.

OSU is the first US University to offer a regularly scheduled online urban forestry course (2009 to present) and the first to offer an online urban forestry degree option (the new BS in Natural Resources – Urban Forest Landscapes Option). OSU's initial offering of online urban forestry courses (FES/HORT 350 Urban Forestry, FES/HORT 447/547 Arboriculture, and FES/HORT 455/555 Urban Forest Planning Policy and Management) have been well received by urban natural resource professionals across the United States, Canada, and beyond. Many urban foresters have approached OSU inquiring about a graduate level offering, and initial market research suggests that it would have great potential to attract students. OSU has a highly successful and innovative online Master of Natural Resources (MNR) degree program that provides an ideal framework for expansion. There are already five areas of emphasis in the online MNR degree, with a set of core courses and an emerging visibility among natural resource professionals. Consequently, this proposal will create a Graduate Certificate in Urban Forestry as a sixth academic concentration within OSU's online MNR degree program.

c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

The Proposed Curriculum for an 18-20 credit Graduate Certificate in Urban Forestry would use existing OSU courses, supplemented by three proposed new course offerings. The Certificate would align with the online Master of Natural Resources, giving students the option to complete a stand-alone Urban Forestry Certificate, or to continue on to the MNR graduate degree with the Urban Forestry Certificate as their

area of concentration. Students would complete 12 required credits, and take two elective courses resulting in a combined credit hour total of between 18 and 20 depending on the electives selected. These courses are:

Required Courses (12 credits)

- (4) FES/HORT 555 Urban Forest Planning, Policy, Management
- (1) SNR 511 Sustainable Natural Resources
- (3) FES 5XX (new) Urban Natural Resource Planning
- (2) FES 5XX (new) Urban Forestry Leadership
- (2) FES 506 (new section) Urban Forestry Capstone

Elective Courses – Chose TWO (6-8 credits total)

- (3) FES 545 Ecological Restoration
- (4) FES/HORT 547 Arboriculture
- (3) FES 554 Managing at the Wildland-Urban Interface
- (4) FES 593 Environmental Interpretation
- (3) FES 585 Consensus and Natural Resources
- (3) GEO 551 Environmental Site Planning
- (4) GEO 565 Geographic Information Systems
- (3) FES 5XX (new) Urban Ecosystems
- (3) FES 592 Ecosystem Services or (3) FW 562 Ecosystem Services

Each of the existing courses, with the exception of GEO 551, is currently available online, or in development with OSU Ecampus. GEO 551 and the various new courses (listed here as 5XX) will be available online by AY 2014-15, pending completion of CAT II approval processes. The Director of the Certificate program may approve the substitution of a similar course or course at a higher level at his/her discretion on petition by a registered student. The Director may also approve any other course deemed relevant to the study of urban forestry as a substitute for any of the above courses based on the experience level of the student. Transfer credits may be approved based on Graduate School guidelines.

d. Manner in which the program will be delivered, including program location

This program will be delivered exclusively online in order to meet the needs of its target audience – working professionals. No other university in North America offers online urban forestry curricula at either the graduate or undergraduate level. By making this graduate education opportunity available online, this program will attract graduate students who might not otherwise attend OSU. The online nature of the program, and the focus on working professionals, will create access to higher education for a diverse population who can not currently access it in their preferred discipline.

e. Ways in which the program will seek to assure quality, access, and diversity.

Application Review - All applications will be reviewed by the Graduate Certificate Director. Applicants must have a bachelor's degree and an undergraduate GPA of at least 3.0 plus a demonstrated interest in the Graduate Certificate for career or academic advancement (as shown in the application materials). Students with a bachelor's degree

in a non-natural resources field may be required to take preparatory courses prior to admission unless they have relevant work experience that can serve as a basis for admission. Students who do not meet the 3.0 GPA requirements may petition for conditional admission at the discretion of the Graduate Certificate Director, pending review by the Department Graduate Admissions Committee. Students who do not meet admission requirements will be advised to take 1-2 graduate-level courses as a non-degree seeking student, or apply to an appropriate post-baccalaureate program. As a unique program in all of North America, this program is expected to attract significant interest among practicing urban foresters, and enrollment may need to be limited to the most qualified applicants.

Retention and Evaluation – An advisor will check the status of currently enrolled Graduate Certificate students at the end of each academic term to assure that they are making progress and are meeting Continuous Enrollment requirements. Students who need to file Leave of Absence forms will be contacted by email, and those who are struggling will be referred to the Graduate Certificate Director and the Academic Success Center. Final grades, capstone products, and mentor evaluations of the capstone project will be reviewed by the Graduate Certificate Director prior to awarding the Graduate Certificate in Urban Forestry to a student.

Access and Diversity - Access to higher education and opportunities and the diversity of student populations should increase under this proposal. Natural resources has historically been a profession that has struggled to attract a large number of minority students. Urban Forestry typically attracts a more diverse racial, ethnic, and gender composition than other fields within the natural resources profession. Urban Forestry training has historically been diverse – urban foresters are often hired from a variety of backgrounds, including Forestry, Horticulture, Landscape Architecture, and Urban Planning. The focus on urban areas has the potential to attract more minorities than a rural-focused program.

Course Quality – Paul Ries, the proposed Graduate Certificate Director, has completed the Peer Review Course from *Quality Matters*, an online course design review process recently implemented by OSU. The required content courses for this Certificate will be designed using the Quality Matters Rubric and may be submitted for Peer Review prior to the third year they are taught. Required courses will be updated on a regular basis.

f. Anticipated fall term headcount and FTE enrollment over each of the next five years.

Applications for the Graduate Certificate in Urban Forestry will be accepted year-round. Based on interest conveyed to OSU faculty over the past two years that this idea has been under discussion, the program should attract 6 students enrolled in the first term, Fall Quarter 2014. The Certificate should take at least four quarters to complete. Once the program is fully operational, there should be an estimated 20 students in the program at any given time. The program goal by year 5 will be to have a stable enrollment of 20 students at any one time, including students just entering the program, students completing a Certificate, and students continuing on to complete the Master of Natural Resources degree.

g. Expected degrees/certificates produced over the next five years.

It is estimated that of the students enrolling in the program, up to 50% would continue on to the MNR online degree, using the Graduate Certificate in Urban Forestry as their program option. Thus, while the first Certificate graduates will complete the program by Fall 2015, the first MNR graduates will complete their programs in Summer 2016. By the end of the 2016-17 academic year, the program could be producing 5 Certificate holders and 5 MNR degree graduates each year. It should be recognized that with working professionals as a target audience, the program should expect a few students who need a leave of absence from the program and thus will take longer to complete the curriculum. However, with subsequent growth and assuming an average of 4 terms per student, the program should produce 50 Certificate holders by the five-year mark at end of the 2018-19 academic year.

h. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time; etc.)

Urban Forestry professionals work in a variety of capacities in local, regional, and state governments, the private sector, and in non-profit organizations. Almost 80% of the US population lives in urban areas and Urban Foresters have increasingly pivotal roles in dealing with the interface of the natural and the built environments. According to the UN, it is estimated that by 2030, 60% of the world's population will live in urban areas. The 2005 UN Millennium Ecosystem Assessment details the surprisingly direct connections between the ecosystems services and human well-being. Thus, urban foresters with a greater understanding of complex climate, environmental, and social issues should be able to play valuable roles in improving the quality of life in their cities.

The target audience for this proposal includes working professionals who are already contributing to the quality of life in their communities by working on sustainable natural resource issues. Today, all major US cities, most medium cities, and even many smaller ones employ urban forestry professionals who deal with a myriad of environmental issues, and who have a great untapped potential to play an increased role in addressing more complex issues such as climate change. The new Graduate Certificate in Urban Forestry will be appropriate to all students, especially mid-career, company, industry or agency employees who want more training and experience in natural resources management. Typical students would come from across North America, and have a Bachelor's Degree and preferably at least two years' experience working in the urban forestry field. Students will be attracted by the online nature of the program, allowing them the opportunity to continue employment while working on the Graduate Certificate.

i. Adequacy and quality of faculty delivering the program.

The Graduate Certificate Director will be Mr. Paul D. Ries, MS, an Instructor in the Department of Forest Ecosystems and Society (FES). Mr. Ries has over 25 years of urban forestry experience at the local, state, national, international, non-profit, and academic levels. He has been affiliated with OSU for the past 9 years, and currently holds a .50 FTE appointment at OSU. He was the 2011 recipient of the OSU Vice Provost's Award for Excellence in Innovation - Online Credit Teaching for his teaching efforts at OSU. He currently serves on the Board of Directors of the International

Society of Arboriculture, a worldwide professional association of arborists and urban foresters with over 20,000 members. In 2006, he received the President's Award from the Society of Municipal Arborists for his work as the curriculum chair for the innovative Municipal Forestry Institute – a weeklong leadership course in urban forestry. Under this proposal, Mr. Ries will teach many of the core courses in the program, and will handle the administrative duties as Certificate Director. He will coordinate student advising, review all applications and programs of study, be a resource for students with questions about their program or career paths, and review coursework and capstone projects for Certificate completion.

All courses in this Certificate program will be taught by graduate faculty members having expertise in a broad range of natural resource topics applicable to an Urban Forestry setting.

j. Faculty resources – full-time, part-time, adjunct.

The following table lists the graduate faculty will supervise and/or teach graduate courses in the proposed Graduate Certificate. CVs are available upon request.

Faculty Member	Area of Expertise	Course(s) taught in the Certificate Program
Badege Bishaw, PhD Director of MNR Program	Agroforestry, Social Forestry, Silviculture	SNR 511 Sustainable Natural Resources
John Bliss, PhD Professor, Forest Ecosystems and Society	Private forest policy, Forest-based rural development	FES 592 Ecosystem Services: Ecology, Sociology, Policy
Sandra DeBano, PHD Associate Professor of Wildlife	Ecosystem services	FW 562 Ecosystem Services
Anita Morzillo, PhD Assistant Professor, Forest Ecosystems and Society	Landscape ecology, Wildlife ecology, Human dimensions	FES 585 Consensus and Natural Resources FES 5XX Urban Ecosystems
Mark Reed, MA Instructor, Forest Ecosystems and Society	Forest ecosystems and society	FES 545 Ecological Restoration
Paul D. Ries, MS Instructor, Forest Ecosystems and Society	Urban forestry, Arboriculture, Tree risk assessment	FES/HORT 555 Urban Forest Planning, Policy, Management FES/HORT 547 Arboriculture FES 5XX Urban Forestry Leadership FES 5XX Urban Natural Resource Planning FES 506 Urban Forestry Capstone

Bruce Shindler, PhD Professor, Forest Ecosystems and Society	Social aspects of natural resources	FES 554 Managing at the Wildland-Urban Interface
David Stemper, MA Instructor, Forest Ecosystems and Society	Environmental interpretation	FES 593 Environmental Interpretation
Jenna Tilt, PhD Instructor, CEOAS	Land use planning, Urban forestry	GEO 551 Environmental Site Planning GEO 565 Geographic Information Systems

Additional faculty members in the FES Department, the College of Forestry, and other Departments across the Ecampus platform may eventually help deliver the program as mentors as the program matures.

k. Other Staff

Capstone project members will be drawn from the ranks of urban forestry professionals serving in local, state, or federal agencies. The Certificate Director will serve as the capstone project coordinator and instructor of record for the FES 506 section. Support staff from the FES Department will handle graduate program admissions coordination. In the later two years, a Graduate Teaching Assistant would be added at .25 FTE. OSU faculty members who have agreed to serve as capstone project mentors include:

- Glenn Ahrens, MS, Extension Forester, OSU Extension Service
- Max Bennett, MS, Extension Forester, OSU Extension Service
- Stephen Fitzgerald, MS, Extension Forester, OSU Extension Service
- Amy Grotta, MS, Extension Forester, OSU Extension Service
- John Lambrinos, PhD, Associate Professor, OSU Horticulture Department
- Gail Langelotto, PhD, Associate Professor, OSU Horticulture Department
- David Shaw, PhD, Extension Forester, OSU Extension Service
- Al Shay, MS, Instructor, OSU Horticulture Department

Additional mentors involved with capstone projects will come from urban forestry, horticulture, urban planning, and natural resource professionals from public agencies throughout the state. In Oregon, the following individuals are willing to mentor students:

- Jenn Cairo, MS, MPA, City Forester, City of Portland, OR
- Jennifer Karpis, MS, Urban Canopy Coordinator, City of Portland, OR
- Kristin Ramstad, MF, Community Assistance Forester, Oregon Dept. of Forestry
- Vivek Shandas, PhD, Associate Professor of Urban Studies, Portland State Univ.

These individuals are eligible for courtesy faculty status while serving as mentors. CVs are available upon request. Additional mentors in different geographic areas will be recruited to assist students as the program expands.

I. Facilities, library, and other resources.

The Department of Forest Ecosystems and Society is housed in two buildings on the Corvallis campus. Because students admitted to the Graduate Certificate in Urban Forestry will be Ecampus online learners, the current facilities are sufficient for meeting the needs of these students. OSU Library resources are also readily available to online students, though some additional library resources may later be needed. One new journal, *Urban Forestry and Urban Greening*, would be added to the library collection.

m. Anticipated start date.

Pending all appropriate reviews, the program should be available by Fall Quarter, 2014. Several individuals from across the country have already inquired about enrolling in this new Graduate Certificate program following approval.

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution's mission and goals for access; student learning; research, and/or scholarly work; and service.

This program is very directly aligned with OSU's Strategic Plan and advances its Phase I goal aimed to place OSU among the ten best Land Grant universities in the nation. The proposed Graduate Certificate in Urban Forestry and MNR degree option is closely aligned with the elements of the OSU Strategic Plan for interdisciplinary collaboration, the land-grant mission, national and international dimensions to the curricula, and the environmental and socio-economic health of the state, the nation and globe. Of the six strategic initiatives that focus on interdisciplinary approaches to education, the Graduate Certificate in Urban Forestry directly supports three of these initiatives:

- Understanding the origin, dynamics, and sustainability of the Earth and its resources.
- Optimizing enterprise, technological change, and innovation.
- Managing natural resources that contribute to Oregon's quality of life, and growing and sustaining natural resources-based industries in the Knowledge Economy.

The Graduate Certificate in Urban Forestry also supports the Initiatives found in Phase II's Strategic Plan Goals:

- The Graduate Certificate in Urban Forestry supports Goal 1 (*Provide outstanding academic programs that further strengthen our performance and pre-eminence in the thematic areas*) through its contribution to the following strategies:
 - o Strategy D (enhance collaboration and coordination among academic units, centers, institutes, and programs).
 - o Strategy I (focus outreach programs from the thematic areas on the state's most critical economic and environmental issues, as well as on issues affecting human well-being, while creating new programs that target the critical needs of Oregon's increasingly diverse population).
 - o Strategy K (focus on scholarship creating international partnerships that address critical issues of environment, health, and socio-economic well-being in the context of a global society).

The Graduate Certificate in Urban Forestry also supports Goal 2 (*improve the teaching and learning environment, and achieve student persistence and success through graduation and beyond, that matches the best land grant universities in the country*). This initiative contributes to the OSU mission to serve the people of Oregon and the nation by providing a flexible professional training program through an extended campus format that can provide new job skills and opportunities for Oregonians to work in municipalities and public agencies across the state.

b. Connection of the proposed program to the institution's strategic priorities and signature areas of focus.

The OSU Strategic Plan goal to '*focus even more intently on enhancing OSU's ability to produce strategies and solutions for the most important – and intractable – issues facing Oregon, the nation, and the world*' is addressed by this proposal. These goals encompass faculty development for both instruction (to enable students to think critically and solve complex problems) and research (to develop skills and capacities for research to help create solutions).

The Graduate Certificate in Urban Forestry helps educate working professionals as well as other students in dealing with climate change to improve livability in communities and other natural resource issues. The capstone project and connection to a mentor gives even more exposure to critical thinking skills and processes.

Phase II of the OSU Strategic Plan includes a signature area of focus that can be addressed by this new program. *Advancing the Science of Sustainable Earth Ecosystems - "Improving the understanding of the earth ecosystems upon which all life depends, and promoting their sustainability through high-impact public policy involvement with issues such as climate change, food security and safety, renewable energy production, and economically viable natural resource management."* The Graduate Certificate in Urban Forestry is designed to help advance the science of sustainable earth ecosystems. It is targeted at professionals who work in management and interpretation to the public of the trees, parks and open spaces in cities. These areas, as much as or more than other places on earth, are subject to issues related to climate change such as how will mature plantings survive, how much water do urban trees use and during what seasons, how do their new stresses affect performance in the face of typical urban stressors (e.g. from air pollution, invasives, vandalism), and other contemporary issues.

c. Manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.

Online degrees and certificates are a high priority for the Oregon University System. OSU's College of Forestry is recognized as the premier provider of forestry professionals in the United States. Adding a strong urban forestry component to the College's offerings has enormous growth potential. With 80% of the US population (and 68% if all Oregonians) living in cities, the demand for skilled people who can help cities maintain a livable environment will only increase.

As an online program, the Graduate Certificate in Urban Forestry will be fully accessible by students from around Oregon, the West, the entire US, and the world. The courses will focus on specific knowledge, skills, and competencies to address critical urban natural resource issues. The online delivery component makes this an innovative program because it involves a new Graduate Certificate and degree option that isn't currently available anywhere in North America.

d. Manner in which the program meets broad statewide needs and enhances the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities.

The proposed Graduate Certificate in Urban Forestry involves an integrated curriculum with courses, case studies and readings coordinated throughout the Program by the course instructors and the Graduate Certificate Director. Students will work on a capstone project throughout their course of study with the input of faculty members and professional mentors who will help each student frame and analyze a problem important to his/her city, organization, or region.

The proposed Graduate Certificate in Urban Forestry is needed to help natural resource professionals respond to the challenges of managing urban environments in such a way that captures the economic, environmental, and social benefits that trees provide. Each student will complete the Graduate Certificate in Urban Forestry only after having demonstrated:

- Skill in integrative thinking and collaborative learning across several disciplines within the natural resource professions.
- Familiarity with a wide variety of disciplinary knowledge and capacity to apply knowledge to natural resource problems at multiple scales.
- Ability to construct a study project about a specific policy issue using multiple data collection techniques, cross-disciplinary interactions, and integrated analysis methods.

The Graduate Certificate in Urban Forestry will not only help students gain new knowledge, it will also be a problem-solving experience. The program's capstone projects provide students with extensive experience developing their problem-solving skills. This project focuses the substantial capabilities of our students and faculty on real-world natural resource problems faced by agencies, institutions, and organizations – problems which often involve balancing the “triple bottom line” of sustainability – economic, environmental, and social aspects.

Within the field of Urban Forestry, this Certificate fills an important niche – providing graduate level training to natural resource professionals who play an on-the-ground role in responding to social, economic, and environmental challenges and opportunities facing our cities, where 68% of all Oregonians live. The flexibility of the program will attract urban foresters from cities both large and small. Given that the Certificate Director has 25 years of experience in this professional field, he has extensive contacts throughout the US that can help connect students to a variety of urban forestry problems and issues that can be addressed during the capstone projects, making this a real-life problem-solving experience rather than a theoretical one.

3. Accreditation

- a. **Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.**

There are no accreditation programs in the field of urban forestry graduate education.

- b. **Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.**

While there is no accreditation program for urban forestry education programs, there are similar efforts for individuals and municipal programs. The closest approximation to professional accreditation program available for urban foresters would be the International Society of Arboriculture (ISA) Municipal Specialist Certification. This program is a voluntary one that individual urban foresters can attain. A related organization, the Society of Municipal Arborists (SMA), accredits municipal urban forestry programs. The Graduate Certificate in Urban Forestry could be a valuable tool in helping individuals obtain ISA Municipal Specialist certification and in helping municipal urban forestry programs gain SMA accreditation.

- c. **If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.**

The Society of American Foresters accredits undergraduate Forestry curricula, and OSU has held this accreditation since 1935.

- d. **If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.**

There is no suitable accreditation program available for the proposed Graduate Certificate in Urban Forestry.

4. Need

- a. **Evidence of market demand.**

The Society of Municipal Arborists (SMA), a professional society for arborists and urban foresters working at the municipal level, surveyed graduates of their innovative annual national leadership course, the Municipal Forestry Institute (MFI). The survey results provide some interesting “market research” for OSU regarding the relevance of the Graduate Certificate in Urban Forestry. SMA surveyed 319 MFI graduates, and obtained a 45% response rate. The following table reveals that 60% of the respondents had some interest in an online urban forestry program such as the one in this proposal.

Table: Survey of Municipal Forestry Institute Alumni interest in advanced Urban Forestry credit based courses and degree.		
Would have applied for credit for MFI if it had been offered		36%
Interest in obtaining an online Urban Forestry graduate degree	Very Interested	22%
	Somewhat Interested	21%
	Interested if assisted by employer	17%
	Total interested	60%

The SMA has a membership of approximately 1,500 people in the United States and Canada, while the ISA has a membership of over 20,000 people worldwide. This group of nearly 400 MFI graduates and 20,000 ISA urban foresters and arborists would be the primary target audience of the new Graduate Certificate in Urban Forestry.

- b. If the program’s location is shared with another similar OUS program, proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).**

After review of Environmental Science and Natural Resources Programs with the Oregon University System (OUS), it was determined that this program does not overlap with any other OUS institution.

- c. Manner in which the program would serve the need for improved educational attainment in the region and state.**

In OSU’s Strategic Plan, the University commits itself to “Focus even more intently on enhancing OSU’s ability to produce strategies and solutions for the most important – and intractable – issues facing Oregon, the nation, and the world”. The Graduate Certificate in Urban Forestry would be a significant step towards that goal. OSU is in a prime competitive position to offer the Certificate for several reasons: 1) it would be the only online program being offered in this topic area in the entire US, 2) OSU has a track record of existing online natural resource courses that is unparalleled anywhere else, and 3) Urban Forestry continues to be an emerging topic of importance, and OSU’s national leadership role in the Forestry profession makes this offering a natural addition to an already excellent program.

- d. Manner in which the program would address the civic and cultural demands of citizenship.**

The Graduate Certificate in Urban Forestry emphasizes the integration of social and biological sciences, balanced with critical thinking skills and a strategic thinking approach to natural resource management. The online courses encourage thoughtful debate through discussion boards, group projects, case studies, and simulations. Because urban foresters are engaged in managing the environment for public benefits, the civic nature of this endeavor is always present. Urban forestry programs at the municipal level almost always have a civic engagement and cultural diversity component, and this Graduate Certificate program will address those components.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

The curriculum requirements for the Graduate Certificate in Urban Forestry are intentionally designed to be broad in order to provide students with flexibility in scheduling and tailoring their program of study to meet their individual needs, educational background, and work experience. For example, a city forester working in a municipal program may have some commonality but also some very different needs or interests than an executive director of a non-profit tree-planting group. Both would be able to tailor the program by taking elective courses that suit their needs, in addition to taking a common set of required courses. All students will be expected to meet the following learning outcomes of the proposed program:

- *Demonstrate* proficiency (overall GPA of 3.0 or greater) in graduate-level coursework in urban forestry and natural resources.
- *Integrate* biological and social science concepts in a capstone project designed to address a specific urban forestry situation, issue, or problem.
- *Synthesize* scientific information from a variety of sources and demonstrate research and writing skills through a capstone project proposal, outline, and revision process, as well as correct citation and documentation of sources.
- *Improve* knowledge and understanding of critical urban forestry issues to prepare for advancement in the field.

A rubric will be developed to create a uniform measure for these outcomes as part of the Capstone project process, along with a Graduate program competency assessment similar to what is in development for other programs, in order to monitor and ensure academic rigor.

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Faculty advisors and mentors will provide a review of each student's capstone project and overall coursework to assess learning outcomes described above during an oral presentation (in person or virtually) prior to graduation. All students will receive an exit questionnaire that includes an opportunity to evaluate their courses and experience in the program. The Certificate Director and the Forest Ecosystems and Society Department Head will annually review the results in order to identify program needs and potential improvements. The Quality Matters Rubric will also be used to improve the courses.

c. Program performance indicators, including prospects for success of program graduates and consideration of licensure, if appropriate.

Program success will be measured by the number of graduates, and the success those graduates achieve post-Certificate completion (promotion or movement to higher levels of managerial responsibility). A LinkedIn group, Facebook page, or annual newsletters are possible tools that may be used to maintain contact with graduates.

- d. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.**

The Certificate Director will review exit surveys, course evaluations, and employment histories of Certificate students in this program, potentially synthesizing the information for publication in an education journal or commentary in an online forum, as well as presentations at regional and national meetings. When a critical mass of graduates is achieved, a survey will be conducted to quantify the experience and subsequent ways the graduates have applied the information they learned in the program.

6. Program Integration and Collaboration

- a. Closely related programs in other OUS universities or Oregon private institutions.**

No other OUS institution offers an urban forestry curriculum at either the undergraduate or graduate level. Portland State University offers a single undergraduate Geography course in Urban Forestry. PSU offers an Urban Studies Masters Degree encompassing urban planning, transportation, livability, and sustainability, and is tangentially related to forestry and natural resources. The University of Oregon offers an Ecological Design Certificate that relates to architecture and landscape architecture, and is tangentially related to forestry and natural resources. No private colleges or universities in the state offer any related programs.

- b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.**

The Graduate Certificate in Urban Forestry would complement the two aforementioned programs at PSU and UO. Those programs are focused on urban planning and design, whereas the OSU Graduate Certificate would focus on the broader management of urban natural resources and particularly the urban forest component. There are several potential collaborations possible here, including guest lectures by PSU and UO faculty in OSU courses (and vice-versa), collaborative networks for group projects with PSU or UO graduate students, and even the possibility of adding PSU or UO courses as an elective if the latter two institutions offer any of these classes online in the future. Such collaboration would strengthen all three programs.

- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.**

Not applicable.

- d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.**

Other Departments teach several of the elective courses listed in the Graduate Certificate curriculum. As with the MNR degree and other certificate programs, we seek collaboration across campus and hope that our courses and majors enhance the diversity and quality of all natural resource-based programs.

7. Financial Sustainability (attach the completed *Budget Outline*)

- a. **Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.**

The Graduate Certificate in Urban Forestry utilizes many existing OSU courses, plus new graduate level courses that would be created as part of this proposal. Ecampus has awarded a faculty development grant to the Forest Ecosystems and Society Department for these new courses, which will be developed and submitted through the CAT II process during the 2013-14 academic year. Beginning in 2014-15, the Graduate Certificate program will be supported by tuition revenues resulting from an increase in FTE created by the student enrollment in the three new courses and one existing graduate course. Since 80% of Ecampus tuition revenues are returned to the College, these funds should be sufficient to support the new Graduate Certificate program.

Expected revenues are based on an estimate of 6-20 enrolled students per year multiplied by 7 credit hours of new required FES coursework and 4 credit hours of existing FES coursework (FES 555). Revenues are calculated at the 2013-14 Ecampus graduate tuition rates that can be expected to return \$410 per credit hour to the academic unit, less 15% allocated to the College of Forestry. No inter-college reallocation of resources is expected to be needed to support this proposal.

Anticipated Ecampus Tuition Revenues from new Graduate Certificate in Urban Forestry			
Year 1 6 students	Year 2 10 students	Year 3 15 students	Year 4 20 students
\$23,001	\$38,335	\$57,502	\$76,670

The addition of this Graduate Certificate will create a larger online graduate student body that will add to the credit hours in the elective courses offered by the other departments represented in the proposed curriculum. Those increased tuition revenues will be retained by the departments hosting the elective courses.

As noted on the proposed Budget Worksheet, the Graduate Certificate Director will be supported by .25 FTE, which will cover instruction (.15 FTE for the three new classes totaling 7 credits), and administration (.10 FTE for program coordination and student advising). The remaining .25 FTE of the Graduate Certificate Director's faculty position (for a total of .50 FTE) is already devoted to undergraduate instruction. Graduate Teaching Assistant and Support Staff FTE would be added in years 3 and 4 as the workload increases. Ecampus does not provide funding for advising and administrative support for graduate-level programs at this time. Tuition revenue from the three new courses and the one existing course are expected to cover these costs. Library resources are adequate to begin the program, however as the program expands, there may be additional need to increase regular and electronic library resources required for the program. The budget calls for one new journal, *Urban Forestry and Urban Greening*, to be added to the OSU collection to support this new Graduate Certificate.

b. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

Given the online nature of this program, brick-and-mortar facilities are not as relevant as they would be in a residential graduate program. OSU's nationally recognized Ecampus program has sufficient infrastructure to support this increase in enrollment. This Graduate Certificate will join existing online MNR graduate certificates offered via Ecampus. Currently, over 60 students are pursuing the MNR degree, and the addition of this Graduate Certificate will contribute to the MNR program growth as well. We are dedicated to providing the best available online education, utilizing cutting-edge technologies and continually updating course materials and delivery. The Certificate Director has already completed the Quality Matters course requirements to become a Peer Reviewer of online courses. We will continue to work with Ecampus on technological advances, continually updating courses and improving our efforts to connect with distance education students.

The quality of the program will be based on the quality of the classes, and the reputations and teaching abilities of the instructors. Another key piece of the experience for this program will be the case studies. OSU is working with the Oregon Department of Forestry's (ODF) Urban Forestry Assistance Program to identify cities across the state that would be willing to work with students to make their Capstone Project a real-life experience rather than a theoretical exercise. ODF has contacts with urban forestry programs in the other 49 states, and we expect that eventually we should be able to help students find a Capstone Project close to their home.

c. Targeted student/faculty ratio (student FTE divided by faculty FTE).

1:10, moving to 1:20 when the Certificate is fully operational.

d. Resources to be devoted to student recruitment.

This new Certificate will be promoted widely through various urban forestry professional association meetings and publications. Ecampus will help market the Graduate Certificate in Urban Forestry through its extensive networks. OSU is also a member of the Natural Resource Distance Learning Consortium, a collaboration of multiple land-grant institutions offering online courses. The Certificate Director's personal contacts formed through 25 years experience in the Urban Forestry professional will be leveraged to recruit new students from throughout Oregon and across the country.

8. External Review (if the proposed program is a graduate level program, follow the guidelines provided in *External Review of new Graduate Level Academic Programs* in addition to completing all of the above information)

This proposal is a Certificate and not a stand-alone graduate degree program. Although the specific Certificate is new, this proposal is an extension of the Master of Natural Resources program at OSU, where five other related Certificates currently exist. The MNR program has already undergone an external review.



Date: September 10, 2013

Dr. Paul Doescher, Head
Department of Forest Ecosystems and Society
Oregon State University College of Forestry
321 Richardson Hall
Corvallis, OR 97331

Dear Dr. Doescher,

As the National Program Leader for the USDA Forest Service's Urban & Community Forestry Program, I would like to take this opportunity to voice our agency's support for Oregon State University's proposed Graduate Certificate in Urban Forestry. This proposal involves an innovative approach that adds great value to the urban forestry movement in the US.

The USDA Forest Service's Urban and Community Forestry Program works cooperatively with state forestry agencies, non-profit organizations, universities, and other partners to enhance the quality of life in our nation's cities, towns, and communities. Our urban forests are valuable assets that help address a myriad of issues, including local approaches to climate change, pollution reduction, and water quality issues. The proposed online Graduate Certificate in Urban Forestry and Masters of Natural Resources Degree would be of great interest to our state, local, and non-profit partners throughout the US. Graduates from this new program would be well positioned to address the critical challenges of managing our urban forests for their economic, environmental, and social benefits. I expect this program to be very popular, and to fill an important educational need in urban forestry.

On behalf of the USDA Forest Service's Urban and Community Forestry Program, I want to lend our support for this important proposal.

Sincerely,

Jan Davis

JAN DAVIS
Assistant Director, Cooperative Forestry
National Program Leader, Urban and Community Forestry Program





September 18, 2013

Dr. Paul Doescher, Head
Department of Forest Ecosystems and Society
Oregon State University College of Forestry
321 Richardson Hall
Corvallis, OR 97331

Dear Dr. Doescher:

This letter is in support of the Graduate Certificate in Urban Forestry proposed by Mr. Paul Ries. As we understand it, this would be the first online graduate level urban forestry program in North America, and as such, it would be a great opportunity for our members who are currently employed in cities across the continent who may want to further their education but lack the resources to do so via the more traditional format.

As researchers develop new understanding of the complex urban forest, our members must continue to further their education while holding down a full-time job. City budgets seldom provide for advanced degrees. While the knowledge required or an urban forester continues to grow, so, too, do the demands on his/her daily job duties.

We believe this program will offer a solution to this problem and will be well received by our members. We appreciate the opportunity to offer this letter of support.

Sincerely,

A handwritten signature in black ink, reading "Jerri J. LaHaie".

Jerri J. LaHaie, CAE, Executive Director



A Division of The Davey Tree Expert Company

9/25/2013

Dr. Paul Doescher, Head
Department of Forest Ecosystems and Society
Oregon State University College of Forestry
321 Richardson Hall
Corvallis, OR 97331

Corporate Headquarters
1500 North Mantua Street
Kent, Ohio 44240-5193
330-673-9511
Toll Free: 1-800-445-TREE
FAX: 330-673-5408

Dear Dr. Doescher:

I am writing to encourage approval for the proposed Graduate Certificate in Urban Forestry. I enthusiastically support the proposal for the following reasons:

- In my role as manager of a leading international urban forestry consulting firm, I am continuously recruiting and hiring individuals with degrees in urban forestry, particularly with advanced degrees. A Graduate Certificate in Urban Forestry would enable working professionals (including my own employees) to earn an advanced degree while continuing to gain critical experience in the field.
- As an advisor and visiting lecturer to Cal Poly State University's Natural Resource and Environmental Science Department, I have seen how the perceived lack of opportunities for advanced degrees in urban forestry have led some talented students to pursue other fields of study. This program would provide a much needed option here in the West.
- Perhaps most importantly, with higher percentages of people living in urban areas, the emerging focus on urban greening and urban ecology is here to stay. This program will help society meet the needs of people to live well in an increasingly urbanizing world.

In short, I strongly believe that Graduate Certificate in Urban Forestry will be an asset to the industry and to Oregon State University. I applaud the vision for the Certificate and hope that my support provides insight into the final determination to approve it.

Sincerely,

Jack McCabe
Regional Operations Manager

Jack McCabe
Davey Resource Group
Western Region
7627 Morro Rd.
Atascadero, CA 93422
Toll Free: 1-800-966-2021
Office: 805-461-7500
Fax: 805-461-8501



Arbor Day Foundation™

211 N. 12th St. • Lincoln, NE 68508 • 888-448-7337 • arborday.org

September 20, 2013

We inspire people to plant, nurture, and celebrate trees.

Dr. Paul Doescher, Head
Department of Forest Ecosystems and Society
Oregon State University College of Forestry
321 Richardson Hall
Corvallis, OR 97331

Dear Dr. Doescher,

On behalf of the Arbor Day Foundation, I am writing this letter to endorse Oregon State University's proposed Graduate Certificate in Urban Forestry. The Arbor Day Foundation is a nonprofit conservation and education organization of nearly one million members, with a mission to inspire people to plant, celebrate and nurture trees. The Foundation works very closely with the urban forestry community, including the USDA Forest Service, state urban foresters, city foresters and other local urban forestry professionals, and non-profit tree planting organizations. Begun in 1972 to celebrate the 100th anniversary of the first Arbor Day, the Foundation is one of the world's largest nonprofit conservation organizations dedicated to planting trees, planting and distributing than 10 million trees each year.

Our urban forestry educational efforts would be well complemented by OSU's proposed Graduate Certificate in Urban Forestry. OSU's initiative to provide online graduate level urban forestry education is both innovative and unique, and we believe that it will fill an important role in the urban forestry profession. We work with communities and urban forestry professionals all across the US, and we know that geographic and time limitations can severely limit people's access to higher education. OSU's proposal will reach professionals that wouldn't otherwise have access to this type of education.

The Arbor Day Foundation is pleased to offer our support in making this new opportunity available to urban forestry professionals.

Sincerely,

Dan Lambe
Vice President
Arbor Day Foundation

Your love of trees can make a lasting difference.
Please consider the Arbor Day Foundation in your will.



**GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF TRANSPORTATION**



d. Urban Forestry Administration

October 2, 2013

Dr. Paul Doescher, Head
Department of Forest Ecosystems and Society
Oregon State University College of Forestry
321 Richardson Hall
Corvallis, OR 97331

Dear Dr. Doescher:

This is a letter of support for Paul Ries' proposal to develop a new Graduate Certificate in Urban Forestry at the Oregon State University College of Forestry. I am the current Chair of the National Association of State Foresters Urban and Community Forestry Committee and District of Columbia State Forester.

As State Forester, I manage a team of 16 certified urban foresters in the Urban Forestry Administration. My staff members are always looking for new and meaningful educational opportunities to maintain and increase their skills. In recent years, online programs offering certification in important technical areas have emerged as viable options for continuing education. I have two employees that are earning certificates in Green Stormwater Infrastructure Design and Management from the University of Washington and one earning a certificate in Green Roofs from Iowa State University. Benefits are that these courses can be done on your own time and complete access to educational opportunities are available to you as long as you can get online. I encourage and pay for these courses for my staffers.

Please feel free to contact me at 202-671-5114 or at monica.lear@dc.gov if you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Monica M. Lear', is written over the word 'Sincerely,'.

Monica M. Lear, Ph.D.
Deputy Associate Director
District of Columbia State Forester
Urban Forestry Administration



International Society of Arboriculture

2101 West Park Court • Champaign, IL • 61821-3129 • USA

p. 217-355-9411 • t. 888-472-8733 • f. 217-239-5721 • www.isa-arbor.com

September 30, 2013

Dr. Paul Doescher, Head
Department of Forest Ecosystems and Society
Oregon State University College of Forestry
321 Richardson Hall
Corvallis, OR 97331

Dear Dr. Doescher,

On behalf of the International Society of Arboriculture (ISA), I'd like to offer our support for Oregon State University's proposed Graduate Certificate in Urban Forestry. ISA is a 20,000+ professional society and non-profit educational organization for arborists and urban foresters from around the world. OSU's new proposal is clearly aligned with our mission statement *"Through research, technology, and education, the International Society of Arboriculture promotes the professional practice of arboriculture and fosters a greater awareness of the benefits of trees."*

ISA administers certification credentials and continuing education events that help arborists and urban foresters keep current on best management practices, equipment innovations, and technologies that help us plant, manage, and care for trees. We believe that academic proposals such as OSU's fulfill a need that is not currently being met – providing these professionals with access to graduate certificate and degree programs to further their formal education. In fact, I know of only one other program in this area, and that one is not in the United States. We have our own Online Learning Center, which provides opportunities for continuing education to professionals who wouldn't otherwise have access, worldwide, any time of day. Many working professionals cannot attend traditional college to advance their careers, so online education has proven to be a popular strategy. Yet formal, higher education possibilities online are virtually non-existent in our profession.

I believe that future leaders of our organization will benefit from opportunities like these. Graduates from this new program would be well prepared to address the complex challenges of managing our urban forests and well positioned to improve the livability of our cities through planting and caring for trees. OSU's new program should be of great interest to our members.

Sincerely,

Jim Skiera
ISA Executive Director

Category I Proposal Guidelines for Addressing Accessibility of New Programs

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibits discrimination against individuals with disabilities and mandates the provision of reasonable accommodations to ensure access to programs and services. Oregon State University is committed to providing equal opportunity to higher education for academically qualified students without regard to a disability.

For questions and assistance with addressing access, please contact the Office of Disability and Access Services (737-4098) or the Office of Affirmative Action and Equal Opportunity (737-3556)

Title of Proposal:

Effective Date:

Graduate Certificate in Urban Forestry

Fall Qtr, 2014

Department/Program:

College:

Forest Ecosystems and Society

Forestry

- ☐ Faculty Guidelines
(<http://ds.oregonstate.edu/facultystaff.aspx?Title=ResponsibilitiesFacultyStaff>)
- ☐ Information Technology Guidelines (<http://oregonstate.edu/accessibility/>)

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

 10-16-13

Sign (Dept Chair/Head; Director)

Date

Dr. Paul Doescher

Print (Department Chair/Head; Director)

Oregon State University Libraries Evaluation of the Collection supporting a Proposal to Initiate a Graduate Certificate in Urban Forestry

This Oregon State University Libraries' (OSUL) assessment reviews the print monographic, e-book, and electronic serials collections as related to broad science information needed to support the proposed Urban Forestry graduate certificate program. As stated in the Cat 1 proposal, "Urban forestry involves the planning, planting, and management of trees and related vegetation in and around cities. The urban forest is made up of the mosaic of the planted landscape and native forest remnants left behind as cities have developed. Urban forestry is an academic discipline that is related to Forestry, Horticulture, Urban Planning, Landscape Architecture, and Land Use Planning." From the OSUL perspective, students and researchers will tap various components of the library collections.

Summary of Recommendations

The monographic collection appears to be adequate to support this program. The journal collection is currently marginally adequate and would be significantly enhanced with a subscription to *Urban Forestry and Urban Greening* at \$352/year.

Print Monographs and E-Books

Library evaluations of proposed programs have traditionally included the analysis of OSUL's print monograph collection. Due to the interdisciplinary nature of this program, spanning the sciences and social sciences, a full analysis of all relevant monographs collections would be difficult, so a sampling of subject headings in the relevant subjects has been analyzed.

Urban Forestry Monograph Collection

Subject Headings	OSU	OSU + Summit
Arboriculture	39	121
City planning	1,550	15,136
Horticulture	321	887
Land use planning	6	26
Landscape architecture	283	2,077
Landscape design	77	430
Landscape gardening	369	1,551
Trees in cities	52	277
Urban forestry	63	209
Urban policy	340	2,125
Total**	2,885	18,159

While OSUL's holdings are adequate to support this program, the number of available titles is significantly increased by the OSUL investment in the Orbis Cascade Alliance. Students and faculty can order from the collections of all the libraries in the Orbis Cascade Alliance through the Summit catalog. University of Oregon, Portland State University, University of Washington and Washington State University are some of the larger research libraries represented in the Summit catalog. Books requested through Summit are delivered to OSUL within three to five working days. For more specialized titles not held by any library in the Alliance, Interlibrary Loan service is available.

The growing availability of e-books makes it possible to expedite access to more information from various locations. This obviously better serves our distance learners and is a convenience for our on-campus students and faculty. As this is an exclusively online program, this type of access is very important.

Serials/Journals

In the sciences, ready access to current information is expected. The OSUL maintain an excellent collection of journals in the subjects of forestry and horticulture, with a more limited collection of journals in urban planning, landscape architecture and land use planning. There is concern that with regular price increases to our licenses and a flat budget that access may be eroded over time. The OSUL already have sacrificed timely access to some titles in favor of an embargo period to cut costs.

The Urban Forestry database, maintained by the University of Minnesota, indexes 90 journals in the relevant disciplines. See Appendix 1 for a full list of these journals and OSUL holdings. OSUL has current access to 37 of these titles and archival access to an additional 15 titles. Many of the unsubscribed titles are regional (e.g., *Minnesota Horticulturist*) and/or not scholarly in nature (e.g., *Christmas Trees*). Of the 7 scholarly journals (as indicated by the presence of ISI impact factors), most are in related disciplines, with the exception of *Urban Forestry and Urban Greening*, a journal published by Elsevier.

With the exception of 2 titles, all current subscriptions are available online, so the Ecampus students will have access at all times. For the 2 print subscriptions, and for older volumes only available in print, OSUL offers the "Scan and Deliver" service, where PDFs of requested articles are e-mailed to faculty and students.

We recommend establishing a subscription to *Urban Forestry and Urban Greening* at \$352/year and monitoring use of inter-library loan for current issues of those titles without current subscriptions and see if usage justifies licensing of additional current content.

Indexes and Databases

The core indexes to the relevant information for this program are CAB Abstracts, which includes Forestry Abstracts, Web of Science, and PAIS International (for public policy-related material). In addition, the University of Minnesota Forestry Library maintains an Urban Forestry database that is freely available.

Key library services & librarian expertise

Expertise within the OSUL is covered by Bonnie Avery. In that capacity, she provides instruction as requested either in-class or via the web, responds to reference inquiries, and develops materials to assist faculty members and students in their research.

The collection in Forestry is built by Bonnie Avery; the social sciences related to this discipline are covered by Valery King. Providing access to items not owned by OSUL is the domain of the Interlibrary Loan and Summit staff both at OSUL and at lending libraries. Print articles located in the OSU Libraries collections may be requested via the Scan and Deliver service, which provides PDFs of the requested articles. Additional services for students include the physical attributes of the libraries including excellent computer facilities, study areas for individual and group work, and practice rooms for students.

Respectfully submitted,

Laurel Kristick
Collection Assessment and Science Librarian
October 8, 2013

Appendix 1. Urban Forestry Journals

Journal title	OSU Online Holdings	OSU Print Holdings	ISI Impact Factor
Acta Horticulturae	2003-present	1963-20012	
Advances in Environment, Behavior, and Design	N/A	N/A	
American Forests	1989-present	1910-present	
American Journal of Community Psychology	1997-present	N/A	1.978
American Nurseryman	1995-present	1936-2010	
Arbor Age	1999-present	N/A	
Arbor Day	N/A	N/A	
Arboricultural Journal	N/A	1965-1992	
Arboricultural Research Note	N/A	N/A	
Arboriculture & Urban Forestry	1975-present	1975-present	
Arborist News	2000-present	2011-present	
Arnoldia	1911-present	1941-1992	
Atmospheric Environment	1995-present	1967-2005	3.139
Australian Forestry	2001-present	1936-2009	0.97
Australian Parks and Recreation	N/A	N/A	
Biodiversity and Conservation	1997-present	1992-2004	2.066
Biomass and Bioenergy	1995-present	N/A	3.326
BioScience	1964-present	1964-2006	4.064
Canadian Journal of Forest Research	1971-present	1971-2006	1.246
Canopy International	N/A	N/A	
Christmas Trees	N/A	N/A	
City Trees	N/A	N/A	
Consultant	N/A	1971-1991	
Ecological Psychology	1989-18 months ago	1989-1998	2.097
Energy and Buildings	1995-present	N/A	1.593
Environment and Behavior	1997-present	1969-2007	1.282
Environmental Conservation	1997-present	1999-2006	1.541
Environmental Management	1997-present	1976-2004	1.408
Folia Forsetalia	N/A	no. 1 - no 826	
Forest Ecology and Management	1995-present	1976-2005	1.95
Forest Log	N/A	1930-2006	
Forest Policy and Economics	1995-present	2004-2005	1.155
Forest Products Journal	1998-present	1955-2012	0.426
Forest Science	1955-present	1955-2008	1.444
Forestry Chronicle	2002-present	1925-2012	0.609
Forests and People	N/A	1966-1991	

Journal title	OSU Online Holdings	OSU Print Holdings	ISI Impact Factor
Geoforum	1995-present	1970-1975	2.425
Geographical Review	1916-present	1916-2009	0.456
Geography	N/A	1948-2010	0.351
Grounds Maintenance	1996-present	1969-2006	
Horticulture	1990-present	1927-1999	
HortScience	1990-present	1966-present	0.696
Indian Forester	N/A	1960-1973	
International Journal of Remote Sensing	1997-present	1980-2006	1.089
Journal of Applied Ecology	1964-present	2004-2006	4.197
Journal of Architectural and Planning Research	1998-2011	N/A	0.415
Journal of Economic Entomology	2000-present	1908-2006	1.296
Journal of Environmental Horticulture	1983-2009	1983-present	
Journal of Environmental Law	2006-present	N/A	0.767
Journal of Environmental Management	1995-present	1985-2005	2.367
Journal of Forestry	1917-present	1917-present	1.405
Journal of Leisure Research	1993-present	1969-2009	0.87
Journal of Park and Recreation Administration	1983-present	1983-2001	
Journal of the International Oak Society	N/A	N/A	
Journal of Urban Affairs	1996-present	N/A	1.12
Land Use Policy	1995-present	N/A	2.346
Landscape and Urban Planning	1995-present	1974-2001	2.314
Landscape Design	N/A	N/A	
Landscape Journal	N/A	N/A	
Landscape Management	1993-present	1987-2009	
Landscape Research	N/A	N/A	0.58
Leisure Sciences	1977-present	1977-2006	1.018
Minnesota Horticulturist	N/A	1931-1936	
Northern Journal of Applied Forestry	1984-present	1984-2008	0.464
Northwest Environmental Journal	N/A	1984-1993	
Park Science	1981-present	1981-2005	
Parks and Recreation	1996-present	1924-1996	
Pennsylvania Forests	N/A	N/A	
Plant Disease	1980-present	1923-2005	2.121
Pulp and Paper Canada	N/A	1974-present	0.172
Quarterly Journal of Forestry	N/A	1907-2009	
Renewable Resources Journal	N/A	N/A	
Scandinavian Journal of Forest Research	1997-present	1986-2006	1.075
Scottish Forestry	N/A	1960-1991	

Journal title	OSU Online Holdings	OSU Print Holdings	ISI Impact Factor
Shade Tree	N/A	1928-1966	
Silva Fennica	1998-present	1967-2009	1.19
Society and Natural Resources	1997-present	1988-2006	1.034
Southern Journal of Applied Forestry	1977-present	1977-2008	0.627
Tree Care Industry	N/A	N/A	
Tree Physiology	1986-present	1986-2012	2.292
Trees	1997-present	1989-2004	1.603
Unasylva	1947-present	1947-present	
Urban Ecosystems	1997-present	N/A	
Urban Forestry & Urban Greening	N/A	N/A	1.632
Urban Geography	N/A	N/A	1.697
Urban Studies	1993-2007	1964-1997	1.493
Western Journal of Applied Forestry	1986-present	1986-2008	0.449
Wisconsin Arborist	N/A	N/A	
Wisconsin Urban and Community Forests	N/A	N/A	
Women in Natural Resources	2004-present	1987-2004	

Curriculum Vitae

Paul D. Ries
698 Valleywood Dr. SE
Salem, Oregon 97306

Wk: (503) 945-7391
or (541) 737-3197
Em: paul.ries@oregonstate.edu

TEACHING and EXTENSION EXPERIENCE

2004 – Present, Department of Forest Ecosystems and Society, College of Forestry, Oregon State University

2009 – Present, Instructor and Extension Specialist - Serve as curriculum developer and instructor for three online Urban Forestry courses (FOR/HORT 350, 447/547, and 455/555) and provide leadership for the B.S. in Natural Resources – Urban Forest Landscapes option, and a new proposed Graduate Certificate in Urban Forestry. This is a .50 FTE appointment since the 2013/14 academic year; previously it was at .25 FTE beginning with the 2009-10 academic year. Currently teaching 100 students per year in four online classes. Also teach/organize the annual OSU Arboriculture Short Course and serve as Extension technical specialist in support of Extension agents. Recently completed the Quality Matters Peer Review training for online courses.

2004-2009, Affiliate Faculty Member - Developed and taught the first-ever urban forestry undergraduate seminar class at OSU (2005 and 2006), guest lectured in a variety of Forestry and Horticulture courses, and received three faculty development grants to create new online courses (approximately .10 FTE per year).

Graduate Students Supervised

Bradley Hamel, MF, 2013
Abbey Driscoll, MS, 2014
Daniel Gleason, MS, 2015

Awards

2011 – OSU Vice Provost's Award for Excellence - Innovation in For-Credit Teaching

Grants Awarded – Project grants written and awarded as Principal or Co-Principal Investigator or Project Manager through the Oregon Department of Forestry (ODF) and with Oregon State University, or both, include:

- *Best Management Practices to Reduce Forest Fragmentation During Development*, (ODF, in conjunction with Washington Department of Natural Resources), by the USDA Forest Service, 2008, \$50,000.
- *Reducing Forest Fragmentation in Interface Forest Landscapes*, (ODF, in conjunction with OSU) by the USDA Forest Service, 2009, \$257,580.
- *Tree Board University: Online Training for Cultivating Urban Forestry Supporters*, (ODF in conjunction with the Arbor Day Foundation) by the National Urban & Community Forestry Advisory Council, 2009, \$49,261.
- *Online Urban Forestry & Urban-Rural Interface Forestry Technology Transfer*, (ODF, in conjunction with state forestry agencies in WA, AK, ID, and with OSU and PNW-ISA), 2010, \$165,123.
- *Urban Forest Inventory Analysis*, (ODF), by the USDA Forest Service Pacific Northwest Research Station, 2010, \$776,375.
- *Linking People and Landscapes: Using Public Perceptions of Urban Forestry Services to Create New Management Strategies*, (with Washington DNR and OSU), by the USDA Forest Service, 2011, \$270,763.
- *A Regional Urban Forestry Strategy for Portland/Vancouver* (ODF, In conjunction with Washington DNR and OSU), by the USDA Forest Service, 2012, \$166,348
- *The Oregon Forest Action Plan Mobility Project*, (ODF, in conjunction with OSU), by the USDA Forest Service, 2013, \$241,234.

PROFESSIONAL EXPERIENCE

2001 - Present: Urban and Community Forestry Program Manager, Oregon Dept. of Forestry, Salem, Oregon.

- Manage a statewide program delivering technical, financial, organizational, and educational urban forestry assistance by providing leadership and technical services to support a staff of three professionals and seasonal interns (Currently .50 FTE; previously .75 - 1.0 FTE). Responsible for policy, budget, performance measures, and strategic planning functions, partnership projects, federal contract fulfillment, accomplishment reporting, and representing agency before the media, and elected officials.
- Performance indicators – Provide an average of 500 technical assists per year and successfully managed over \$8 million worth of federal-state project and program grants since 1991.

2004 – 2013: Lead Incident Public Information Officer (PIO), Oregon Dept. of Forestry, Salem, Oregon.

- Served as a lead PIO on a Type 1 Incident Management Team, responsible for media support and community relations, managing incident communications efforts, coordinating with federal, state, and Emergency Management agencies and elected officials, and supervision of other PIOs.
- Performance indicators: Successfully completed assignments with more than a dozen wildfire and all-risk incidents in nine US states, as well as Hurricane Katrina Support.

1998 – 2001: Executive Director, Pacific Northwest Chapter ISA, Silverton, Oregon.

- As the first incumbent of this new position, served as the executive officer of a 501(c)(3) non-profit professional educational organization with 1100 members in OR, AK, ID, WA, BC. Established an office, hired support staff, wrote policies and procedures, negotiated contracts, managed finances, supervised volunteers, developed a continuing education program, served as meeting planner and instructor for seminars, conferences, and events attracting 700 attendees per year, managed implementation of a professional certification program, and served as staff to a 12 member Executive Board.
- Performance indicators: Increased the organizational financial reserves by 400% and membership by 30%.

1991 - 1998: Urban Forestry Coordinator, Oregon Department of Forestry, Salem, Oregon.

- As the first incumbent of this new position, I created, implemented, and managed a new statewide urban and community forestry assistance program providing technical, financial, and educational assistance. Developed, from “scratch”, the program structure, vision, mission, goals, position descriptions, budgets, performance measures, short and long range planning documents, marketing strategies, and other program elements.
- Performance indicators: shepherded the first-ever urban forestry bill through the Oregon Legislature; developed and taught educational seminars for over 2000 leaders and professionals, initiated and managed over \$1 million in cost-share grant programs dispersing leveraging over \$2 million for urban forestry projects.

1987 - 1991: Urban Forester, City of Cincinnati, Ohio.

- Administered urban forest management programs for one-third of the city, supervising technicians, tree crews, and volunteers to coordinate street tree planting and pruning projects. Evaluated the health and condition of landscape trees, responded to citizens’ tree care inquiries, and addressed schools and civic organizations.
- Performance indicators: Successfully developed and supervised contracts for over \$500,000 worth of tree planting and maintenance operations with small businesses, planned special innovative projects such as Christmas tree recycling, mass tree distributions, and tree inventory management applications.

1985 - 1987: Forester, Division of Forestry, Ohio Department of Natural Resources, Columbus/Newark, Ohio.

- Provided technical forestry assistance to private landowners. Forest planning responsibilities included developing new information technology and data management applications. I was also responsible for tracking inventory and developing and implementing forestry related computer applications.
- Performance indicators: Created new computer applications for forestry business functions, successfully served landowners, and revitalized the Ohio Big Tree Program.

EDUCATIONAL BACKGROUND

Master of Science, 1985, The Ohio State University, Columbus, Ohio. I obtained a graduate degree from the School of Natural Resources with emphasis on Forest Resource Planning. My coursework centered on forestry, recreation resource planning, regional planning, and education. My Masters thesis evaluated the planning process for non-timber resources in Ohio's State Forest system. I served as a graduate teaching assistant for Forest Recreation classes for one year, and managed the use of an environmental studies field laboratory for one year.

Bachelor of Science, 1983, The Ohio State University, Columbus, Ohio. I completed an undergraduate degree in Natural Resources with extensive coursework in both Forestry and Recreation Resource Management.

PUBLICATIONS

Referred Journal Articles

- Ries, Paul D., A. Scott Reed and Sarah J. Kresse. 2007. "The Impact of Statewide Urban Forestry Programs: A Survey of Cities in Oregon, U.S.", Arboriculture & Urban Forestry, (33) 3:168-175.
- Ries, Paul D. and Rita Schoenneman. 1994. "Urban Forestry: Managing the Forests Where We Live", Journal of Forestry, (92) 10:6-10.

Selected Technical Reports and Articles

- "Street Tree Maintenance: City Service or Homeowner Responsibility?" City Trees (42) 4:10-13, 2006.
- "Learning Lessons From Tree Failures", City Trees (41) 4:24-26, 2005.
- "Applying Leadership Lessons to Urban Forestry", City Trees (41) 2:14-16, 2005.
- An Urban and Community Forestry Research and Education Agenda for Oregon, (editor), Oregon Department of Forestry, 2002.
- "Arboriculture in Cyberspace", Arborist News, (5) 4:9-12, 1996.
- Selecting, Planting, and Caring For A New Tree, Extension Bulletin EC 1359, Oregon State University Extension Service, 1994.
- "Urban Forestry is not an Oxymoron," Journal of Forestry, (89) 11:56, 1991.
- "Preserving the Warder Legacy," American Forests, (95) 7&8:50-52, 1989.
- Ohio's Big Trees, (editor), Ohio Forestry Association, 1989.

LEADERSHIP AND SERVICE EXPERIENCE

- *2011 – present:* Board of Directors, International Society of Arboriculture (ISA). Elected as one of 15 Board members of this professional society with 20,000 members and an annual budget of \$7 million. Serve on various committees including Conference and Events and as Conference Program Chair (11-13).
- *2005 - present:* Lead curriculum developer and instructor for the Municipal Forestry Institute, an innovative leadership training program organized by the Society of Municipal Arborists that has trained almost 400 urban foresters from the US and Canada.
- *2005 – 2008:* Member and Chair, Council of Western State Foresters Urban and Community Forestry Committee, a group that advises state foresters on policy issues. I also served from 1995-1997, including one year as Chair, and served as project manager for a minority outreach publication.
- *2002 – 2006:* Editorial Review Committee Member, *City Trees* magazine, published bimonthly by the Society of Municipal Arborists.
- *2001 – 2008:* Member of the steering committee for the International Tree Failure Database.

- *2001 – 2005:* Appointed by Oregon's Governor to two terms as a citizen member of the Oregon Landscape Contractors Board, a state regulatory body licensing landscapers and ensuring consumer protection. I wrote the agency's first-ever strategic plan, hired the agency staff during transition to a semi-independent agency, served as Board Chair for one year, adjudicated contested case appeals, and chaired Administrative Rule Hearings.
- *2001 – 2010:* Served as a member of the Board of Directors of Oregon Community Trees, a 501(c)(3) non-profit organization. I was a founding member and also served on this Board from 1991 to 1997.
- *2000 – 2002:* Served as Assistant Conference Chair of the International Society of Arboriculture (ISA) 2002 Annual Conference in Seattle, which attracted 2500 attendees from around the world.
- *1995 – present:* Member of the Oregon Heritage Tree Committee. As a founding member, I wrote the organization's charter and served one term as chair.
- *1994 – 2000:* Board of Directors, International Society of Arboriculture (ISA). Elected twice as a Board member of this then 14,000 member professional society. Served in various volunteer capacities including Membership Committee member and chair, Constitution and Bylaws Committee member and chair, and Organizational Review Committee member.
- *1993 – 1995:* Secretary, Urban Forestry Working Group, Society of American Foresters.
- *1991 – 1997:* Board of Directors, Pacific Northwest Chapter - International Society of Arboriculture (PNW-ISA). Elected three times to the governing Board of this 501(c)(3) group during a time of rapid growth and organizational change, including tripling of membership and budget, and transition from volunteer to paid staff. Served as the group's annual training conference chair in 1996.

SPECIALIZED TRAINING

- Certified Arborist #OH0065, International Society of Arboriculture, granted 1989, and recertified every third year since then. Certification currently valid through 12/31/2013.
- Trained Workshop Facilitator, Project Learning Tree (PLT). Since 1988, I have conducted workshops for over 1000 elementary and secondary school teachers.
- Completed Leadership and Management Training Courses including: Time Management, High Involvement Leadership Teams, Building Capacity for Cooperative Action, Increasing Personal Effectiveness, 7 Habits of Highly Effective People, Agency Leadership Program, and Diversity in Communications.
- Wildland Fire/Incident Management Courses Completed: S-203, S-403, S-420, S-445, S-130, S-190, IS-700, IS-800, Complex Incident Management Course. Currently hold PIO1 and TNSP qualifications.

AWARDS and RECOGNITION

- 2011 – National Association of State Foresters Current Achievement Award for Urban Forestry
- 2006 – Society of Municipal Arborists – President's Award
- 2002 – Pacific Northwest Chapter, International Society of Arboriculture – Arboriculture Award
- 1997 – Council of Western State Foresters - Distinguished Service Award
- 1996 – Pacific Northwest Chapter, International Society of Arboriculture – President's Award
- 1993 – Pacific Northwest Chapter, International Society of Arboriculture – Education Award

OSU Internal Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources allocated to the Proposed Program, if any.
If no change in resources is required, the budgetary impact should be reported as zero.

PROGRAM TITLE: Graduate Certificate in Urban Forestry

BUDGET PERIOD: From FY 2014-15 to FY 2017-18

	RECURRING			
	Fiscal Year 1	Fiscal Year 2	Fiscal Year 3	Fiscal Year 4
Personnel				
Faculty, Tenured/Tenure-track		-	-	-
Faculty, fixed-term	20,583	20,995	21,415	21,843
Sub-total, Faculty	20,583	20,995	21,415	21,843
Graduate Assistants	-	-	8,972	9,151
Support Staff		-	3,070	3,131
Fellowship/Scholarship	-	-	-	-
OPE	8,233	8,398	12,402	12,650
Personnel Subtotal	28,816	29,393	45,859	46,775
Other Expenses				
Library, Printed	352	370	388	407
Library, Electronic				
Services & Supplies		-	-	-
Capital Equipment				
Facilities Renovation				
Other Expenses Subtotal	352	370	388	407
Total Cost of Program	29,168	29,763	46,247	47,182
Resources				
Current Budget, unit				
Tuition	23,001	38,335	57,502	76,670
Fees/Sales				
Other, describe:				
Ecampus Development Funds	7,098			
Total Resources	30,099	38,335	57,502	76,670

Note: Please include budget narrative describing items listed above.

Recurring

Subject: RE: CAT 1 Certificate Budget Forms

Date: Monday, September 30, 2013 9:38:11 AM Pacific Daylight Time

From: Admiral, Roger

To: Ries, Paul

Morning Paul,

Looks good, so ahead and submit.

Roger

From: Ries, Paul

Sent: Monday, September 30, 2013 8:44 AM

To: Admiral, Roger

Subject: CAT 1 Certificate Budget Forms

Hello Roger -

Just getting back in touch with you regarding our conversation last week. After talking to Paul Doescher, we decided to put .10 FTE support staff funding into the later two years of the budget. So these forms should now be ready for submission. In the event you want to take another look at them, I've attached them to this email.

Thanks.

Paul

Paul D. Ries

Instructor and Extension Specialist, Urban Forestry

Department of Forest Ecosystems and Society

Oregon State University College of Forestry

321 Richardson Hall, Corvallis, OR 97331

Email: paul.ries@oregonstate.edu

Phone: 503/945-7391

CAT I Proposal - Graduate Certificate in Urban Forestry Summary of Internal Reviewers and External Supporters

As part of the proposal development process for the Graduate Certificate in Urban Forestry, input was requested from the following individuals, academic units, agencies, or organizations:

Internal Review of Initial Draft by Other Certificate or Program Contacts

Selina Heppell, Department of Fisheries and Wildlife (no response received)
Alfonso Bradoch, Ecampus (no response received)
Kuuipo Walsh, GIS Graduate Certificate Director (no response received)
Badege Bishaw, Master of Natural Resources Program (responses incorporated in final)
Linda Brewer, Horticulture Department (responses incorporated in final)

Internal Review - Curriculum Liaisons from other OSU Academic Units

Mark Abbott, Dean, CEOAS (response attached)
Bill Braunworth, Interim Head, Department of Horticulture (response attached)
Dan Edge, Head, Department of Fisheries and Wildlife (no response received)
Brenda McComb, Graduate School (response attached)
Lisa Templeton, Executive Director, Ecampus (no response received)
Badege Bishaw, Master of Natural Resources Program (response attached)

Internal OSU Budget Center Review

Roger Admiral, Director of Operations, College of Forestry/FOBC (response attached)

Letters of Support External to OSU

Jan Davis, USDA Forest Service National Urban Forestry Program (response attached)
Jerri LaHaie, Society of Municipal Arborists (response attached)
Dan Lambe, Arbor Day Foundation (response attached)
Dr. Monica Lear, National Association of State Foresters (response attached)
Jack McCabe, Davey Resource Group (response attached)
Jim Skiera, International Society of Arboriculture (response attached)

Review Requested from Other Oregon University System Units

Dr. Connie Ozawa, Portland State University, Director of the Toulon School of Urban Studies and Planning (no response received)
Elisabeth Chan, University of Oregon, Head of the Department of Landscape Architecture and Ecological Design Certificate Director (no response received)

Proposed OSU Graduate Certificate in Urban Forestry

Budget Statement

- a. **Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.**

The Graduate Certificate in Urban Forestry utilizes many existing OSU courses, plus new graduate level courses that would be created as part of this proposal. Ecampus has awarded a faculty development grant to the Forest Ecosystems and Society Department for these new courses, which will be developed and submitted through the CAT II process during the 2013-14 academic year. Beginning in 2014-15, the Graduate Certificate program will be supported by tuition revenues resulting from an increase in FTE created by the student enrollment in the three new courses and one existing graduate course. Since 80% of Ecampus tuition revenues are returned to the College, these funds should be sufficient to support the new Graduate Certificate program.

Expected revenues are based on an estimate of 6-20 enrolled students per year multiplied by 7 credit hours of new required FES coursework and 4 credit hours of existing FES coursework (FES 555). Revenues are calculated at the 2013-14 Ecampus graduate tuition rates that can be expected to return \$410 per credit hour to the academic unit, less 15% allocated to the College of Forestry. No inter-college reallocation of resources is expected to be needed to support this proposal.

Anticipated Ecampus Tuition Revenues from new Graduate Certificate in Urban Forestry			
Year 1 6 students	Year 2 10 students	Year 3 15 students	Year 4 20 students
\$23,001	\$38,335	\$57,502	\$76,670

The addition of this Graduate Certificate will create a larger online graduate student body that will add to the credit hours in the elective courses offered by the other departments represented in the proposed curriculum. Those increased tuition revenues will be retained by the departments hosting the elective courses.

As noted on the proposed Budget Worksheet, the Graduate Certificate Director will be supported by .25 FTE, which will cover instruction (.15 FTE for the three new classes totaling 7 credits), and administration (.10 FTE for program coordination and student advising). The remaining .25 FTE of

the Graduate Certificate Director's faculty position (for a total of .50 FTE) is already devoted to undergraduate instruction. Graduate Teaching Assistant and Support Staff FTE would be added in years 3 and 4 as the workload increases. Ecampus does not provide funding for advising and administrative support for graduate-level programs at this time. Tuition revenue from the three new courses and the one existing course are expected to cover these costs. Library resources are adequate to begin the program, however as the program expands, there may be additional need to increase regular and electronic library resources required for the program. The budget calls for one new journal, *Urban Forestry and Urban Greening*, to be added to the OSU collection to support this new Graduate Certificate.

b. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

Given the online nature of this program, brick-and-mortar facilities are not as relevant as they would be in a residential graduate program. OSU's nationally recognized Ecampus program has sufficient infrastructure to support this increase in enrollment. This Graduate Certificate will join existing online MNR graduate certificates offered via Ecampus. Currently, over 60 students are pursuing the MNR degree, and the addition of this Graduate Certificate will contribute to the MNR program growth as well. We are dedicated to providing the best available online education, utilizing cutting-edge technologies and continually updating course materials and delivery. The Certificate Director has already completed the Quality Matters course requirements to become a Peer Reviewer of online courses. We will continue to work with Ecampus on technological advances, continually updating courses and improving our efforts to connect with distance education students.

The quality of the program will be based on the quality of the classes, and the reputations and teaching abilities of the instructors. Another key piece of the experience for this program will be the case studies. OSU is working with the Oregon Department of Forestry's (ODF) Urban Forestry Assistance Program to identify cities across the state that would be willing to work with students to make their Capstone Project a real-life experience rather than a theoretical exercise. ODF has contacts with urban forestry programs in the other 49 states, and we expect that eventually we should be able to help students find a Capstone Project close to their home.

c. Targeted student/faculty ratio (student FTE divided by faculty FTE).

1:10, moving to 1:20 when the Certificate is fully operational.

d. Resources to be devoted to student recruitment.

This new Certificate will be promoted widely through various urban forestry professional association meetings and publications. Ecampus will help market the Graduate Certificate in Urban Forestry through its extensive networks. OSU is also a member of the Natural Resource Distance Learning Consortium, a collaboration of multiple land-grant institutions offering online courses. The Certificate Director's personal contacts formed through 25 years experience in the Urban Forestry professional will be leveraged to recruit new students from throughout Oregon and across the country.

Attachments:

Budget worksheets for years 1 – 4 of new program

Subject: Request for Curriculum Liaison Review--Cat I- Graduate Certificate in Urban Forestry
Date: Wednesday, October 2, 2013 10:01:04 AM Pacific Daylight Time
From: Doescher, Paul
To: Abbott, Mark Richard, Edge, W., McComb, Brenda, Templeton, Lisa, Braunworth, Bill, Bishaw, Badege
CC: Ries, Paul, Montalto, Elena

DATE: October 2, 2013

TO:

Mark Abbott, CEOAS
Bill Braunworth, Department of Horticulture
Dan Edge, Department of Fisheries and Wildlife
Brenda McComb, Graduate School
Lisa Templeton, Ecampus
Badege Bishaw

FROM: Paul Doescher, Head, Department of Forest Ecosystems and Society

SUBJECT: Curriculum Liaison Review

The attached Category I proposal describes a new online Graduate Certificate in Urban Forestry being developed by the Department of Forest Ecosystems and Society.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your unit of our intent to make this curricular change. An earlier draft of this document was sent to Selina Heppell in FW, Kuuipo Walsh in CEOAS, Alfonso Bradoch in Ecampus, and Linda Brewer in Horticulture.

Please review the attached materials and send your comments, concern, or support to me by October 14. Your timely response is appreciated.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

Paul

*Paul S. Doescher
Head, Department of Forest Ecosystems and Society
Director, Natural Resources Program
Oregon State University
Corvallis, OR 97331
541 737-6583*

Re: Request for Curriculum Liaison Review--Cat I- Graduate Certificate in Urban Forestry

John Lambrinos [lambrinj@hort.oregonstate.edu]

Sent: Wednesday, October 23, 2013 11:17 AM

To: Ries, Paul

Cc: Doescher, Paul; Braunworth, Bill; McComb, Brenda

Paul:

Sure thing. I think this is a great idea.

John.

On 10/23/2013 10:27 AM, Ries, Paul wrote:

Thanks very much for your comments. I did note on the draft that I need to correct the 555 class listing to reflect the cross list. I've made that change.

John, may I add you to the mentor list? Al and Gail have agreed to be listed as well.

Sent from my iPhone

On Oct 23, 2013, at 10:12 AM, "Doescher, Paul" <paul.doescher@oregonstate.edu> wrote:

Thanks Bill and John for the thoughtful look at this program!

Paul S. Doescher

Head, Department of Forest Ecosystems and Society

Director, Natural Resources Program

Oregon State University

Corvallis, OR 97331

541 737-6583

From: Braunworth, Bill

Sent: Wednesday, October 23, 2013 10:11 AM

To: Doescher, Paul; Ries, Paul

Cc: Braunworth, Bill; Lambrinos, John; McComb, Brenda

Subject: FW: FW: Request for Curriculum Liaison Review--Cat I- Graduate Certificate in Urban Forestry

Paul squared: We have reviewed this proposal in hort with our Graduate Education Committee. John Lambrinos takes the lead for graduate education in Hort and his comments with my edits that directly relate to this are below. Overall I think this is an excellent program to which Hort might contribute more in the future, but this is a good launching point. We also think it is good to have 2 graduate level classes available to us in Hort through the cross listing. Thanks much!

I'll approve on line when I see the official notification.

Bill Braunworth, Interim Department Head
OSU Horticulture

4017 ALS Bldg
Corvallis, OR 97331
Ph: 541-737-1317 | Fx: 541-737-3479
Email: bill.braunworth@oregonstate.edu

From: John Lambrinos [<mailto:lambrinj@hort.oregonstate.edu>]
Sent: Monday, October 07, 2013 6:06 PM
To: Braunworth, Bill
Cc: Shay, Alan; Langelotto, Gail; Granger, Autumn; Donegan, Kelly
Subject: Re: FW: Request for Curriculum Liaison Review--Cat I- Graduate Certificate in Urban Forestry

Hi Bill: (includes edits from Braunworth)

I am broadly very supportive of the proposal. Here are some thoughts relative to Hort:

1. As Brenda points out, the undergraduate option is offered under both Hort and FES and was developed collaboratively (Anita would be the best source for the plan and vision behind that). Part of the idea for the joint approach was that potential students could come into the field from either a Hort or Forestry emphasis. The sister undergraduate options have 16 students. As I understand it, the proposed grad certificate will be offered as a standalone piece or as part of an online Master of Natural Resources. So from a subject matter perspective I don't think there is a clear need to have a specific Hort role at this time. Also, I do not think that any of our existing HORT graduate courses would be an obvious fit for the certificate curriculum.
2. If we wanted to be involved, I think there are some opportunities for course development and participation in courses (e.g. the new urban ecosystems course). But that would of course involve commitments of resources, and working out the funding model. We understand Paul Ries will do most of the instruction with an increase in FTE from 0.25 to .50 FTE.....but are there others?
3. A positive attribute of this program is the new graduate courses will enhance our existing graduate offerings. There are currently few natural resource oriented course offerings in urban and community systems.
4. Because of the link to the undergraduate program two of the courses in the certificate are FES/HORT Crosslisted course FES/HORT 555 and FES/HORT 547. If there are funds tracking back to the unit that crosslisting might cause an issue; but this should be covered by the new agreement we have on ecampus revenue sharing.
5. On a technical note, FES/HORT 555 is listed in the catalog under on campus courses with a note that it is only offered via ecampus, but FES/HORT 547 only appears in the catalog under ecampus offerings. Is there a reason for the difference in how the two courses are listed and presented in the catalog?

John.

On 10/5/2013 10:07 AM, Braunworth, Bill wrote:

Colleagues: I need your input on this proposal. It seems like it would be nice to have Hort more integrated. As it is now, the program stands alone in forestry. The question is how do we effectively integrate Hort, what courses if any? John, look at the courses especially Urban Ecosystems below. Please let me know of any issues that I need to bring up to Paul as soon as you can. Thanks much.

Required Courses (12 credits)

- (4) FES 555 Urban Forest Planning, Policy, Management
- (1) SNR 511 Sustainable Natural Resources

(3) FES 5XX (new) Urban Natural Resource Planning

<image001.png>

(2) FES 5XX (new) Urban Forestry Leadership

(2) FES 506 (new section) Urban Forestry Capstone

Elective Courses – Chose TWO (6-8 credits total)

(3) FES 545 Ecological Restoration

(4) FES 547 Arboriculture

(3) FES 554 Managing at the Wildland-Urban Interface

(4) FES 593 Environmental Interpretation

(3) FES 585 Consensus and Natural Resources

(3) GEO 551 Environmental Site Planning

(4) GEO 565 Geographic Information Systems

(3) FES 5XX (new) Urban Ecosystems

(3) FES 592 Ecosystem Services or (3) FW 562 Ecosystem Services

Here is a note from Brenda McComb related to this:

Paul

The initiation of the Urban Forestry effort was collaborative with Horticulture and so I would have expected to see this certificate proposal be collaborative with Horticulture as well. Is there interest in a shared cross-college effort? Anita can provide background.

If not then I do not have concerns and support it as a program that hopefully will grow into a degree program that would allow us to link more meaningfully with the Urban areas in our state.

Brenda

Bill Braunworth, Interim Department Head

OSU Horticulture

4017 ALS Bldg

Corvallis, OR 97331

Ph: 541-737-1317 | Fx: 541-737-3479

Email: bill.braunworth@oregonstate.edu

From: Doescher, Paul

Sent: Wednesday, October 02, 2013 10:01 AM

To: Abbott, Mark Richard; Edge, W.; McComb, Brenda; Templeton, Lisa; Braunworth, Bill; Bishaw, Badege

Cc: Ries, Paul; Montalto, Elena

Subject: Request for Curriculum Liaison Review--Cat I- Graduate Certificate in Urban Forestry

DATE: October 2, 2013

TO:

Mark Abbott, CEOAS

Bill Braunworth, Department of Horticulture

Dan Edge, Department of Fisheries and Wildlife

Brenda McComb, Graduate School

Lisa Templeton, Ecampus
Badege Bishaw

FROM: Paul Doescher, Head, Department of Forest Ecosystems and Society

SUBJECT: Curriculum Liaison Review

The attached Category I proposal describes a new online Graduate Certificate in Urban Forestry being developed by the Department of Forest Ecosystems and Society.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your unit of our intent to make this curricular change. An earlier draft of this document was sent to Selina Heppell in FW, Kuuipo Walsh in CEOAS, Alfonso Bradoch in Ecampus, and Linda Brewer in Horticulture.

Please review the attached materials and send your comments, concern, or support to me by October 14. Your timely response is appreciated.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

Paul

Paul S. Doescher
Head, Department of Forest Ecosystems and Society
Director, Natural Resources Program
Oregon State University
Corvallis, OR 97331
541 737-6583

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John Lambrinos
Associate Professor
Oregon State University
Department of Horticulture
Corvallis, OR 97331
Phone: 541-737-3484; FAX: 541-737-3479

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John Lambrinos
Associate Professor
Oregon State University
Department of Horticulture
Corvallis, OR 97331

Phone: 541-737-3484; FAX: 541-737-3479

Subject: Request for Curriculum Liaison Review--Cat I- Graduate Certificate in Urban Forestry
Date: Wednesday, October 2, 2013 10:01:04 AM Pacific Daylight Time
From: Doescher, Paul
To: Abbott, Mark Richard, Edge, W., McComb, Brenda, Templeton, Lisa, Braunworth, Bill, Bishaw, Badege
CC: Ries, Paul, Montalto, Elena

DATE: October 2, 2013

TO:

Mark Abbott, CEOAS
Bill Braunworth, Department of Horticulture
Dan Edge, Department of Fisheries and Wildlife
Brenda McComb, Graduate School
Lisa Templeton, Ecampus
Badege Bishaw

FROM: Paul Doescher, Head, Department of Forest Ecosystems and Society

SUBJECT: Curriculum Liaison Review

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Please review the attached materials and send your comments, concern, or support to me by October 14. Your timely response is appreciated.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

Paul

*Paul S. Doescher
Head, Department of Forest Ecosystems and Society
Director, Natural Resources Program
Oregon State University
Corvallis, OR 97331
541 737-6583*

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To: Abbott, Mark Richard, Edge, W., McComb, Brenda, Templeton, Lisa, Braunworth, Bill, Bishaw, Badege
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Director, Natural Resources Program
Oregon State University
Corvallis, OR 97331
541 737-6583

Subject: RE: Request for Curriculum Liaison Review--Cat I- Graduate Certificate in Urban Forestry
Date: Friday, October 4, 2013 9:49:38 AM Pacific Daylight Time
From: McComb, Brenda
To: Doescher, Paul, Abbott, Mark Richard, Edge, W., Templeton, Lisa, Braunworth, Bill, Bishaw, Badege
CC: Ries, Paul, Montalto, Elena, Azarenko, Anita Nina

Paul

The initiation of the Urban Forestry effort was collaborative with Horticulture and so I would have expected to see this certificate proposal be collaborative with Horticulture as well. Is there interest in a shared cross-college effort? Anita can provide background.

If not then I do not have concerns and support it as a program that hopefully will grow into a degree program that would allow us to link more meaningfully with the Urban areas in our state.

Brenda

From: Doescher, Paul
Sent: Wednesday, October 02, 2013 10:01 AM
To: Abbott, Mark Richard; Edge, W.; McComb, Brenda; Templeton, Lisa; Braunworth, Bill; Bishaw, Badege
Cc: Ries, Paul; Montalto, Elena
Subject: Request for Curriculum Liaison Review--Cat I- Graduate Certificate in Urban Forestry

DATE: October 2, 2013

TO:

Mark Abbott, CEOAS
Bill Braunworth, Department of Horticulture
Dan Edge, Department of Fisheries and Wildlife
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Badege Bishaw

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Thank you for your time and input.

Paul

*Paul S. Doescher
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Oregon State University
Corvallis, OR 97331
541 737-6583*

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To: Abbott, Mark Richard, Edge, W., McComb, Brenda, Templeton, Lisa, Braunworth, Bill, Bishaw, Badege
CC: Ries, Paul, Montalto, Elena

DATE: October 2, 2013

TO:

Mark Abbott, CEOAS
Bill Braunworth, Department of Horticulture
Dan Edge, Department of Fisheries and Wildlife
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Lisa Templeton, Ecampus
Badege Bishaw

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Thank you for your time and input.

Paul

*Paul S. Doescher
Head, Department of Forest Ecosystems and Society
Director, Natural Resources Program
Oregon State University
Corvallis, OR 97331
541 737-6583*

RE: Request for Curriculum Liaison Review--Cat I- Graduate Certificate in Urban Forestry

Bishaw, Badege

Sent: Wednesday, October 23, 2013 11:51 AM

To: Doescher, Paul

Cc: Ries, Paul

Paul,

I have been involved from the inception in developing the Urban Forestry Graduate Certificate program at OSU. I have shared my knowledge and experiences in program development to Paul Ries to write the Category I proposal for the Certificate. I have also provided my comments and suggestions to shape the draft Category I proposal. This program is very useful and timely to train professionals in Urban Forestry as most of the population in the U.S. and worldwide live in urban areas. Besides, this program is also designed to be one Area of Emphasis for the Master of Natural Resources degree program, which is a win-win situation for both programs. As Program Director for the MNR program, I strongly support the development of the Urban Forestry Graduate Certificate at OSU.

Thanks,
Badege

Badege Bishaw, Ph.D., Program Director,
Master of Natural Resources, and
Sustainable Natural Resources Graduate Program
Department of Forest Ecosystems and Society
Oregon State University
Corvallis, OR 97331

Phone: 541-737-9495

Fax: 541-737-1393

From: Doescher, Paul

Sent: Wednesday, October 02, 2013 10:01 AM

To: Abbott, Mark Richard; Edge, W.; McComb, Brenda; Templeton, Lisa; Braunworth, Bill; Bishaw, Badege

Cc: Ries, Paul; Montalto, Elena

Subject: Request for Curriculum Liaison Review--Cat I- Graduate Certificate in Urban Forestry

DATE: October 2, 2013

TO:

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Bill Braunworth, Department of Horticulture
Dan Edge, Department of Fisheries and Wildlife
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Lisa Templeton, Ecampus
Badege Bishaw

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Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

Paul

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Thank you for your time and input.

Paul

Paul S. Doescher
Head, Department of Forest Ecosystems and Society
Director, Natural Resources Program
Oregon State University
Corvallis, OR 97331
541 737-6583

Subject: FW: Request for Curriculum Liaison Review--Cat I- Graduate Certificate in Urban Forestry
Date: Wednesday, October 16, 2013 7:47:22 AM Pacific Daylight Time
From: Doescher, Paul
To: Ries, Paul

FYI

Paul S. Doescher
Head, Department of Forest Ecosystems and Society
Director, Natural Resources Program
Oregon State University
Corvallis, OR 97331
541 737-6583

-----Original Message-----

From: Mark Abbott [<mailto:mark@coas.oregonstate.edu>]
Sent: Tuesday, October 15, 2013 9:33 PM
To: Doescher, Paul
Subject: Re: Request for Curriculum Liaison Review--Cat I- Graduate Certificate in Urban Forestry

No concerns on my part

On Oct 2, 2013, at 10:01 AM, "Doescher, Paul" <paul.doescher@oregonstate.edu> wrote:

DATE: October 2, 2013

TO:

Mark Abbott, CEOAS
Bill Braunworth, Department of Horticulture Dan Edge, Department of
Fisheries and Wildlife Brenda McComb, Graduate School Lisa Templeton,
Ecampus Badege Bishaw

FROM: Paul Doescher, Head, Department of Forest Ecosystems and Society

SUBJECT: Curriculum Liaison Review

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Thank you for your time and input.

Paul

Paul S. Doescher

Head, Department of Forest Ecosystems and Society Director, Natural
Resources Program Oregon State University Corvallis, OR 97331

541 737-6583

<UF MNR Certificate Cat 1 Proposal Draft 2.pdf>

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University

Program: Graduate Certificate in Urban Forestry

Academic Year: 2014-2015

Indicate the year: XX First Second
 Third Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)		.25 FTE Director and lead Instructor - \$20,583				\$20,583
Graduate Assistants (Include FTE)						\$0
Support Staff (Include FTE)						\$0
Fellowships/Scholarships		\$0				\$0
OPE		.25 FTE Director/\$8,233				\$8,233
Nonrecurring:		\$0				\$0.00
GTA Fee subsidies (\$300/per term)		\$0				\$0
GTA Health Insurance (\$715/per term)		\$0				\$0
Personnel Subtotal	\$0	\$28,816				\$28,816
Other Resources						
Library/Printed		\$352				\$352
Library/Electronic		\$0				\$0
Supplies and Services		\$0				\$0
Equipment		\$0				\$0
Other Expenses		\$0				\$0
Other Resources Subtotal	\$0	\$352				\$352
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal	\$0					\$0
GRAND TOTAL	\$0	\$29,168				\$29,168

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University

Program: Graduate Certificate in Urban Forestry

Academic Year: 2015-2016

Indicate the year: First XX Second
 Third Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)		.25 FTE Director and lead Instructor - \$20,995				\$20,995
Graduate Assistants (Include FTE)						\$0
Support Staff (Include FTE)						\$0
Fellowships/Scholarships		\$0				\$0
OPE		.25 FTE Director/\$8,398				\$8,398
Nonrecurring:		\$0				\$0.00
GTA Fee subsidies (\$300/per term)		\$0				\$0
GTA Health Insurance (\$715/per term)		\$0				\$0
Personnel Subtotal	\$0	\$29,393				\$29,393
Other Resources						
Library/Printed		\$370				\$370
Library/Electronic		\$0				\$0
Supplies and Services		\$0				\$0
Equipment		\$0				\$0
Other Expenses		\$0				\$0
Other Resources Subtotal	\$0	\$370				\$370
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal	\$0					\$0
GRAND TOTAL		\$29,763				\$29,763

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University

Program: Graduate Certificate in Urban Forestry

Academic Year: 2016-2017

Indicate the year: XX First Second
 Third Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)		.25 FTE Director - \$21,415				\$21,415
Graduate Assistants (Include FTE)		.25 FTE - \$8,972				\$8,972
Support Staff (Include FTE)		.10 FTE - \$3,070				\$3,070
Fellowships/Scholarships		\$0				\$0
OPE		.25 FTE Director - \$8,566 .25 FTE GA - \$1,515 .10 FTE Support - \$2,321				\$12,402
Nonrecurring:		\$0				\$0\$0.00
GTA Fee subsidies (\$300/per term)		\$0				\$0
GTA Health Insurance (\$715/per term)		\$0				\$0
Personnel Subtotal	\$0	\$45,859				\$45,859
Other Resources						
Library/Printed		\$388				\$388
Library/Electronic						\$0
Supplies and Services						\$0
Equipment						\$0
Other Expenses						\$0
Other Resources Subtotal	\$0	\$388				\$388
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal	\$0					\$0
GRAND TOTAL	\$0	\$46,247				\$46,247

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University

Program: Graduate Certificate in Urban Forestry

Academic Year: 2016-2017

Indicate the year: First Second
 Third XX Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)		.25 FTE Director - \$21,843				\$21,843
Graduate Assistants (Include FTE)		.25 FTE - \$9,151				\$9,151
Support Staff (Include FTE)		.10 FTE - \$3,131				\$3,131
Fellowships/Scholarships		\$0				\$0
OPE		.25 FTE Director - \$8,566 .25 FTE GA - \$1,515 .10 FTE Support - \$2,367				\$12,650
Nonrecurring:		\$0				\$0
GTA Fee subsidies (\$300/per term)		\$0				\$0
GTA Health Insurance (\$715/per term)		\$0				\$0
Personnel Subtotal	\$0	\$46,775				\$46,775
Other Resources						
Library/Printed		\$407				\$407
Library/Electronic		\$0				\$0
Supplies and Services		\$0				\$0
Equipment		\$0				\$0
Other Expenses		\$0				\$0
Other Resources Subtotal	\$0	\$407				\$407
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal	\$0	\$0				\$0
GRAND TOTAL	\$0	\$47,182				\$47,182

1. Review - College Approver - Forestry

Approved by [Randall Rosenberger](#) Associate Professor / Forest Ecosyst & Society, *October 31, 2013 8:34am*

Comments

Randall Rosenberger (College Approver - Forestry) October 31, 2013 8:34am

A great certificate program with strong potential for growth.

2. Review - Curriculum Coordinator

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *December 11, 2013 11:48am*

Comments

Sarah Williams (Curriculum Coordinator) December 11, 2013 11:48am

Returning to Originator for revisions, following the APC meeting. SW

3. Originator Response

[Paul Ries](#), *December 27, 2013 11:51am*

Comments

Paul Ries December 27, 2013 11:51am

Hi Sarah,

I've updated the Proposal, Executive Summary, and four budget detail worksheets based on our conversation from December 11 with the APC.

Please let me know if there is anything else you need. It was nice to finally meet you earlier this month, and I appreciate your assistance.

Paul

4. Review - Curriculum Coordinator

Approved by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *January 2, 2014 12:31pm*

Comments

Sarah Williams (Curriculum Coordinator) January 2, 2014 12:31pm

This proposal is ready for review by the Budgets and Fiscal Planning Committee.

5. Review - Budgets and Fiscal Planning Committee

Approved by [Luke Mc Ilvenny](#) Mgr-Business Center / Bus & Engr Business Ctr, *January 23, 2014 1:39pm*

Comments

Luke Mc Ilvenny (Budgets and Fiscal Planning Committee) January 23, 2014 1:39pm

Additional comments have been sent to Paul Ries via e-mail.

6. Review - Graduate Council Chair

Approved by [James Coakley](#) Associate Dean / College of Business Dept, *February 11, 2014 2:04pm*

Comments

James Coakley (Graduate Council Chair) February 11, 2014 2:04pm

Approved by Graduate Council on Feb 2, 2014

7. Review - Curriculum Council Chair

Sent Back by [Richard Nafshun](#), February 14, 2014 3:27pm

Comments

Richard Nafshun (Curriculum Council Chair) February 14, 2014 3:27pm

Hi,

CC is sending this back so two items can be addressed.

1. The budget statement (in the past, this document has been attached to the proposal when provided to Curriculum Council) is forwarded to me to share with the Council.
2. On page three of the proposal FES 585 has inadvertently been listed as FS 585 (please add an "E"). I apologize if this is our error.

Thank you,

Richard Nafshun

Chair, Curriculum Council

8. Originator Response

[Paul Ries](#), February 26, 2014 12:06pm

Comments

Paul Ries February 26, 2014 12:06pm

Thank you for your review.

1) the budget narrative statement has been isolated into a separate document and included as an attachment. The Budgets and Fiscal Planning Committee has already completed their review.

2) the typo has been corrected.

Thank you

“WE POWER ORANGE”¹

Results of the Spring 2013 Faculty Senate Survey of Non-Tenure Track Faculty at OSU

A preliminary report by the OSU-AAUP and the Faculty Status Committee

Ad-Hoc Survey Committee members:

Lori A. Cramer	Sociology Program, School of Public Policy
Armelle Denis	World Languages and Cultures Program, School of Language, Culture and Society
Kathleen Stanley	Political Science and Sociology Programs, School of Public Policy
Evan Gottlieb	English Program, School of Writing, Literature, and Film

¹ The title of this report, “We Power Orange” is taken from a comment made by a survey respondent.

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EXECUTIVE SUMMARY

This report summarizes the findings of a university-wide survey of non-tenure track (NTT) faculty members at OSU. The survey was initiated after a conversation between President Ray and members of the OSU Chapter of the AAUP (American Association of University Professors) in early January 2013 in which it was agreed that no known systematic assessment of opinions and concerns of NTT faculty at OSU existed. Members of the OSU-AAUP Chapter and representatives from the Faculty Status Committee of the Faculty Senate were then appointed to conduct a survey of all NTT faculty members at OSU (instructional, research, and professional faculty). The survey was conducted online between May 9 and June 8, 2013; out of 2,771 faculty members solicited, 1,262 completed the survey for an overall response rate of 46 percent.

Analysis of the abundant quantitative and qualitative data collected with this survey reveals some issues common to many NTT faculty members. The conditions of employment for NTT faculty vary widely across campus. While progressive policies and practices are sometimes in place, the following issues appear as significant concerns for NTT faculty at OSU:

- A substantial proportion of NTT faculty members are concerned about job security. Standard one-year contracts offer little assurance of long-term employment, funding uncertainties for research faculty and fluctuating enrollments for courses taught by instructors compound this problem.
- NTT faculty often find themselves in economically vulnerable situations due to a combination of relatively low salaries, fixed-term contracts, and general inability to negotiate the terms of their employment; instructional and research faculty appear to be particularly affected.
- There are apparently few university-wide standards and little internal coherence regarding expectations and compensation. This, along with a general lack of transparency, fosters a sense of inequity among many NTT faculty.
- Prospects for professional growth are limited. Support for professional development is unevenly distributed and funding is often inadequate or unavailable.
- Advancement within the university is difficult as years of service are rarely taken into account in determining salaries and appointments. Promotion, while formally available, often remains out of reach due to a lack of funding and established paths to promotion at the unit level. This seems to be especially true for instructional faculty.
- Many NTT faculty members do not participate in decision-making at the unit level and in faculty governance.

As a university, OSU affirms its commitment to the core values of accountability, diversity, integrity, respect, and social responsibility. Our results suggest that these values are inconsistently applied in the employment of NTT faculty, a group that is central to the fulfillment of the university's mission. Adherence to these values requires concerted action to ensure that our practices as a university align with our stated values. The report concludes with specific recommendations for action to facilitate that alignment.

Acknowledgements

We would like to thank the leadership of the Faculty Senate and the OSU chapter of the American Association of University Professors for their support and encouragement in this endeavor. We gratefully acknowledge the assistance of Vickie Nunnemaker, Ric Peavyhouse, and Jon Dorbolo in helping us to design and implement the survey; we couldn't have done it without you. A special note of gratitude to President Ed Ray for starting us on this path. To all the non-tenure track faculty who took the time to complete the survey, it is our hope that we have accurately reflected your concerns. Thank you for all you do to "power orange."

INTRODUCTION

Abundant evidence confirms the increased reliance of American higher education institutions on non-tenure track faculty to perform essential academic functions, from teaching courses and conducting research to providing student support services (Shuster and Finkelstein, 2006). More than half of all instructional staff in higher education hold fixed-term appointments (AAUP, 2010; Schuster & Finkelstein, 2006). Oregon State University is no exception, as the non-tenure track (NTT) comprises approximately 68% of all OSU faculty.²

On January 9, 2013, a group of faculty from the OSU Chapter of the AAUP (American Association of University Professors) met with President Ed Ray as part of his open invitation for small group conversations. During the discussion, anecdotal concerns of NTT faculty expressed to members of OSU-AAUP were shared; however, it was agreed among those present that no known systematic assessment of opinions and concerns of NTT faculty at OSU existed. With consent of President Ray and the Faculty Senate Executive Committee, members of the OSU-AAUP chapter and representatives from the Faculty Status Committee of the Faculty Senate were appointed to conduct an online survey of all NTT faculty members at OSU.

This report summarizes the findings of a university-wide survey of all NTT faculty conducted in the Spring of 2013. It is important to note that this was not an attempt at a comprehensive assessment of NTT faculty issues, perceptions, behavior, or role at OSU. Rather, it was a first attempt to provide baseline information on general issues facing NTT faculty as a whole at OSU; thus further research will be needed to obtain more detailed information from subgroups within this population. The authors of this report will work closely with appropriate groups designated by the OSU Faculty Senate and OSU-AAUP to identify further analyses and recommendations.

METHODS

The NTT Survey Committee conducted a review of literature of related surveys conducted at other universities. Based on that review, an initial draft of the survey instrument was compiled in late January 2013. In an attempt to capture the variations and specificities of NTT positions at OSU, it was determined that three different versions of the survey would be created: one for instructional, one for professional and one for research faculty, with the majority of questions common to all groups. After five iterations of the draft surveys, the Survey Committee pilot-tested the three versions in March 2013 with representatives from instructional, professional, and research faculty, and edited the survey based on the feedback received. Feedback was also obtained from the OSU Survey Research Center. Refined versions of the NTT surveys were presented to the Faculty Senate Executive Committee in late March 2013. We finalized the survey in April 2013. The survey was then disseminated to all full and part-time

² Based on information from the OSU Institutional Research website: <http://oregonstate.edu/admin/aa/ir/faculty-and-staff-reports>

NTT faculty members at OSU between May 9 and June 8, 2013 using the Qualtrics online program. Two reminders were e-mailed 10 and 20 days after initial notices were sent (Appendix C).

The Survey Population

Contact information was obtained through the Faculty Senate office and Human Resource offices.³ This survey polled 2771 NTT faculty members in a variety of positions:

- 606 NTT instructional faculty members, Instructors and Senior Instructors;
- 1490 NTT professional faculty employed in academic support, student support, and administrative support units;
- 675 NTT Faculty Research Assistants, Senior Faculty Research Assistants, Research Associate, Research Associate (Post Doc), Professor (Senior Research) or Senior Research Professor, Associate Professor (Senior Research) or Research Associate Professor, Assistant Professor (Senior Research or Research Assistant).

The Survey Questionnaire

Each version of the questionnaire contained between 45 and 50 questions. Both quantitative and qualitative data were collected. Respondents were asked to provide basic demographic information (age, gender, ethnicity, etc.) and information about their employment (how long they have worked at OSU, their FTE, earnings, contract length, etc.). Participants were also asked to evaluate their experiences at OSU around issues of respect, communication, and inclusion. Some questions utilized a Likert scale in which respondents could indicate degrees of agreement or disagreement with various statements. Other questions asked respondents to rank issues in terms of their relative importance. Throughout the survey process there were opportunities for participants to add comments and clarification. Concluding the survey were two open-ended questions, inviting respondents to identify what they would change at OSU, and to mention any issue(s) they felt still needed to be addressed. Copies of the all three versions of the survey and quantitative summary responses can be found in Appendix A.

Data Collection

Data were collected using the online Qualtrics platform.⁴ All respondents were given individual access codes which prevented anyone from filling out the survey more than once. Participants were assured that their responses would be both anonymous and confidential. The individual access codes were used only to ensure the integrity of the survey. Individual responses cannot be linked to the identities of participants through their email addresses. Only the survey committee members have had access to the data and all data will be reported in such a way that connections cannot be made between particular

³ Numerous attempts were made to ensure all potential NTT faculty were included; however, given the shifting nature of some NTT positions, we cannot guarantee that all potential respondents were contacted. Follow-up studies should address this potential issue.

⁴ OSU provides a campus-wide license for the Qualtrics Survey Program (<http://oregonstate.edu/main/online-services/qualtrics>) that is available to all faculty, staff and students. Qualtrics is an industry leading web-based survey system that offers a robust capability for building and distributing surveys and supports sophisticated data analysis tools.

faculty members and their responses. Where comments are included in this report, identifiable details have been edited out to ensure anonymity.

A total of 2,771 questionnaires were sent out. Two were dropped due to non-qualifying status.⁵ A total of 1,262 surveys were completed, yielding a 46 percent overall response rate. Response rates were comparable between the three component groups.

Table 1: Response Rates

	Instructional Faculty	Professional Faculty	Research Faculty	Total	Completion Rate (those who looked at it)
Initial Mailing	606	1490	675	2771	
Completed	289	683	290	1262	
Response Rate	0.48	0.46	0.43	0.46	0.97

In the social sciences, a response rate of 30 percent is generally considered to be very good (Dillman et al., 2009). Our results have exceeded that rate, which increases the reliability and validity of the data, especially since data are based on the full population and not a random sample. No non-response bias check was completed; therefore, we cannot know how the results might be different had more people responded. However, the fact that nearly half of all potential NTT faculty opted to participate clearly indicates a desire to voice their perspective. Furthermore, 97% of those respondents who opened the survey, completed it.⁶

RESULTS

Statistical results (frequencies, percentages) are presented and analyzed, along with sample open-ended comments illustrating the impact of the phenomena observed on faculty members, in their own voices. Comments collected in follow-up questions (“if yes, please explain”) and in the two final open-ended questions amounted to well over 100 pages of data, with impressively long and detailed narratives. The qualitative information, exceptional in its breadth and depth, provides crucial context to interpret the quantitative results and present a fuller picture of NTT experience at OSU.

⁵ When potential respondents entered the survey link, the first questions (the screening question): “We recognize that some tenure/tenure-track faculty members may also have some portion of their appointment in a fixed term capacity (e.g., Director). This survey is intended for OSU employees who are solely fixed term, non-tenure track faculty members. Which of the following would you consider your primary appointment?” Response options included: 1) Tenure/tenure track Faculty, with an academic appointment, 2) Tenure/tenure-track Faculty, with a fixed term appointment, 3) Instructional Faculty (online or on campus), 4) Research Faculty, and 5) Professional Faculty. If selected, 3, 4, or 5 then directed to the appropriate survey. If they selected 1 or 2, respondents then received a thank you message, but did not proceed to the survey.

⁶ The completion rate is particularly high given the length of the survey (45-50 questions) and amount of time necessary for completion.

In our analysis, we have chosen not to identify specific units or colleges. We did collect respondents' affiliation, results are summarized here for general information and full results can found in Appendix A⁷:

- NTT professional faculty respondents worked in all colleges, Student Affairs employs the most (13%) followed by Agricultural Sciences (9% of respondents), but 35% worked in units not specifically offered as options⁸, in offices such as Finance and Administration, Information Services, International Programs, E-campus, OSU Libraries, OSU Press, Outreach and Engagement, University Relations and Marketing, HR, Admissions, Conference Services, and the Office of the President (non-exhaustive list);
- 40% of NTT research faculty respondents worked for the College of Ag, 15% for the College of Earth, Ocean and Atmospheric Sciences, 13% for Forestry, 9% for the College of Science, 6% for Engineering; the rest in smaller numbers came from Public Health and Human Sciences, the Research Office, Veterinary Medicine and Pharmacy;
- NTT instructional faculty respondents were employed primarily by Liberal Arts (24% of respondents), Health and Human Sciences (15%), Science (12%), INTO (12%) and Agriculture (9%); the rest in smaller numbers came from Business, Education, Engineering, Forestry, Pharmacy and Veterinary Medicine.

The selected findings are categorized into three broad sections: economic vulnerability, general working conditions, and demographics. The results will be presented for all NTT faculty where comparable data are available with substantively significant information discussed. Complete quantitative results for all three respondent groups can be found in Appendix A.⁹ Appendix B includes all open-ended responses to the final open-ended question, with redactions to maintain anonymity.

A. ECONOMIC VULNERABILITY

In this survey, economic vulnerability was addressed through questions about 1) the nature of the appointment, 2) level of compensation (salaries and benefits), and 3) the need to supplement pay.

1. The nature of the appointment. The nature of the appointment refers to contractual conditions between OSU and a faculty member. Respondents were initially asked to indicate their contract length.

⁷ The authors are awaiting information from the Institutional Research Office on number of employees in each unit to assess representativeness of responses across units.

⁸ This study was intended to assess general perspectives of NTT faculty, not as an assessment of particular units; therefore, the relatively large number of respondents indicating 'other' does not alter the results or recommendations made in this report.

⁹ Many open-ended responses are specific to a NTT group and risk violating aspects of confidentiality; therefore, they are not present in Appendix A.

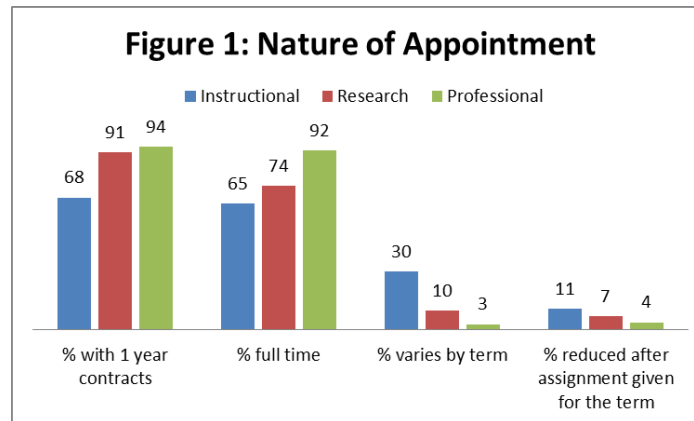


Figure 1 illustrates the percentage of respondents who had one year contracts: 94% of professional faculty, 91% of research faculty, and 68% of instructional faculty. Of the 32% of instructors who were not on one-year contracts, 5% did not know the terms of their contract, 7% had two-year or longer contracts, and 20% had only term-by-term contracts (Appendix A). It appears that a vast majority (91%) of NTT research faculty was on a 12-month appointment, but this number includes 39% of respondents whose year-long contract is in fact conditional, dependent upon availability of funding (“12 month or until exhaustion of the grant/contract”) (Appendix A).

Figure 1 also shows that 92% of professional faculty members were full-time, as were 74% of research faculty and 65% of instructors. It thus appears that NTT professional faculty appointments have much stability, but that research faculty, and instructional faculty appointments in particular, vary more, with more part-time workers and more term-by-term variations. 30% of instructors stated that their contracts varied from term to term, which includes 20% with term contracts as well as those affected by a sudden reduction of appointment. While late changes in assignments do not seem to be the norm institution-wide, 11% of instructional faculty had been given short notice of a reduction in their appointment at least once in the past five years, as had 7% of research faculty and 4% of professional faculty.

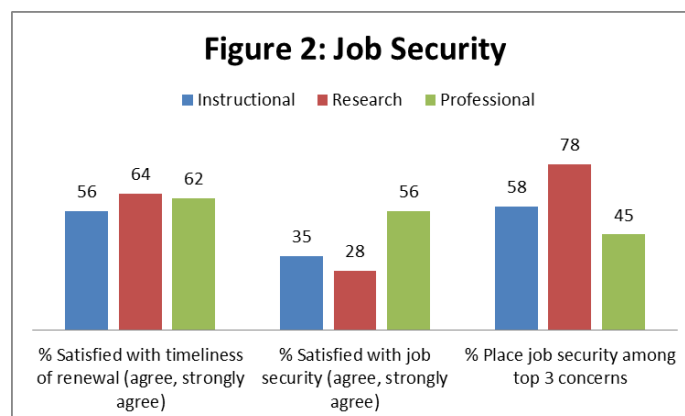
As part of a series of questions related to job satisfaction, two questions specifically related to the nature of the appointment: respondents were asked on a scale of 1 (strongly agree) to 5 (strongly disagree) to indicate their level of satisfaction with the timeliness of their appointment renewal or non-renewal and their satisfaction on job security. Results to all Likert scale questions are presented here in Table 2 and will be referred to again later in this report.

Table 2: Level of agreement with the following statements

	Instructional Faculty (% Agree/Strongly Agree)	Research Faculty (% Agree/Strongly Agree)	Professional Faculty (% Agree/Strongly Agree)
1. I am satisfied with the distribution of my assignments within the year.	67	76	72
2. I am satisfied with the timeliness of my notice of renewal or non-renewal.	56	64	62

3. I feel comfortable initiating conversations with my Director/Chair/Unit Head regarding promotion and contract length.	49	51	55
4. I feel comfortable negotiating with my Director/Chair/Unit Head regarding promotion and contract length.	35	38	41
5. I am satisfied with the level of my job security.	35	28	56
6. My years of service have been reflected in my pay.	23	N/A	32
7. My years of service have an impact on whether or not I am reappointed to my position each year.	25	33	N/A
8. OSU and/or my academic unit provide me opportunities for professional development (e.g., attend conferences, participate in workshops).	55	38	74
9. OSU and/or my academic unit makes funding available to me for professional development (e.g., attend conferences, participate in workshops).	42	14	60
10. I am adequately supplied with infrastructure resources to support my work (e.g., office space, technical/clerical support).	59	69	59
11. I feel that I am respected by my colleagues.	57	71	79
12. I have a voice in department decisions.	37	28	64

Majorities of all categories of NTT faculty expressed satisfaction with the timeliness of their appointment renewal (Figure 2); however, instructors were slightly less satisfied (with 56% expressing satisfaction vs. 64% of research faculty and 62% of professional faculty). Job security clearly appears problematic: while 56% of professional faculty members agreed or strongly agreed with the statement “I am satisfied with the level of my job security,” only 28% of research faculty and 35% of instructors agreed.



When respondents were asked to rank a series of work place issues, job security consistently appeared in the top three placements, with 78% of research faculty and 58% of instructors placing job security among their top three concerns (Table 3).

Table 3: Top 3 issues / concerns

Please rank your top three issues/concerns from the following (numbers reflect % of respondents ranking the item as one of their top three concerns):	Instructional Faculty	Research Faculty	Professional Faculty
Job Security	58	78	45
Overall Work Climate	29	31	41
Salary/Benefits	62	59	63
Collegiality	12	15	16
Transparency of Governance	16	9	18
Support for professional development	17	26	17
Opportunities for advancement	39	45	38
Level of compensation	48	26	40
Other	11	5	10

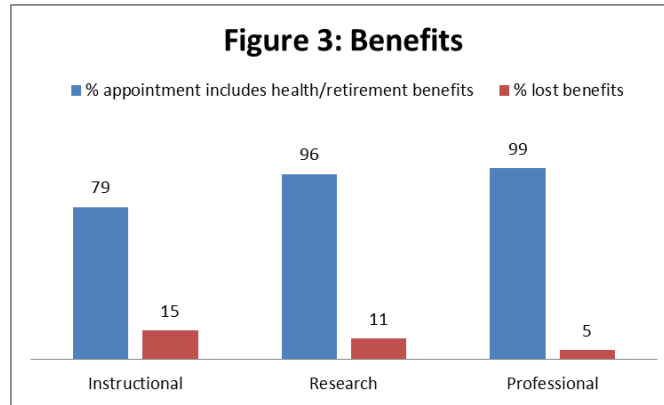
In sum, significant proportions of NTT research and instructional faculty feel uncertain that their jobs and revenues are secure. It appears that NTT research faculty members, as their employment often depends on soft money, feel particularly vulnerable. As one respondent wrote: *"I'm given nominal "12 month" appointments, but if the grant money runs out, so does my appointment."* While there seems to be some acceptance that it is in the nature of research, funding uncertainties are certainly taking a toll, as this anecdote illustrates:

Right now, my appointment ends in 3 weeks, and I expect another 6-month appointment to be approved soon. It's such a close call that every FRA in the office is job-hunting and productivity is suffering as a result.

Likewise, term-by-term variations in instructors' employment leave many of them economically insecure (*"The weeks before the term begins are often spent obsessively checking enrollment numbers to make sure that I'll be employed."*) It is worth noting too that the standard one-year contract most NTT faculty members sign up falls short of providing assurance of long-term employment. While at the unit level, informal agreements may exist to retain NTT faculty members, contractual obligations towards NTT faculty members rarely exceed one year.

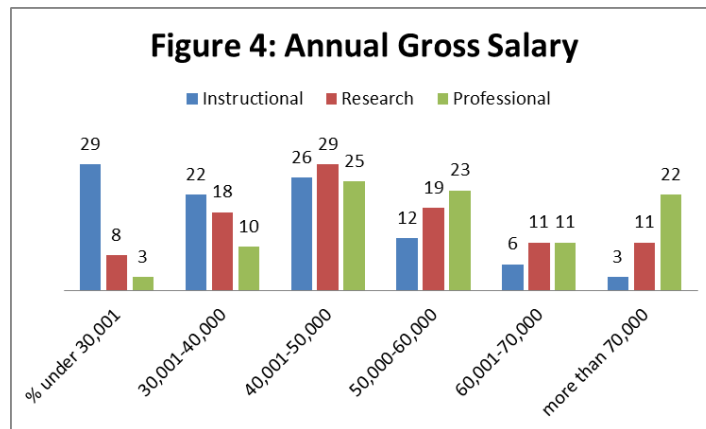
2. Level of Compensation. Another key component of overall economic vulnerability centers on levels of compensation. To address that, respondents were asked a series of questions related to salaries and benefits; their responses are summarized in Figure 3. The vast majority of research and professional faculty receive health/retirement benefits (96% and 99%, respectively). However, only 79% of instructors indicate receiving health/retirement benefits.¹⁰ When asked if they had ever lost benefits for which they previously qualified, 15% of instructors, 11% of research faculty and 5% of professional faculty indicated a loss of benefits. Compared to professional and research faculty, instructors were thus less likely to receive benefits, and more likely to have lost benefits in the past.

¹⁰ Recall 35% of instructors are part-time which affects benefits.



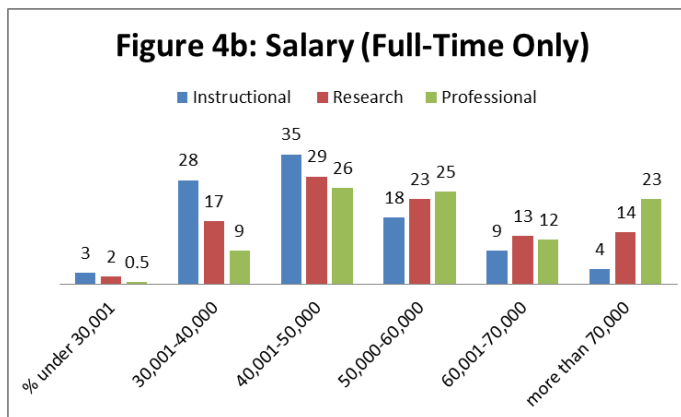
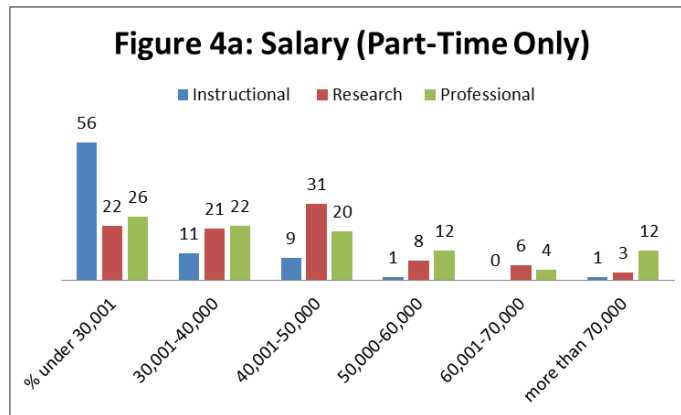
Salary and benefits emerge as significant concerns for all categories of NTT faculty at OSU: 59% of research faculty, 62% of instructors and 63% of professional faculty place it among their top three concerns (Table 3).

There is a range of annual gross salaries among respondents within each occupational category as well as between groups. As indicated in Figure 4, over half the NTT instructors at OSU make under \$40,000, 77% make under \$50,000 per year.¹¹ Salaries tend to be slightly higher for NTT research faculty, and higher still for NTT professional faculty. The diversity of positions included in this category makes comparisons difficult however, as it appears from the salary distribution that while a majority of NTT professional faculty makes between \$30,000 and \$60,000 annually, the category also includes a significant proportion of high-wage earners (22% above \$70,000).



Figures 4a and 4b respectively present annual gross salaries for part-time and full-time workers. As expected, part-time faculty members make significantly less money; again it appears instructional faculty are the lowest-paid, with wages somewhat higher for research faculty and professional faculty. It is worth noting however that OSU seems to rely on an important contingent of part-time instructors with minimal appointments and wages under \$30,000 per year.

¹¹ While the survey asked respondents to reflect on their annual pay, some NTT may have been referring to 9 or 12 month appointments.



Open-ended comments reveal some frustration with low wages, as they do not correlate with educational achievements (“*all those degrees I got...*”) and sometimes appear in contradiction with core institutional values:

We must support teaching faculty in being paid equitably: not everyone can teach well and those who are effective teachers must be valued. Pay scales indicate what is valued, and right now, despite all the rhetoric, OSU's valuing of teaching is clearly in need of improvement.

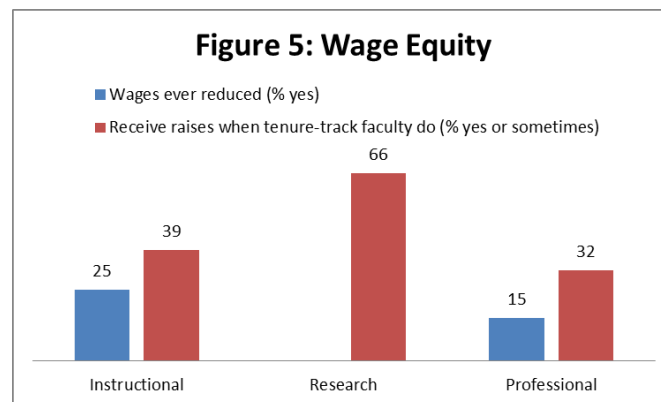
The opacity of OSU compensation practices (“*[M]any of us have felt for some time (...) that our salary scale is not transparent*”) as well as lack of equitable standards are also identified as issues:

FTE and pay per course credit hours jump all over the place from department/college to department/college. This not only affects pay, but the fluctuating FTE affects insurance benefits. You don't ever know what your pay or benefits will be term-to-term.

It is well known that instructors are given variable wages but the reasons behind how wages are determined are unclear and seemingly not uniform. Some instructors make more than others but it is not clear how raises were earned or how wages were determined, even by those who do make the higher wages. (...)

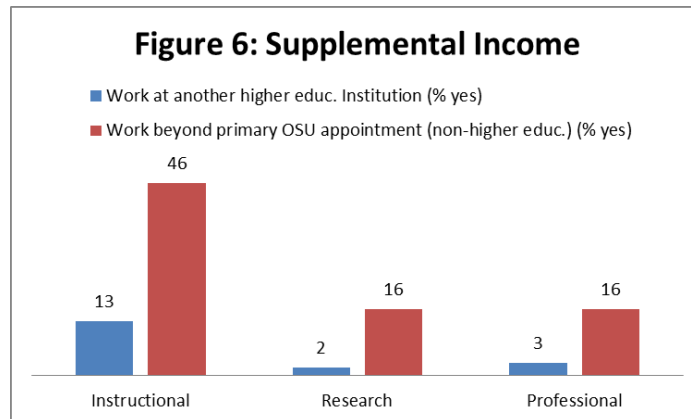
An evaluation of how wages and raises are determined and applied needs to happen. Something systematic should be in place. At this point there seem to be highly subjective decisions being made.

As this last comment highlights, an issue connected to level of compensation is salary equity, especially in relation to the tenure model. Due to the unique position of research faculty (often dependent on grants and contracts), they were not asked if their salaries had ever been reduced. But as indicated in Figure 5, 25% of instructors and 15% of professional faculty had seen their salaries reduced in the previous five years.



When asked to explain, respondents specifically mentioned the impact of mandatory furloughs in AY 2009-10, increases in faculty contributions towards health insurance premiums, and changes in E-campus pay policies from salaries based on student enrollments to a flat rate. While pay cuts are uncommon, pay raises are rarer for NTT faculty than they are for tenured or tenure-track faculty members, particularly for professional and instructional faculty. While two thirds of research faculty stated they received raises along with their tenure-track colleagues, only 32% of NTT professional faculty and 39% of instructors did. NTT faculty members are not systematically included in merit raises and there is no progressive wage scale rewarding seniority, contributing to very serious salary compression issues.

3. The need to supplement pay. Figure 6 indicates that instructors are more likely than other categories of NTT faculty to seek additional employment, with 46% holding another job beyond their primary appointment at OSU (whether at OSU or elsewhere), and 13% working at another higher education institution.

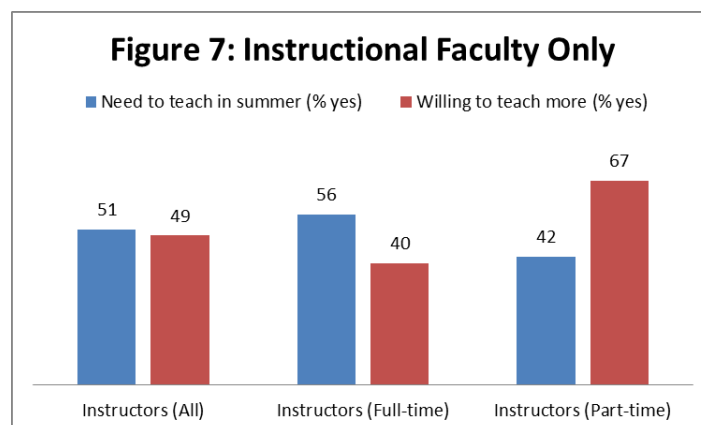


As evidenced by open-ended comments, motivations in seeking additional employment vary somewhat, but many more respondents made mention of economic necessity than any other reason, and some comments reflect a very strong sense of unfairness and great economic distress:

I have to work several odds and end jobs to just pay my standard bills. For working [...] hazardous conditions and constant overtime that's unpaid/not reimbursed, I feel like I am getting screwed.

I always try to get at least two classes or I cannot live through the summer. I never get a full class load, so I live on credit cards, outside contracts when I can get them, and always have to defer my student loan. In the last eight years, because of interest deferments, my student loan payments have gone from \$650.00/month to \$878.00/month. The hole just keeps getting bigger.

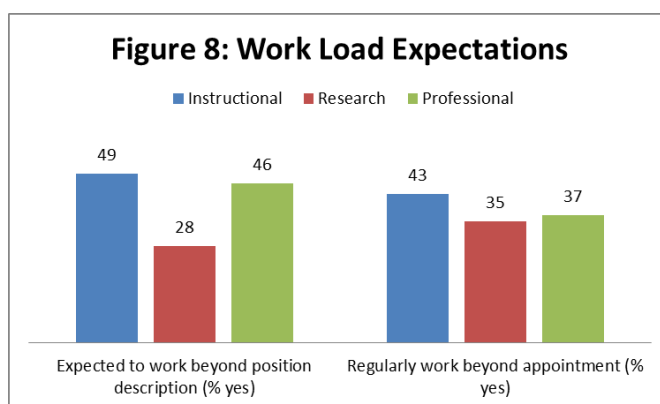
NTT instructor appointments are typically for the nine months of the academic year, and 56% of full-time instructors said they needed to teach in the summer (Figure 7), writing for instance: “*I teach at [local community college] to supplement my income and to keep my feet in the loop so I have some, even if very little, income in the summer.*” Meanwhile, 67% of part-time instructors want to teach more, constituting a large labor pool of underemployed academic workers.



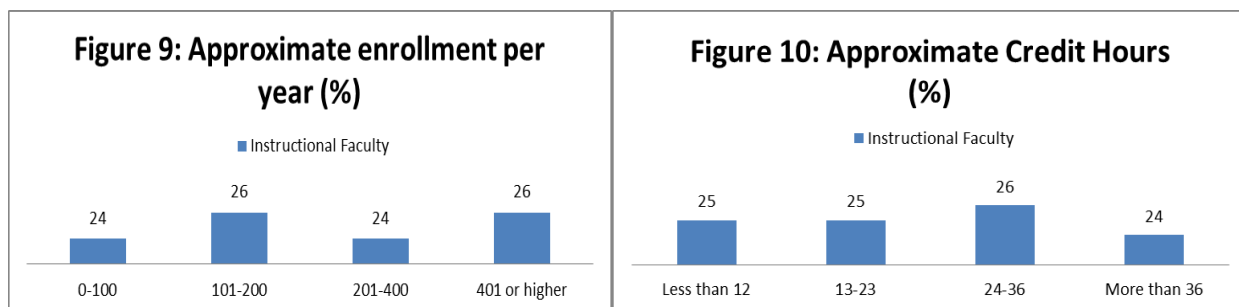
B. GENERAL WORKING CONDITIONS

This section contains results to a series of questions designed to assess working conditions for NTT faculty at OSU, questions related to workload, work climate, and opportunities for professional development. Statistical results to those questions, as well as the qualitative data collected in follow-up questions, contribute precious information to our understanding of NTT professional life at OSU and the issues confronting them.

1. Workload (NTT Combined). Because of the different nature of duties assigned to each category of NTT faculty, separate questions were developed for instructional, research and professional faculty to assess actual workloads. All three versions of the survey also contained questions, asking respondents whether they were expected to spend time on work not specifically in their position description, and whether they did spend time on extra duties, whose results are presented in Figure 8, and to which we will refer through this section as appropriate.



1a. Workload (Instructional Faculty). Figures 9 and 10 show that a quarter of instructional faculty respondents teach over 400 students per year or teach more than 36 credits per year (i.e. 4 three-credit classes per term over 9 months or 3 classes every term including summer).¹²



On top of teaching and all pertaining duties, NTT instructors often work beyond their position description: 49 % said they were expected to do so, 43% said they regularly engaged in work beyond their appointment (Figure 8). Instructors perform service activities for their unit, their college, the

¹² Respondents were asked to give approximations and the information provided may be higher or lower and can be verified with future research based on official course enrollments.

whole institution, and professional organizations, including such tasks as committee work, outreach, supervising lower-division instructional programs, advising and mentoring students, organizing events, attending student performances, grant-writing, networking with alumni and industry leaders... Adequate compensation for service appears inconsistent and problematic: some NTT instructors receive some compensation (for instance, one course down per year, 10 % FTE...), but it appears from open-ended comments that many do not:

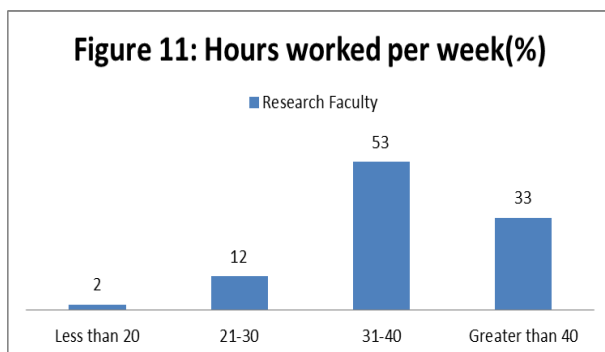
For 8 years my position was a fixed term by term appointment and my job description was simply teaching. In 2011-12 I became a full time fixed term instructor and my job description then included .1 FTE of service. But prior to my appointment as a full time instructor, I was "asked" to serve on committees and help with various Department activities, even though there was no formal means of recognizing and rewarding this activity.

Comments also include criticism of the boilerplate language used in position descriptions, with for instance the standard clause "and other duties as assigned," which creates, in the words of one respondent, "an annoyingly undefined and unclear area." Additionally: *"I am told that "service is encouraged" but not compensated. The implication is it improves the likelihood of a contract in the next AY. However, despite a high number of "volunteer" hours (my term, not OSU's), my hours have decreased since last year."* Other comments reveal a high level of frustration with the pressures applied to NTT faculty to perform service activities for little to no compensation:

I'm assuming this is the case for everyone who is non-tenure track. I'm asked to be on committees and participate in other service activities which are not a part of my contract, and because I'm year-to-year it's expected that I will say yes.

Workload thus emerges as a significant concern among NTT instructional faculty, but it appears that the negative effects are compounded, for instructors particularly, by problematic / inadequate compensation. This combination of economic vulnerability with heavy workloads is an important source of dissatisfaction among NTT instructional faculty, fostering a sense of social injustice at OSU. We refer you to open-ended comments included in Appendix B.

1b. Workload (Research Faculty).

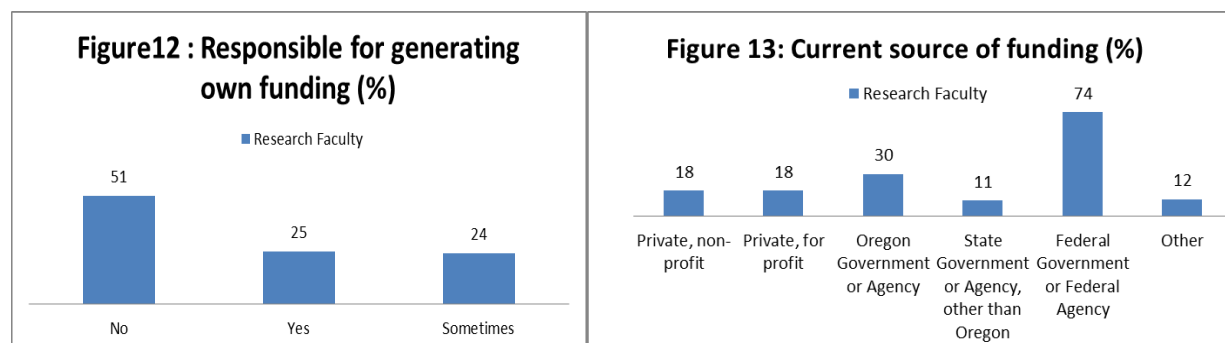


One third of respondents among research faculty work over 40 hours a week, a result consistent with answers illustrated in Figure 8, where 35% of research faculty respondents stated that they “regularly engaged in work beyond their position description.” Qualitative responses to the follow-up questions reveal the wide diversity of activities done by research faculty members beyond their position descriptions: committee work (on university-wide + unit level committees, also student graduate committees), grant-writing, student advising, outreach... Extra duties are often taken on willingly, being seen as valuable and important:

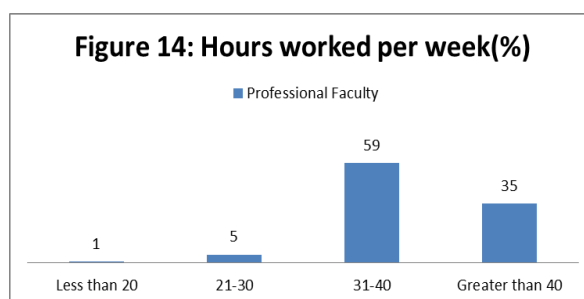
I engage in far more service than my PD describes and FTE supports, but it is because of my desire and willingness to contribute.

Participation in departmental and college activities is a necessary part of functioning in academia, even when no funds flow to me from this institution (i.e. I power orange).

Compensation for extra duties is not consistent between units and colleges and discrepancies between PD and actual duties performed are common. In the euphemistic words of one respondent: “*My position description is not as thorough as it should be.*” In addition, open-ended responses reveal the significant pressures applied to non-tenured research faculty, including pressure to do independent scholarship even when not supported, and expectations that NTT research faculty will raise / participate in raising their own funding. Those can significantly add to NTT research faculty workloads, especially as many appear dependent on a mixture of grants that may be difficult to maintain, given the prevalence of (increasingly unreliable) federal funding (Figures 12 and 13).



1c. Workload (Professional Faculty). Consistent with other categories of NTT faculty, one-third of professional faculty work over 40 hours a week (Figure 14).



Close to half of NTT professional faculty respondents (46 %) are expected to do work beyond their position description (Figure 8): committee work, outreach, coordination, conferences... Comments reveal a prevalent attitude of “*We do what needs to be done*” with some enthusiastically taking on extra work, which they feel is part of their broader mission and of being a good team player. But other open-ended responses reflect some frustration with overwork, and depict situations whereby pressure is applied on NTT professional faculty to take on more work:

Position Description can't possibly cover everything that we need to do (or we are asked to do). 5% of "Other duties to be assigned" can become 30%, while nothing is taken off my plate. Short staffed, expectation for higher production, etc. all lead to extra work, required or not required by PD.

Such obligations are not listed by specific names in my PD, however I am expected to participate on behalf of my department or unit. (...) There is a subtle expectation that one will nearly always say "yes" to such requests.

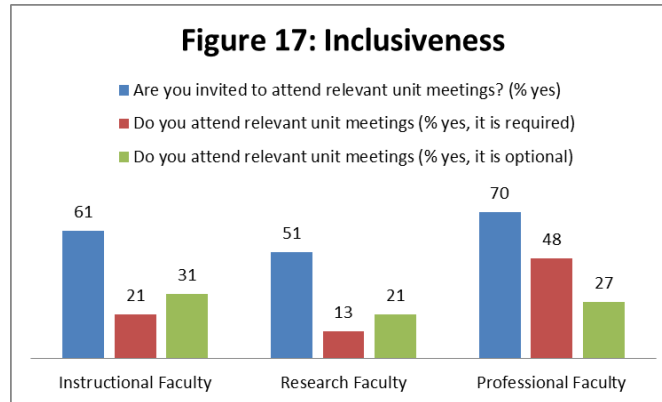
While those quotes do not reflect general practices regarding professional faculty, especially as the category subsumes a variety of positions at different hierarchical levels, they nevertheless echo sentiments expressed by other NTT faculty and highlight a need for an equitable definition of expectations and compensation practices.

2. Work Climate

2a. Collegiality / inclusiveness. A majority of respondents in all three categories feel respected by their colleagues (Table 2, number 11): 79% of professional faculty and 71% of research faculty, although only 57% of instructors share this feeling. One instructor expressed it thus: “*We are encouraged/required to attend [unit meetings] when possible, and while I am allowed to share at meetings, I feel disrespected by the other faculty.*” However, collegiality rarely appears as a major concern: only 12% of instructors, 16% of research and 17% of professional faculty ranked it among their top three concerns. Some professional faculty nevertheless expressed a sense that their work was not appropriately valued:

While expected to do almost all the things tenure-track and tenured (. . .) faculty do, it seems many tenured/tenure-track do not understand what professional faculty are. I have often felt that my position is considered by tenure-track/tenured faculty as a glorified classified position.

As for having a voice in their unit’s decisions, it appears that NTT professional faculty feel significantly more included, as 64% say they have a voice in department decisions, whereas only 37% of instructors and 28% of NTT research faculty do (Table 2, number 12). As Figure 17 shows, 70% of professional faculty, 61 % of instructional faculty, but only 51% of research faculty were invited to relevant unit meetings. Participation is much more likely to be required of professional faculty, who consequently appear better integrated in unit governance, whereas it seems that only half of instructors and barely one third of research faculty attend relevant unit meetings.



In open-ended comments, NTT research faculty and instructors often express a sense of disenfranchisement, feeling “*invited, but not really welcome*”:

It is of concern to me that instructors are usually not welcome in the department meetings. I feel like this is a divisive policy and that it leaves the instructors uninformed about the department.

I have been asked to serve on committees and attend department meetings and functions but I believe to some extent my input is not given as much value as that of other faculty members. I know other fixed term instructors who simply attend meetings but say nothing because they do not feel validated and/or are uncertain of their position within the committee.

Many meetings (and let me add here, opportunities) appear to be designed only for tenure/TT faculty, adding to the impression that non-T/TT faculty are not worth investing in. I have been left out of many of these meetings and opportunities, and not even informed of them directly. Sometimes I learn about them in roundabout ways, and always feel a little sad to have been left out.

Respondents describe a culture in which non-tenured faculty's right and ability to participate in departmental decisions are tenuous at best, raising questions about the governance processes in place at OSU. Some practices at the unit level directly contribute to the disenfranchisement of NTT faculty:

Faculty Research Assistants & Sr. Faculty Research Assistants are considered a unit not individuals. While faculty meetings are open we are not actively invited nor is our input requested. When votes do come up we have a collective vote of "1" which means that my current vote in the department is only worth 1/12th of a vote.

2b. Relationship to Institutional Hierarchy. Results and open-ended comments to questions regarding initial salary determination and further salary negotiations highlight the asymmetry in relationships between NTT faculty and their hierarchical superiors (unit heads and college deans). As illustrated in Table 4, 47% of NTT professional faculty negotiated their initial salaries, 39% of NTT research faculty did,

but only 18% of instructors. Among those who did negotiate, it is noteworthy that few possessed crucial information such as the salary range for the unit (19% of professional, 13% of research, 6% of instructional faculty did). The fact that a quarter of NTT research faculty and instructors and a fifth of NTT professional faculty do not know how their initial salary was determined is also significant, revealing if nothing else a certain lack of transparency in hiring and compensation practices.

Table 4: Ability to negotiate salary

When you first began teaching at OSU, which, to the best of your knowledge, describes how your salary was determined?	Instructional	Research	Professional
	(%)	(%)	(%)
Not negotiable: new faculty in my unit were all paid the same rate.	23	5	11
Not negotiable: new faculty in my unit were paid at a rate that varied, based upon qualifications.	23	12	21
Not negotiable: new research faculty in my unit were paid based on available grant resources and minimal hiring requirements of OSU	N/A	20	N/A
Negotiated: based on my qualifications and a department salary range known to me.	6	13	19
Negotiated: based on my qualifications. I was unaware of any set department salary range.	12	26	28
Don't know	25	25	20
Other	11	0	0

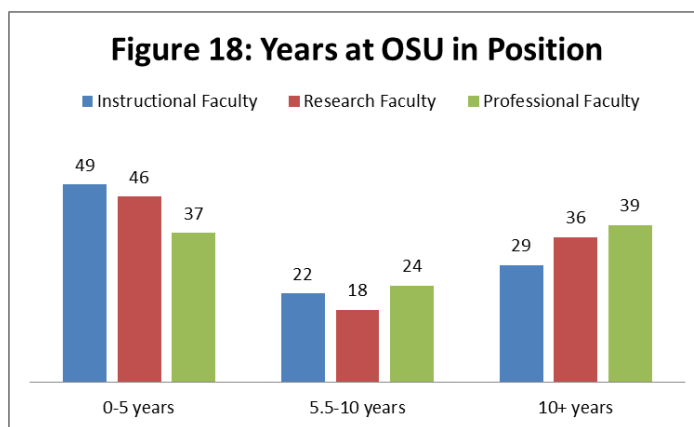
About half of all respondents feel comfortable initiating conversations with their unit head regarding promotion and contract length (55% of professional, 51% of research, 49% of instructors) but all felt rather less comfortable entering actual negotiations: 41% of professional, 38% of research, and 35% of instructional faculty felt comfortable negotiating (Table 2, numbers 3 and 4). Those results corroborate observations made earlier about expectations that NTT faculty will perform extra work without additional compensation: NTT faculty members are at a structural disadvantage in discussions about the terms of their employment.

3. Professional opportunities

3a. Opportunities for Professional Development. Respondents were asked their level of agreement to several statements, including “OSU or unit provides opportunities for professional development” and “OSU or unit makes funding available to me for professional development.” Results are presented in Table 2. There appear to be generally more opportunities than actual financial support for professional development, and support for professional development seems more available to NTT professional

faculty than to instructors and NTT research faculty. NTT research faculty members are least likely to agree that OSU and their unit provide opportunities for professional development (38% agree) and funding (only 14% agree). Such support is particularly crucial for research faculty, who were more likely to rank opportunities for professional development in their top three concerns (26% of NTT research faculty did vs. 17% of NTT professional faculty and instructors both), probably because this category typically includes younger and more upwardly mobile professionals.

3b. Professional advancement and accruing seniority. Terms like “contingent” contribute to the myth that NTT faculty are temporary workers without long-term commitment to the institution. However, as Figure 18 shows, more than half of all NTT have been in their position over five years (that is the case for 63% of professional faculty, 54% of research faculty and 51% of instructors). For reference, NTT instructional and research faculty are eligible for promotion after four years of full-time service or equivalent. Although long-term retention seems higher for professional faculty and lower for instructional faculty, significant numbers of all categories of NTT faculty have served a decade or more at OSU. Thus, NTT faculty, while treated as part of a flexible workforce, in fact often have deeper ties with the institution built over years of service: while they are peripheral to OSU, OSU is at the center of their professional lives.



40% of instructors, 39% of professional and 45% of research faculty place opportunities for professional advancement among their top three concerns (Table 3). The survey contained no specific question about promotion, limiting analysis of this result. But other data exist to assess whether or not a career path is available to NTT faculty at OSU, and measure in particular whether or not NTT faculty members are accruing seniority benefits, in terms of wages and job appointment. Only 23% of instructors agree or strongly agree that their years of services have been reflected in their pay, and only a quarter of them agree or strongly agree that their seniority plays a role on whether or not they are reappointed each year. Numbers are slightly higher for NTT research and professional faculty, but at most one third in each category agree that their seniority counts (Table 2).

It thus appears that for most NTT faculty, years of service have limited impact. Merit raises are rarer for NTT faculty, as seen above in Figure 5 on salary equity, and some long-serving NTT faculty members receive the same salaries as (or even occasionally lower salaries than) new NTT hires. Frustrations on this issue express themselves forcefully in open-ended comments:

After more than a decade of teaching at OSU, with 5+ years of continuous full-time service, I am earning exactly the same as the new person they hired this last September. The experience I have accumulated is not recognized, the commitment I made to this institution is not reciprocal.

At one point I was offered a slight raise, as it seemed my salary was out of alignment with what new hires were being offered. This should not have happened! Our varying years of teaching experience do not seem to affect salary, as it might in another setting.

Lack of recognition of NTT faculty members' years at OSU particularly affects NTT instructional and research faculty, as attested by open-ended comments. NTT research faculty members, whose employment is conditional on funding, expressed resentment over a perceived lack of commitment from the institution:

(...) deans have never stepped up in 27 years to cover my salary or assure me of a modicum of security when I did not have grant funding. In other words, I have never had any security for myself or my staff, all of whom work on the same grants as me. I would like to build a buffer and soft tenure system for each person based predominantly on years of service within my unit (on my continuous grants). I have requested this buffer from my College for a decade with little result. With a few exceptions in the past, when the money ends my college and the University will likely feel no responsibility to retain me or my staff.

Note that when I received my contract it said 12 month or until exhaustion of the grant/contract. I asked that the conditional statement be removed since I had several years of grant funding lined up. I remember feeling hurt that my direct supervisor (Assoc Dean) was so insensitive to me after my longtime service to OSU. The conditionality drove in the reality that I am allowed to be at OSU only as long as I have money to pay myself. Oh my. I have no idea what my next annual contract (...) will state.

C. General Demographics

Demographic information is included here for information, but no demographic data have been used to isolate specific groups for analysis. Such analysis may be beneficial and shed light on the intersectionality of professional status as NTT with other variable such as gender, race, and age.

Table 5: Demographic information

	Instructional Faculty	Research Faculty	Professional Faculty
Gender (numbers / %)			
Male TOTAL n = 419 / 37.4%	103 42%	134 49%	182 30%

Female TOTAL n = 644 / 57.4%	126 51%	127 46%	391 65%
Prefer not to answer ¹³ TOTAL n = 58 / 5.2%	18 7%	13 5%	27 4%
Age (%)	Instructional faculty	Research faculty	Professional faculty
Under 30	4	7	6
31-40	30	33	23
41-50	22	24	26
51-60	27	25	30
over 60	9	7	10
Prefer not to answer	8	4	5
Education (%)			
HS or GED	0	0	5
2 year associates or trade school	0	0	7
4 year college degree	2	18	29
Masters Degree	52	37	44
Ph.D.	38	44	8
Other terminal degree	5	0	4
Prefer not to answer	4	1	5
Do you consider yourself a member of a minority group defined by: (%)			
Yes, check all that apply	13	11	12
Race	5	5	7
Ethnicity	6	6	7
Ability	1	0	2
Sexuality	4	3	7
Religion	7	4	6
Other	3	7	5
No, none of the above	66	73	65
Prefer not to answer	13	7	9

To summarize significant demographic data presented in Table 5:

- NTT faculty tends to be feminized, with over 57% of women among respondents: this is particularly true of professional faculty (65% of professional faculty members are women), although less markedly so of NTT instructional faculty (with 51% of women for 42% of men and 7% who prefer not to answer), and NTT research faculty appears more evenly split;
- NTT faculty are not new entrants on the job market: NTT workers under 30 represent very small minorities (4% of instructional faculty, 7% of research faculty and 6% of professional faculty),

¹³ The “transgender” option is left out of this chart as the number of respondents was not high enough to maintain anonymity.

and the largest age group for both research and instructional faculty is 31-40; professional faculty seems older: a full two-thirds of professional faculty members are above 40;

- Levels of educational achievement are particularly high among research and instructional faculty: 90% of instructors and 81% of research faculty have a Master's degree or above (and 52% of professional faculty do), 44% of research faculty and 38% of instructors hold a Ph.D.; although finer analysis of data would be necessary, it appears that educational achievements do not coincide with higher wages;
- The data on minority status show that between 11% and 14% of NTT faculty belong to a minority and appear to be in line with data on faculty as a whole (for reference, the latest data available from the office of Institutional Research in its 2008-2009 Faculty Report identified 10% of the whole faculty as ethnic / racial minorities).

CONCLUSIONS

This report attempted to capture baseline information about NTT faculty and their perceptions of working conditions at OSU. Included are all categories of NTT faculty: instructional, research and professional. NTT faculty are employed in such a wide range of positions that it can be difficult to draw specific conclusions. More detailed analysis will be necessary to understand the institutional processes that contribute to the specific circumstances for different groups of NTT faculty (professional / research / instructional faculty, part-time vs. full-time, online instructors, Extension faculty, faculty in different colleges, women, and so on). As indicated before, results have not been analyzed by college or unit, although the data does suggest that the concerns identified in this report are not applicable to the same degree to all NTT faculty.

It is clear that NTT faculty members are proud of their contributions to OSU and value their association with the university. They generally report good relationships based on respect and collegiality with their co-workers and supervisors. They enjoy the work that they do as teachers, researchers, and support staff. The dissatisfaction expressed in this survey stems primarily, and to varying degrees, from the feeling shared by many NTT faculty that they are not fully appreciated at OSU, a university that they value and to which they have committed themselves. The data indicates a number of issues that are common to substantial numbers of NTT faculty in all three subgroups. These are either systemic, or at least so widespread as to warrant immediate attention:

- A substantial proportion of NTT faculty members are concerned about job security. Standard one-year contracts offer little assurance of long-term employment and funding uncertainties for research faculty and fluctuating enrollments for courses taught by instructors compound this problem.

- NTT faculty often find themselves in economically vulnerable situations due to a combination of relatively low salaries, fixed-term contracts, and general inability to negotiate the terms of their employment; instructors and research faculty appear to be particularly affected.
- There are apparently few university-wide standards and little internal coherence regarding expectations and compensation. This, along with a general lack of transparency, fosters a sense of inequity among many NTT faculty.
- Prospects for professional growth are limited. Support for professional development is unevenly distributed and funding is often inadequate or unavailable.
- Advancement within the university is difficult as years of service are rarely taken into account in determining salaries and appointments. Promotion, while formally available, often remains out of reach due to a lack of funding and established paths to promotion at the unit level. This seems to be especially true for instructors.
- Many NTT faculty members do not participate in decision-making at the unit level and in faculty governance.

Recent initiatives such as the expansion of the rank system for NTT instructional and research faculty, changes to the salary structure for professional faculty, and increased attention in some units to NTT promotion are all encouraging signs of a growing awareness of and commitment to social justice at OSU. Our conclusions and the following recommendations are thus in line with OSU's core values of respect and social responsibility, stating that "we contribute to society's intellectual, cultural, spiritual, and economic progress and well-being to the maximum possible extent." Our conclusions and recommendations also echo statements made in the recently circulated draft of the OSU Strategic Plan, Phase III, which will guide university policy until 2018:

At Oregon State, we are grounded in an academic community characterized by respect for the dignity of each person; innovation and creativity; integrated and transformative learning environments; equitable and inclusive practices; passion for our world and a commitment to improve its condition; and a collaborative environment where partnerships are nurtured and cherished.

As Oregon State University affirms its core values and ethical commitment to "becoming a great place to work, learn and flourish," it promises to "create and sustain healthy environments that enable community members to live productive, balanced and engaged lives" (draft of OSU Strategic Plan, Phase III, Introduction). To that end, we encourage concerted action so that those goals can be effectively achieved for NTT faculty.

RECOMMENDATIONS

Besides identifying issues affecting NTT faculty, this survey also revealed the deep commitment of NTT faculty to the core missions of providing quality education, research, and administrative support services to OSU and the larger community. OSU must uphold its side of the bargain and commit to retaining NTT faculty members who have demonstrated competence in their position, and take steps to ensure a climate of respect, inclusiveness, and equity within this institution. Given that NTT faculty are so crucial in providing quality undergraduate instruction and student support services, we also believe that improving NTT faculty working conditions will contribute substantially to improving students' first-year experiences and increasing retention rates.

These recommendations are respectfully offered as starting points for a renewed dialogue which, based on the results of this survey, we feel it is important to engage.

- **Focus on addressing NTT faculty issues.** Initial data collection about NTT faculty, in the form of this survey, has received support from key OSU administrators, first and foremost President Dr. Ray. It is our hope that this survey will prompt key stakeholders (administrators at all institutional levels, as well as the Faculty Senate) to actively address issues confronting NTT faculty members, by continuing data collection and analysis about NTT faculty and by crafting policies to correct inequities at OSU.
- **Include NTT faculty members in routine meetings and planning efforts at the unit level and encourage their participation in faculty governance** so that NTT faculty members are better able to contribute their expertise, ideas, and observations, and so that they are informed and have a voice in decisions affecting their work.
- **Increase job security, especially for long-term NTT faculty members.** The Modern Language Association recommends that NTT faculty members "be hired on three-year contracts with full benefits; (...) past six years, they should be given longer (five- or six-year) contracts" ("Professional Employment Practices" 2). Current practices at OSU fall far short of that ideal and we support the establishment of multiyear appointments. OSU currently has procedures and policies in place to initiate extended fixed term contracts but it appears that at present, only a handful of NTT faculty members have multiyear contracts.¹⁴ We thus specifically recommend that NTT faculty eligible for extended fixed term contracts be with all due diligence considered for multi-year contracts. We also encourage exploring ways to ensure some measure of job security for NTT faculty members with several years of service, something along the line of a system of "soft tenure" as suggested by one respondent to the Research faculty survey, which would guarantee minimum employment (and benefits) to long-serving NTT faculty members and cushion them against the effects of loss of funding or class cancellations.

¹⁴ Information shared at Faculty Status Committee meeting on February 21, 2014 showed that only two units on campus granted extended fixed term contracts to NTT faculty: Business Services Operations and the Office of the President.

- **Develop standard practices for writing position descriptions which more accurately reflect expectations and duties and explicitly take into account service activities performed by NTT faculty members.** This survey found a sometimes surprisingly casual attitude toward defining actual employee responsibilities, with boilerplate position descriptions in wide use, allowing additional duties to be added to NTT faculty workloads for little to no extra compensation, and leaving NTT faculty members at a structural disadvantage in negotiating the exact terms of their employment. It is particularly important that the full range of duties performed by NTT faculty be adequately recognized and compensated, service especially, which “not only contributes to more fair and equitable compensation, but also encourages their authentic commitment as members of the campus community by demonstrating that their involvement and time are valued the same as other faculty members” (Delphi).
- **Strive towards equity in pay based on workload and qualifications,** consistent with AAUP recommendations about compensation for contingent appointments (AAUP 2003). We recommend concerted efforts to raise salaries for NTT faculty members to the standards of comparable institutions within the region, and to identify egregious discrepancies in salaries within this institution.
- **Reward seniority.** NTT faculty members should be able to accrue seniority just like TT faculty, i.e. be included for consideration whenever merit raises are granted, and be considered for full-time vacancies and tenure-track positions for which they qualify alongside external applicants.
- **Continue efforts to recruit and support minority and women faculty members.**
- **Facilitate promotion of NTT faculty members by increasing institutional support.** This survey found wide discrepancies in practices governing the evaluation and promotion of NTT faculty members. While policies are in place establishing a three-rank system for NTT instructional and research faculty, and the ranks of Senior Instructor and Senior Research Assistant have existed for a long time, we find that NTT faculty members too often lack the effective right to be promoted for lack of administrative support. We suggest:
 - **At the unit level, institute annual reviews and provide support in dossier preparation.** MLA recommendation: “NTT faculty members should be reviewed annually with regard to salary levels and opportunities for professional advancement and promotion. Evaluations should be conducted in accordance with established, written criteria for departmental review, and departments should establish procedures for appeal or grievance in the event that an NTT faculty member alleges substantial violations of such criteria” (“Professional Employment Practices” 3).
 - **At the college level, develop mechanisms to ensure that NTT faculty members are considered for promotion in a timely manner.** The Criteria for the Promotion of

Instructors and Research Assistants, revised in April 2013, state that promotion within those ranks “may be considered after four years of full-time service” or, for part-time faculty members, “after accumulating the equivalent of four years of full-time service” (Faculty Handbook).

- **Create tenure lines for instructors.** OSU policies make provisions for tenure-track instructors, a position carrying expectations of scholarship, but which appears significantly underused. In order to recruit and retain excellent instructors, we suggest the creation of tenure lines specifically for instructors, and recommend that qualified NTT instructors be eligible for consideration for tenure-track instructor positions.
- **Develop a progressive career path for NTT faculty members,** with faculty mentoring, access to professional development funds, and access to advancement opportunities. Supporting NTT faculty members’ intellectual and academic engagement is not only vital to the instructional mission of OSU, it also directly contributes to our goal of creating healthier communities by providing opportunities for professionally fulfilling and economically stable lives.

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“WE POWER ORANGE”¹

Appendix A: Survey and Quantitative Results²

Pgs. 1-10: Instructional Faculty Results

Pgs. 11-19: Research Faculty Results

Pgs. 21-29: Professional Faculty Results

Instructional Faculty Survey

Your participation in this online survey is completely anonymous. No information you share electronically can be traced to you or the computer you used nor can you be traced to or by any responses you provide. Depending upon the depth of your responses, participation time varies from 10 minutes to 20 minutes. Survey participation is completely voluntary. You may stop answering questions and exit the survey at any time for any reason. Data will be kept stored in the online survey site’s databank. Dr. Lori A. Cramer will have primary access to the raw data. If you have questions, please contact Dr. Cramer at lcramer@oregonstate.edu.

There will be a space for your comments at the end of the survey.

1. How many years have you taught at least one term at OSU?

2. Is your appointment solely to offer online courses?

- ☒ No (246)(89%)
- ☒ Yes (30)(11%)
- ☒ Prefer not to answer (0)(0%)

3. Occasionally, instructors teach for multiple institutions. Do you also teach at another higher education institution?

- ☒ No (237)(86%)
- ☒ Yes (36)(13%)
- ☒ Prefer not to answer (3)(1%)

¹ A **preliminary report** by the OSU-AAUP and the Faculty Status Committee.

² Due to the nature of the questions, respondents often personalized their comments to ‘other’ or ‘please explain’. Therefore, reporting them here would risk violating anonymity. Where appropriate, comments are mentioned in the body of the report to provide additional context to the quantitative data.

4. For this academic year, in which OSU academic unit did you teach the *majority* of your classes?

- ☐ College of Agricultural Sciences (24)(9%)
- ☐ College of Business (17)(6%)
- ☐ College of Earth, Ocean & Atmospheric Sciences (9)(3%)
- ☐ College of Education (11)(4%)
- ☐ College of Engineering (12)(4%)
- ☐ INTO OSU (33)(12%)
- ☐ College of Forestry (9)(3%)
- ☐ Graduate School (0)(0%)
- ☐ College of Public Health & Human Science (41)(15%)
- ☐ College of Liberal Arts (66)(24%)
- ☐ College of Pharmacy (4)(1%)
- ☐ College of Science (32)(12%)
- ☐ University Honors College (1)(0%)
- ☐ College of Veterinary Medicine (3)(1%)
- ☐ Other (11)(4%)

4a. If you answered "Other," please explain:

5. For this academic year, how many course credit hours did you teach at OSU?

N/A

6. Since Fall 2012, what is the approximate total enrollment of all of your courses?

N/A

7. If provided the opportunity, would you choose to teach additional credit hours/courses at OSU?

- ☐ No (133)(51%)
- ☐ Yes (130)(49%)

7a. If you answered yes, please explain:

8. What level of courses do you teach (check all that apply):

- ☐ Below 100-level (18)(7%)
- ☐ 100-level (84)(32%)
- ☐ 200-level (101)(39%)
- ☐ 300-level (134)(51%)
- ☐ 400-level (112)(43%)
- ☐ 500-level (70)(27%)
- ☐ 600-level (10)(4%)
- ☐ Other (32)(12%)

8a. Please specify "other":

9. Is your appointment full time?

- ☒ No (93)(35%)
- ☒ Yes (171)(65%)

10. Does your appointment vary per term?

- ☒ No (184)(70%)
- ☒ Yes (79)(30%)

11. Does your appointment include health/retirement benefits?

- ☒ No (56)(21%)
- ☒ Yes (208)(79%)

12. While at OSU have you ever lost health/retirement benefits for which you previously qualified?

- ☒ No (224)(85%)
- ☒ Yes (38)(15%)

13. As part of your appointment, are you *expected* to spend time on non-teaching, departmental or institutional work (e.g. committees, advising) which are not specifically in your position description?

- No (133)(51%)
- Yes (128)(49%)

13a. If you answered yes, please explain:

14. As part of your appointment, are you *allowed* to spend time on non-teaching, departmental or institutional work (e.g. committees, advising) which are not specifically in your position description?

- No (51)(20%)
- Yes (203)(80%)

14a. If you answered yes, please explain:

15. Do you regularly engage in work for the University that is not reflected in your appointment?

- No (146)(57%)
- Yes (110)(43%)

15a. If you answered yes, please explain:

16. In the past five years, have you ever been given a teaching assignment at OSU with less than a month to prepare for the beginning of the term?

- No (149)(58%)
- Yes (107)(42%)

16a. If you answered yes, please explain:

17. In the past five years, have you been told that your services would not be required (or would be reduced) at OSU for a particular term after you had been given a teaching assignment for that term?

- No (230)(89%)
- Yes (27)(11%)

17a. If you answered yes, please explain:

18. What is your contract length?

- Term-by-term (52)(20%)
- One year (176)(68%)
- Two year (15)(6%)
- Three year (2)(1%)
- More than three year (0)(0%)
- Don't know (12)(5%)

19. Do instructors in your academic unit receive regular performance/annual reviews?

- No (49)(24%)
- Yes (158)(76%)

20. What is your annual gross pay for this academic year for teaching at OSU?

- 0 to \$10,000 (17)(7%)
- \$10,001 to \$20,000 (30)(12%)
- \$20,001 to \$30,000 (25)(10%)
- \$30,001 to \$40,000 (57)(22%)
- \$40,001 to \$50,000 (66)(26%)
- \$50,001 to \$60,000 (31)(12%)
- \$60,001 to \$70,000 (15)(6%)
- Over \$70,000 (8)(3%)
- Don't know (1)(0%)
- Prefer not to answer (7)(3%)

21. Has your gross pay ever been reduced?

- No (189)(75%)
- Yes (63)(25%)

21a. If you answered yes, please explain:

22. Do you teach overload or in the summer to supplement your pay?

- No (125)(49%)

- Yes (131)(51%)

32. If you answered yes, please explain:

23. Do you work at OSU (beyond your primary appointment) or elsewhere to supplement your pay?

- No (139)(54%)
- Yes (117)(46%)

23a. If you answered yes, please explain:

24. Do you receive raises when tenure-track faculty receive raises?

- No (94)(61%)
- Yes (14)(9%)
- Sometimes (47)(30%)
- Don't Know

25. Are instructors in your academic unit eligible for merit raises?

- No (44)(45%)
- Yes (54)(55%)
- Don't Know

26. When you first began teaching at OSU, which, to the best of your knowledge, describes how your salary was determined?

- Not negotiable: teaching faculty in my unit were all paid the same rate (59)(23%)
- Not negotiable: teaching faculty in my unit were paid at a rate that varied, based upon qualifications (59)(23%)
- Negotiated: based on my qualifications and a department salary range known to me (14)(6%)
- Negotiated: based on my qualifications. I was unaware of any set department salary range (31)(12%)
- Other (28)(11%)
- Don't know (63)(25%)

26a. If you answered "Other," please explain:

27. Please select the answer that best reflects your agreement or disagreement with the statement:

#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Prefer not to answer	Total
1	I am satisfied with the distribution of my teaching assignments within the year.	32	73	18	19	10	3	155
2	I am satisfied with the timeliness of my notice of renewal or non-renewal.	35	55	28	27	10	1	156
3	I feel comfortable initiating conversations with my Director/Chair/Unit Head regarding promotion and contract length.	39	35	31	27	22	2	156
4	I feel comfortable negotiating with my Director/Chair/Unit Head regarding promotion and contract length.	21	30	36	42	25	2	156
5	I am satisfied with the level of my job security.	12	36	26	41	40	1	156
6	My years of service have been reflected in my pay.	7	20	41	33	54	1	156
7	My years of service have an impact on whether or not I am reappointed to my position each year.	10	32	66	16	18	12	154
8	OSU and/or my academic unit provides me opportunities for professional development (e.g., attend conferences,	25	54	30	20	24	3	156

	participate in workshops).							
9	OSU and/or my academic unit makes funding available to me for professional development (e.g., attend conferences, participate in workshops).	19	42	23	27	42	3	156
10	I am adequately supplied with infrastructure resources to support my work (e.g., office space, technical/clerical support).	38	49	23	29	16	1	156
11	I feel that I am respected by my colleagues.	38	53	40	13	11	1	156
12	I have a voice in department decisions.	16	43	26	32	36	3	156

28. Please rank your top three issues/concerns from the following:

2	Job Security
5	Overall Work Climate
1	Salary/Benefits
8	Collegiality
7	Transparency of Governance
6	Support for professional development
4	Opportunities for advancement
3	Level of compensation
9	Other

28a. If "Other" is in your top three, please explain:

29. Are you invited to attend relevant unit meetings?

- No (29)(12%)
- Sometimes (63)(25%)
- Yes (148)(59%)
- Prefer not to answer (9)(4%)

29a. If you answered "Sometimes," please explain

30. Do you attend relevant unit meetings?

- Yes, it is required (51)(21%)
- Yes, it is optional (75)(30%)
- Sometimes (72)(29%)
- No (42)(17%)
- Prefer not to answer (8)(3%)

30a. If you answered "Sometimes," please explain:

31. What is your gender?

- Male (103)(42%)
- Female (126)(51%)
- Transgender (0)(0%)
- Prefer not to answer (18)(7%)

32. What is your age?

- Under 30 (10)(4%)
- 31-40 (74)(30%)
- 41-50 (55)(22%)
- 51-60 (66)(27%)
- Over 60 (23)(9%)
- Prefer not to answer (19)(8%)

33. What is your highest level of education?

- High school diploma or GED (0)(0%)

- 2-year associates degree or trade school (0)(0%)
- 4-year college degree (4)(2%)
- Masters Degree (127)(52%)
- Ph.D. (93)(38%)
- Other terminal Degree (e.g., MD, JD) (13)(5%)
- Prefer not to answer (9)(4%)

34. Do you consider yourself a member of a minority group defined by the following?

- ☐ Yes [check all that apply] (30)(13%)
- ☐ Race (12)(5%)
- ☐ Ethnicity (15)(6%)
- ☐ Ability (2)(1%)
- ☐ Sexuality (10)(4%)
- ☐ Religion (16)(7%)
- ☐ Other (8)(3%)
- ☐ No, none of the above (157)(66%)
- ☐ Prefer not to answer (32)(13%)

34a. If you answered "Other," please specify:

34b. If yes, do you perceive that you have been treated negatively due to your minority group status?

- No (92)(87%)
- Yes (please explain) (14)(13%)

34c. If you answered yes, please explain:

35. If you were able to change anything about the conditions for instructors at OSU, what would you change? (See Appendix B)

36. Please describe any issues you would like to mention about your appointment that were not addressed in this survey? (TBD)

Appendix A2: Quantitative Survey Results

Research Faculty Survey

Your participation in this online survey is completely anonymous. No information you share electronically can be traced to you or the computer you used nor can you be traced to or by any responses you provide. Depending upon the depth of your responses, participation time varies from 10 minutes to 20 minutes. Survey participation is completely voluntary. You may stop answering questions and exit the survey at any time for any reason. Data will be kept stored in the online survey site's databank. Dr. Lori A. Cramer will have primary access to the raw data. If you have questions, please contact Dr. Cramer at lcramer@oregonstate.edu.

There will be a space for your comments at the end of the survey.

1. Which of the following describes your job classification?

- ☐ Clinical Faculty (1)(0%)
- ☐ Faculty Research Assistant (98)(345)
- ☐ Senior Faculty Research Assistant (72)(25%)
- ☐ Research Associate (29)(10%)
- ☐ Research Associate (Post Doc) (35)(12%)
- ☐ Professor (Senior Research) or Senior Research Professor (8)(3%)
- ☐ Associate Professor (Senior Research) or Research Associate Professor (8)(3%)
- ☐ Assistant Professor (Senior Research) or Research Assistant Professor (31)(11%)
- ☐ Other (Please explain) (5)(2%)
- ☐ Prefer not to answer (0)(0%)

1a. If you answered "Other," please explain:

2. How many years have you been a research faculty member at OSU (excluding interruptions)?
9.6 years

3. Occasionally, employees work for multiple institutions. Do you also work at another higher education institution?

- ☐ No (279)(98%)
- ☐ Yes (6)(2%)
- ☐ Prefer not to answer (0)(0%)

4. For this academic year, in which OSU unit are you affiliated? [*check your primary affiliation for this academic year?*]

- ☐ College of Agricultural Sciences (115)(40%)
- ☐ College of Business (0)(0%)
- ☐ College of Earth, Ocean & Atmospheric Sciences (43)(15%)
- ☐ College of Education (0)(0%)
- ☐ College of Engineering (17)(6%)
- ☐ INTO OSU (0)(0%)
- ☐ College of Forestry (38)(13%)
- ☐ Graduate School (0)(0%)
- ☐ College of Public Health & Human Science (10)(4%)
- ☐ College of Liberal Arts (1)(0%)
- ☐ College of Pharmacy (4)(1%)
- ☐ Research Office (9)(3%)
- ☐ College of Science (26)(9%)
- ☐ University Honors College (0)(0%)
- ☐ College of Veterinary Medicine (6)(2%)
- ☐ Other (15)(5%)

4a. If you answered "Other," please explain:

5. For this academic year, how many hours of work did you average per week at OSU?

N/A

6. Is your appointment full time?

- ☐ No (73)(26%)
- ☐ Yes (210)(74%)

7. Does your appointment vary per term?

- ☐ No (255)(90%)
- ☐ Yes (29)(10%)

8. Does your appointment include health/retirement benefits?

- ☐ No (10)(4%)
- ☐ Yes (271)(96%)

9. While at OSU have you ever lost health/retirement benefits for which you previously qualified?

- ☐ No (251)(89%)
- ☐ Yes (31)(11%)

10. As part of your appointment, are you *expected* to spend time on non-research, departmental or institutional work (e.g. committees, advising) which are not specifically in your position description?

- ☐ No (202)(72%)
- ☐ Yes (80)(28%)

10a. If you answered yes, please explain:

11. As part of your appointment, are you *allowed* to spend time on non-research, departmental or institutional work (e.g. committees, advising) which are not specifically in your position description?

- ☐ No (58)(21%)
- ☐ Yes (214)(79%)

11a. If you answered yes, please explain:

12. Do you regularly engage in work that is not reflected in your appointment?

- ☐ No (182)(65%)
- ☐ Yes (96)(35%)

12a. If you answered yes, please explain:

13. In the past five years, have you been told that your services would not be required (or would be reduced) at OSU for a particular term after you had been given a research assignment for that term?

- ☐ No (262)(93%)

- Yes (19)(7%)

13a. If you answered yes, please explain:

14. Which of the following best describes your current research contract?

- Term-by-term (2)(1%)
- 9 month (8)(3%)
- 12 month (89)(32%)
- 12 month or until exhaustion of the grant/contract (108)(39%)
- More than 12 months, as long as funding is available (58)(21%)
- Other (14)(5%)

14a. If you answered "Other," please explain:

15. What is your current source of funding (check all that apply):

- ☐ Private, non-profit (51)(18%)
- ☐ Private, for profit (50)(18%)
- ☐ Oregon Government or Agency (83)(30%)
- ☐ State Government or Agency, other than Oregon (31)(11%)
- ☐ Federal Government or Federal Agency (205)(74%)
- ☐ Other (Please explain) (33)(12%)

15a. If you answered "Other," please explain:

16. Are you responsible for generating your own research funding?

- No (140)(51%)
- Yes (69)(25%)
- Sometimes (66)(24%)

17. What is your typical annual gross pay for research at OSU?

- 0 to \$10,000 (2)(1%)
- \$10,001 to \$20,000 (6)(2%)
- \$20,001 to \$30,000 (14)(5%)

- \$30,001 to \$40,000 (51)(18%)
- \$40,001 to \$50,000 (82)(29%)
- \$50,001 to \$60,000 (54)(19%)
- \$60,001 to \$70,000 (31)(11%)
- Over \$70,000 (31)(11%)
- Don't know (2)(1%)
- Prefer not to answer (6)(2%)

18. Do you work at OSU (beyond your primary appointment) or elsewhere to supplement your pay?

- No (235)(84%)
- Yes (44)(16%)

18a. If you answered yes, please explain:

19. Do you receive raises when tenure-track faculty receive raises?

- No (59)(34%)
- Yes (48)(27%)
- Sometimes (69)(39%)
- Don't Know

20. When you first began working at your current position, which, to the best of your knowledge, describes how your salary was determined?

- Not negotiable: new research faculty in my unit were all paid the same rate (15)(5%)
- Not negotiable: new research faculty in my unit were paid at a rate that varied, based upon qualifications (32)(12%)
- Not negotiable: new research faculty in my unit were paid based on available grant resources and minimal hiring requirements of OSU (54)(20%)
- Negotiated: based on my qualifications and a department salary range known to me (35)(13%)
- Negotiated: based on my qualifications. I was unaware of any set department salary range (71)(26%)
- Don't know (69)(25%)

21. Please select the answer that best reflects your agreement or disagreement with the statement:

#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Prefer not to answer	Total Responses
1	I am satisfied with the distribution of my assignments throughout this academic year.	67	139	40	18	3	4	271
2	I am satisfied with the timeliness of my notice of renewal or non-renewal.	52	122	56	21	12	7	270
3	I feel comfortable initiating conversations with my Unit Head regarding promotion and contract length.	46	92	67	44	19	3	271
4	I feel comfortable negotiating with my Unit Head regarding promotion and contract length.	40	62	83	60	24	3	272
5	I am satisfied with the level of my job security.	20	55	60	66	68	3	272
6	My years of service have an impact on whether or not I am reappointed to my position each year.	12	76	81	39	49	12	269
7	I am adequately supplied with infrastructure resources to support my work (e.g., office/lab space, technical/clerical support).	72	117	33	32	18	0	272

8	OSU provides me opportunities for professional development (e.g., attend conferences, participate in workshops) beyond what is provided by research grants.	34	68	60	47	58	5	272
9	OSU makes funding available to me for professional development (e.g., attend conferences, participate in workshops) beyond what is provided by research grants.	11	26	67	65	93	9	271
10	I am satisfied with the funding opportunities at OSU.	7	40	110	60	44	8	269
11	I feel that I am respected by my colleagues.	50	142	48	21	9	2	272
12	I have a voice in department decisions.	18	57	82	57	45	13	272

22. Please rank your top three issues/concerns from the following:

1	Job security
4	Overall work climate
2	Salary/benefits
7	Collegiality
8	Transparency of governance
5	Support for professional development
3	Opportunities for advancement

6	Level of compensation
9	Other

23. Are you invited to attend relevant unit meetings?

- No (55)(20%)
- Sometimes (69)(25%)
- Yes (138)(51%)
- Prefer not to answer (9)(3%)

23a. If you answered "Sometimes," please explain:

24. Do you attend relevant unit meetings?

- Yes, it is required (36)(16%)
- Yes, it is optional (56)(21%)
- Sometimes (96)(35%)
- No (74)(27%)
- Prefer not to answer (9)(3%)

25. What is your gender?

- Male (134)(49%)
- Female (127)(46%)
- Transgender (0)(0%)
- Prefer not to answer (13)(5%)

26. What is your age?

- Under 30 (20)(7%)
- 31-40 (91)(33%)
- 41-50 (66)(24%)
- 51-60 (68)(25%)
- Over 60 (19)(7%)
- Prefer not to answer (10)(4%)

27. What is your highest level of education?

- ☒ High school diploma or GED (0)(0%)
- ☒ 2-year associates degree or trade school (1)(0%)
- ☒ 4-year college degree (50)(18%)
- ☒ Master's Degree (101)(37%)
- ☒ Ph.D. (120)(44%)
- ☒ Other terminal degree (e.g., MD, JD) (1)(0%)
- ☒ Prefer not to answer (2)(1%)

28. Do you consider yourself a member of a minority group defined by the following?

- ☐ Yes [check all that apply] (29)(11%)
- ☐ Race (14)(5%)
- ☐ Ethnicity (17)(6%)
- ☐ Ability (1)(0%)
- ☐ Sexuality (8)(3%)
- ☐ Religion (11)(4%)
- ☐ Other (19)(7%)
- ☐ No, none of the above (196)(73%)
- ☐ Prefer not to answer (20)(7%)

28a. If you answered "Other," please specify:

28b. If yes, do you perceive that you have been treated negatively due to your minority group status?

- ☒ No (103)(86%)
- ☒ Yes (Please explain) (17)(14%)

28c. If you answered yes, please explain:

29. If you were able to change anything about the conditions for research faculty at OSU, what would you change? (See Appendix B)

30. Please describe any issues you would like to mention about your appointment that were not addressed in this survey? (See Appendix B)

Appendix A3: Survey Results

Professional Faculty Survey

Your participation in this online survey is completely anonymous. No information you share electronically can be traced to you or the computer you used nor can you be traced to or by any responses you provide. Depending upon the depth of your responses, participation time varies from 10 minutes to 20 minutes. Survey participation is completely voluntary. You may stop answering questions and exit the survey at any time for any reason. Data will be kept stored in the online survey site's databank. Dr. Lori A. Cramer will have primary access to the raw data. If you have questions, please contact Dr. Cramer at lcramer@oregonstate.edu.

There will be a space for your comments at the end of the survey.

1. How many years have you worked at Oregon State University (excluding interruptions)? 10 years.

2. Occasionally, employees work for multiple institutions. Do you work at another higher education institution?

- Yes (18)(3%)
- No (649)(97%)
- Prefer not to answer (1)(0%)

3. For this academic year, in which OSU unit are you primarily affiliated?

- Academic Affairs (41)(6%)
- College of Agricultural Sciences (59)(9%)
- College of Business (25)(4%)
- College of Earth, Ocean & Atmospheric Sciences (20)(3%)
- College of Education (10)(2%)
- College of Engineering (26)(4%)
- INTO OSU (6)(1%)
- College of Forestry (26)(4%)
- Graduate School (5)(1%)
- College of Public Health & Human Science (26)(4%)
- College of Liberal Arts (23)(4%)
- College of Pharmacy (12)(2%)

- Research Office (25)(4%)
- Student Affairs (87)(13%)
- College of Science (15)(2%)
- University Honors College (1)(0%)
- College of Veterinary Medicine (16)(2%)
- Other (231)(35%)

3a. If you answered "Other," please explain:

4. On the average, how many hours are you required to work in a week at OSU? TBD

5. Is your appointment full time?

- No (51)(8%)
- Yes (609)(92%)

6. Does your appointment vary per term?

- No (639)(97%)
- Yes (19)(3%)

7. Does your appointment include health/retirement benefits?

- No (8)(1%)
- Yes (650)(99%)

8. While at OSU have you ever lost health/retirement benefits for which you previously qualified?

- No (628)(95%)
- Yes (30)(5%)

9. As part of your appointment, are you *expected* to spend time on extra departmental or institutional work (e.g. committees, work groups, advising student groups) which are not specifically in your position description?

- No (351)(54%)
- Yes (296)(46%)

9a. If you answered yes, please explain:

10. As part of your appointment, are you *allowed* to spend time on non-teaching, departmental or institutional work (e.g. committees, work groups, advising student groups) which are not specifically in your position description?

- No (79)(12%)
- Yes (554)(88%)

10a. If you answered yes, please explain:

11. Do you regularly engage in work that is not reflected in your appointment?

- No (403)(63%)
- Yes (232)(37%)

11a. If you answered yes, please explain:

12. Are you able to take on work, such as teaching, for which you qualify for overload pay or professional development funds?

- No (472)(77%)
- Yes (140)(23%)

12a. If you answered yes, please explain:

13. In the past five years, have you been given a significant project assignment at OSU with less notice than you need to be successful?

- No (479)(77%)
- Yes (141)(23%)

13a. If you answered yes, please explain:

14. In the past five years, have you been told that your services would not be required (or would be reduced) at OSU for a particular term after you had been given a contract for that term?

- No (601)(96%)
- Yes (22)(4%)

14a. If you answered yes, please explain:

15. What is your contract length?

- Term-by-term (2)(0%)
- 9 month (20)(3%)
- One year (587)(94%)
- Two year (2)(0%)
- Three year (3)(0%)
- More than three years (1)(0%)
- Don't know (11)(2%)

16. Do professional faculty in your academic unit receive regular performance/annual reviews?

- No (126)(20%)
- Yes (497)(80%)

17. What is your typical annual gross pay at OSU?

- 0 to \$10,000 (1)(0%)
- \$10,001 to \$20,000 (6)(1%)
- \$20,001 to \$30,000 (10)(2%)
- \$30,001 to \$40,000 (63)(10%)
- \$40,001 to \$50,000 (157)(25%)
- \$50,001 to \$60,000 (146)(23%)
- \$60,001 to \$70,000 (71)(11%)
- Over \$70,000 (140)(22%)
- Don't know (0)(0%)
- Prefer not to answer (29)(5%)

18. Has your salary ever been reduced?

- No (521)(85%)
- Yes (95)(15%)

18a. If you answered yes, please explain:

19. Do you work elsewhere (in addition to your current appointment) to supplement your pay?

- ☒ No (520)(84%)
- ☒ Yes (100)(16%)

19a. If you answered yes, please explain:

20. Do you receive raises when tenure-track faculty receive raises?

- ☒ No (237)(38%)
- ☒ Yes (42)(7%)
- ☒ Sometimes (154)(25%)
- ☒ Don't Know (187)(30%)

21. When you first began working at your current position, which, to the best of your knowledge, describes how your salary was determined?

- ☒ Not negotiable: new professional faculty in my unit were all paid the same rate. (68)(11%)
- ☒ Not negotiable: new professional faculty in my unit were paid at a rate that varied, based upon qualifications. (130)(21%)
- ☒ Negotiated: based on my qualifications and a department salary range known to me. (120)(19%)
- ☒ Negotiated: based on my qualifications. I was unaware of any set department salary range. (176)(28%)
- ☒ Don't know (124)(20%)

22. In your position at OSU, do you supervise other people?

- ☒ No (142)(23%)
- ☒ Yes (476)(77%)

22a. If yes, check all that apply:

- ☐ Students (356)(75%)
- ☐ Classified employees (277)(58%)

☐ Faculty/Research employees (159)(33%)

23. Please select the answer that best reflects your agreement or disagreement with the statement:

#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Prefer not to answer	Total
1	I am satisfied with the distribution of my assignments throughout this academic year.	110	323	100	50	16	5	604
2	I am satisfied with the timeliness of my notice of renewal or non-renewal.	122	253	137	58	21	12	603
3	I feel comfortable initiating conversations with my Director/Chair/Unit Head regarding promotion and contract length.	138	191	125	84	52	14	604
4	I feel comfortable negotiating with my Director/Chair/Unit Head regarding promotion and contract length.	93	155	155	116	70	15	604
5	I am satisfied with the level of my job security.	100	239	105	99	54	7	604
6	My years of service have been reflected in my pay.	43	149	154	131	110	17	604
7	OSU provides me opportunities for professional development (e.g., attend conferences, participate in workshops).	181	268	78	51	25	2	605
8	OSU makes funding available to me for professional development (e.g., attend conferences, participate in workshops).	140	223	105	89	43	5	605
9	I am adequately supplied with infrastructure resources to support my work (e.g., office space, technical/clerical support)	126	230	⁵⁷ 102	100	45	2	605

24. Please rank your top three issues/concerns from the following:

2	Job security
3	Overall work climate
1	Salary/benefits
8	Collegiality
6	Transparency of governance
7	Support for professional development
5	Opportunities for advancement
4	Level of compensation
9	Other

24a. If you answered "Other," please explain:

25. Are you invited to attend relevant unit meetings?

- No (27)(4%)
- Sometimes (143)(24%)
- Yes (13)(2%)
- Prefer not to answer (421)(70%)

25a. If you answered "Sometimes," please explain:

26. Do you attend relevant unit meetings?

- Yes, it is required (284)(47%)
- Yes, it is optional (175)(29%)
- Sometimes (102)(17%)
- No (26)(4%)
- Prefer not to answer (14)(2%)

26a. If you answered "Sometimes," please explain:

27. What is your gender?

- Male (182)(30%)

- Female (391)(65%)
- Transgender (1)(0%)
- Prefer not to answer (26)(4%)

28. What is your age?

- Under 30 (38)(6%)
- 31-40 (139)(23%)
- 41-50 (156)(26%)
- 51-60 (178)(30%)
- Over 60 (60)(10%)
- Prefer not to answer (30)(5%)

29. What is your highest level of education?

- High school diploma or GED (30)(5%)
- 2-year associates degree or trade school (39)(7%)
- 4-year college degree (172)(29%)
- Master's Degree (262)(44%)
- Ph.D. (46)(8%)
- Other terminal degree (e.g., MD, JD) (22)(4%)
- Prefer not to answer (29)(5%)

30. Do you consider yourself a member of a minority group defined by the following? (check all that apply)

- ☐ Yes [check all that apply] (68)(12%)
- ☐ Race (40)(7%)
- ☐ Ethnicity (41)(7%)
- ☐ Ability (14)(2%)
- ☐ Sexuality (41)(7%)
- ☐ Religion (36)(6%)
- ☐ Other (Please specify) (31)(5%)
- ☐ No, none of the above (381)(65%)

☐ Prefer not to answer (55)(9%)

30a. If you answered "Other," please specify

30b. If yes, do you perceive that you have been treated negatively due to your minority group status?

☒ No (245)(15%)

☒ Yes (Please explain) (43)(15%)

30c. If you answered yes, please explain:

31. If you were able to change anything about the conditions for professional faculty at OSU, what would you change?

32. Please describe any issues you would like to mention about your appointment that were not addressed in this survey?

“WE POWER ORANGE”¹

Appendix B: Qualitative Results

There were two open-ended questions at the end of the survey. One asked respondents to comment on changes they would like to see at OSU related to their employment and the other asked for comments on any issues that they felt had not been addressed elsewhere in the survey. The responses to the first of these questions are found in Appendix and are reproduced verbatim. They have been edited and parts have occasionally been redacted to preserve anonymity. Mention of specific programs, individual administrators, personal histories, and the like have been omitted. A few comments could not be sufficiently edited and have been excluded altogether.

If you could change anything about the conditions for (instructional faculty, research faculty, professional faculty) at OSU, what would you change?

There were a total of 294 responses to the question, 100 from instructors, 96 from research faculty, and 98 from professional faculty. All three groups touched on similar issues although specifics vary a bit from one group to another. Many respondents mentioned multiple issues. In order to analyze the data, responses for each faculty group were organized according to the issue mentioned first in the comments. The presumption is that the first issue mentioned is the one of greatest concern to the respondent.

Comments have been grouped into a number of common themes: Positive Comments, Respect, Salary, Job Security, Opportunities for Advancement, Work Load, University Policies, Institutional Support, and Communication/Transparency. The two most important issues for instructors were salary (32%) and job security (13%). The two most important issues for research faculty were job security (30%) and opportunities for advancement (19%). The most important issues for professional faculty were salary (29%) followed by respect, job security, and university policies (each at 13%).

¹ A preliminary report by the OSU-AAUP and the Faculty Status Committee

Appendix B

Pgs. 2-12: Instructional Faculty Comments

Pgs. 13-22: Research Faculty Comments

Pgs. 23-30: Professional Faculty Results

Appendix B1

Instructors - Q43 - If you were able to change anything about the conditions for instructors at OSU, what would you change

Positive Comments (n=3)

No complaints at all about the [College of X]. OSU is a great place to teach. My boss, [XX], and my big boss, [XX], are helpful, supportive, and committed to the excellence of OSU.

I am treated quite well. No complaints other than those that full-time faculty would mention.

My position has been wonderful so far, but I imagine there are many positions that are created and removed based on short term needs. I wish more departments could create stable sources of revenue as the department of [XX] has been able to do to support their projects and improvements.

Respect (n=10)

I would like to see more respect from the tenure track faculty.

The culture in institutions of higher learning that tenured faculty are a privileged class among others who share their responsibilities.

That they were not treated as second class citizens

Instructors are the work horses of the institution, the ones actually doing the educating.. They need to be viewed in the same light as tenure-track faculty in regards to the work they do.

As was noted in the e-mail regarding this survey, "Fixed term instructors, research and professional faculty members are a vital parts of the OSU community." We should be treated as such, but we are likely to be treated as expendable. Tenure should be available to us but with different criteria. Obviously we do not have the time (nor is it part of our position description) to do research. Tenure then would be based upon our performance as Instructors.

Additionally, Instructors who are long-term members of their unit should be considered for raises at the same rate as the tenure-line faculty. Instructors already start at a significantly lower salary, but then are penalized for not doing research by not being eligible for raises that go to tenure-line faculty. As an example would be the recent round of Compression raises that did not include Instructors. Chances are good that Instructor salaries are even more compressed than tenure-line faculty salaries.

I think it's important to remember that land grant institutions were charged with educating residents of the state. In my unit, it is almost entirely Instructors and GTAs who teach the undergraduate curriculum. Our tenure line faculty teach one undergraduate course a year. The burden then of educating the masses is left to Instructors. If this is the standard, then they should at least be recognized for their contributions by providing job security and financial equality.

Improve colleagues' level of respect and value

I would try to change the fact that we are often looked down upon, by TT faculty and administration, while we do the bulk of the teaching in 1st and 2nd year courses, and do a very good job of it.

I have provided a professional product to the University for many years, I want to be treated professionally in return. The situation of teaching instructors at OSU is an abusive situation. I have taught here 23 years and remain one of the highest reviewed teachers on campus, but have never been offered a promotion, a merit pay raise, or even been recognized by my colleagues for the quality of the work I provide - often teaching over 900 students per academic year. I love what I do at OSU, despite being in a teaching position I still publish, yet it is frustrating to be constantly teaching every term and have no financial or insurance security term-to-term. I do massive amounts of teaching and student contact hours, am asked to participate across the campus in non-teaching and non-compensated activities, yet don't know what my income will be next term or if I will be insured. My colleagues can afford to live at a level of financial and health security well beyond my means, while I'm asked to do a work load often more encompassing than tenure track colleagues. It sucks...but it's the only game in town.

Treat them with more equality. Ego should be left at the door! For instructors who stick around, better wages, vacation pay and/or better summer appointments to be able to make ends meet. Especially for single householders like myself who do not have a partner at OSU earning income. Unfair that someone can come in with a PhD and earn more than I do in the first year, when I have given [XX] years to OSU. Also, I came to OSU because I was accepted into a PhD program and needed to teach in a different program to pay the bills. I was told by Grad Office I couldn't do both, so had to drop PhD program as I would have no money to live on. Ended up just teaching at OSU and felt stuck because I couldn't afford to leave. I feel ripped off. I do love what I do, I devote hours of unpaid time to my students, and I have chosen to stay, but better pay and respect would make it more worthwhile. I don't even attend department gatherings anymore because I feel that I get snubbed so often it is embarrassing and makes me feel bad about myself. I would also like to be able to develop professionally, but when would I ever find the time or money to do that? So, I feel that all my career goals have been washed down the toilet and now I am nearing [retirement age], there is no chance of recovery. At best, I see myself trying to keep my job until I am at least 75 just so that I don't end up on the street.

I think my department is one of the better ones when it comes to how instructors are treated, but instructors are still a second class, relative to the research faculty. It would be more appropriate if the culture would change so that instructors were treated as faculty who choose a different emphasis in their careers, rather than inferiors to the research faculty. It also would seem reasonable that we could be given more job security. I think it's completely beyond the pale that professionals who have been teaching for more than 10 years can't rely on anything more than a one year contract. Also, the pay - particularly for folks who have been around for a long time - isn't as much as it should be. We can make up for this with overload, but overload is never a sure bet.

Salary (n=32)

OVERALL SALARY INCREASE IN RELATION TO TENURE TRACK FACULTY. INSTRUCTORS ARE SEVERELY UNDERVALUED BY OSU IN TERMS OF SALARY

Adequate compensation structures which reflect teaching experience, educational attainment, and extramural research. I have [XX] of teaching experience, a Ph.D. [XX] and regularly publish in scholarly journals, yet my pay is the same as other instructional and professional (non-instructional, non-tenure track) employees. I supply my own computer, share an office, and do not receive adequate support to attend professional conferences. I feel like I positively contribute to my department, school, university, community, and state, yet have NO opportunity for job security, advancement, etc.

The salary. It is far too low and while other faculty are getting raises year after year, we get nothing. For part time instructors we should go back to the earlier system when we could raise the cap and be paid per student. After all, why limit us when we do not have the same on- campus and committee responsibilities as regular faculty? Year after year I receive excellent evaluations but what does that matter? No one says anything to me and I have never had a bonus or merit increase in [XX] years.

The instructors in our unit need better pay and job security.

I would like to standardized pay based on merit and service across our college.

Salary. I'm a senior instructor teaching 3000+ students/year. My salary is less than 75% what first year tenure-track faculty are compensated (less than 50% what the tenured faculty in my department make), and I have a year to year appointment. My course brings in about \$1.5M in tuition dollars/year, yet my salary and appointment are significantly lesser than the "faculty" I work with.

Compensation for work done and level of contribution rather than having a ph.d. Or not

I would like to see equal pay for equal work. Instructors in my department routinely work more than 40 hours a week with 18 contact hours and grading. There is no life/work balance with this type of work. Our letter of appointment assumes we can complete our work in this time, but that is never the case. So, I would reduce the contact hours for instructors in my department.

Salary, decreased teaching load/student caps

more pay to reflect the importance of our contribution to the students and OSU

Increase pay. I have to work another job to support me and my child because my full-time job at OSU does not pay enough.

equitable pay and teaching loads

More clarity on contracts and set rates for teaching loads.

First, I would work on changing the supervisors' corporation mentality back to an academic one. I believe in keeping it academic and within a team. Simple to change from 'I' and 'you' back to 'WE'. Secondly, instructors in [XXX] are extremely overloaded without any kind of financial or FTE

compensation. Quite a few [XXX] instructors make less money than the graduate workers. I would definitely revisit whatever policy is causing this inequality. Lastly, I would show more appreciation. It is crucial that instructors feel appreciated instead of being left out in the cold.

The salary structure is based upon lecture hours taught, not the number of students in the course. This is nowhere near fair: The amount of time/work it takes to run a course with 600 students is far more than what's needed to teach a course with 30 students, but the pay is often the same either way. Particularly with the huge numbers of (poorly prepared) students flooding in the gates of OSU, this is a rip-off to both the instructors and the students. Either hire more instructors and cut our class sizes, or pay us on a per-student basis.

Pay equity. Transparency (of pay for example.)

Pay and parking. For part time instructors who are in and out, the parking situation at OSU is very expensive and still hard to find parking.

Equity in pay and benefits.

Increase the salary

Personally, I negotiated a low rate of pay when I first joined OSU. Now all pay increases (cost of living or promotion) are percentages which means those who negotiated a higher initial salary, get paid more for every pay increase. I work as hard as anyone else and would like to see pay raises be equivalent and not based on percentage of base pay. Either that, or bring all field faculty salaries into a comparable range. It's very disheartening to hear that full professors who make a much higher base pay have been given increases across the board, while those of us who dedicate our lives to the university without campus amenities are dismissed because of lack of funding. Then, to give campus faculty the opportunity to earn more income with outside contracts and making it a conflict of interest for field faculty to do the same is clearly discriminatory and unfair. Faculty is faculty and on campus or off campus should not determine opportunities or benefits.

I would allow for merit and equitable increases in salary and status for all faculty. I am fortunate that I am eligible for social security to help me survive the last round of budget cuts. But I would hope that no younger instructor will teach for [XX] years with outstanding student evaluations and substantial international publications and still earn the salaries that OSU now pays its instructors. Perhaps you are aware that OSU is on the Human Services Resource list for 2008 at one of the top ten employers in the state whose employees are paid so little they need to draw food stamps. In terms of [my unit], I would also like to see teachers rewarded for mentoring other teachers--we could afford a very large cutback of [XXX], who ARE earning substantial salaries and benefits. Of course I am biased, but I think it is the teaching that counts and that is what we need to support.

Higher pay for everyone! After working in the private sector for 30+ years then returning to academia, I realize the huge gap in compensation for value delivered.

More transparency with salary ranges and more help for [XXX] faculty with promotion and tenure.

Slightly higher salaries.

I would like to see a salary schedule. This would help keep talented people from looking for better pay elsewhere.

Pay and sense of being respected

better compensation for "adjuncts"

That we be paid relative to our experience in the subject we are teaching.

compensation and respect

Increased pay.

More transparency regarding pay and potential pay raises.

higher pay

Job Security (n=13)

More certainty about future; more information about how salaries are determined; more feedback on whether I'm meeting department expectations.

Avoiding term by term contracts.

more job security. Instructors are thrown away casually. Recognition of time involved in course development. More TA support. I have lost considerable TA support that was offered to my predecessor, with no increased compensation.

contract length

A much longer contract. I have a year to year contract, and that makes me very nervous and does not promote job security.

term to term contracts

The annual contract renewals. I would make it at a minimum 3 year contracts so that people who require permanent residency can apply and receive their green cards in a reasonable amount of time as it requires 3-6 for some country's citizens to receive it.

Stable employment versus yearly contracts, maybe not necessarily tenure for online positions, but something more stable.

I believe everything needs to be changed. Instructors should be hired on contracts long enough to support some job security (2-3 years, at least), with a guaranteed course load specified in the contract. We should receive regular reviews and raises. I understand the department's need for flexibility, but the anxiety of not knowing whether or not one has a job in a month can be overwhelming. When friends ask me to describe my job, I tell them that living like this is unsustainable. My immediate supervisors

have been kind to me, but the overall climate that demands that departments add and cancel classes at the last minute in order to maximize revenue creates a culture in which instructors do not feel like valued human beings. Instead, I feel like an expendable part--a "processor" of students, rather than a teacher. Finally, I have consciously made my courses easier in recent terms. If students have to work too hard, they're likely to give negative course evaluations, which I fear could jeopardize my re-appointment.

length of contract and salary level

Job security, wages (regular merit and performance based raises and overall level of compensation), respect for the position from "leaders" and colleagues, opportunity to advance/promote and clarification on what is required in order to do so, opportunity & support for professional development~each of these could be a sub-header of "respect for the position...."

After a certain amount of time 1 year contracts should be changed to 2 year rolling contracts. Also on 1 year contracts we serve at the discretion of the chair (only). I'd feel more comfortable if this decision was made by a committee, not a single person.

Job security, and consistent FTE appointment.

Opportunities for Advancement (n=11)

Tenure

A tiered, merit based, system for advancement that includes degrees of security. Ideally I'd like there to be tenured teaching faculty positions for departments requiring full-time teaching positions.

Make the instructor position tenure-track

Provide better definition of the process of advancement from instructor to senior instructor. Create an additional step beyond senior instructor for the most distinguished non-tenured instructional faculty.

1) Titles should be changed from junior instructor/instructor/senior instructor to Assistant Teaching/Associate Teaching/Full Teaching Professor to reinforce the fact that we are part of our departmental/unit faculty. This would still allow for differentiation from the Assistant Professor/Associate/Full (Research) Professor positions. 2) I was told when I joined the faculty in my department that the only available position contracts were year-to-year renewal contracts. This is fine for new teaching faculty positions, but at some point the contract duration should be increased to improve job security and to reflect the value of the individual's contributions within the unit. It is unacceptable to allow someone to dedicate their careers, have excellent departmental/unit reviews and not reward them with increased job security. 3) More opportunities for salary increases...currently they only seem available during the one-time change from instructor to senior instructor promotion.

I would open more tenure-track positions for those who do not wish to be instructors.

opportunities for tenure/professor advancement that do not follow the traditional research model

As an off campus [XXX] instructor there is a separation between tenured (usually hired at least five years ago) and non-tenured-- in salary as well as rewards for work and opportunities for advancement. Steps are being made to address that on paper, but the actual time and mentoring for instructors to work towards advancement are limited, or not yet developed and programmed.

Increased opportunities for advancement, beyond Senior Instructor.

Staff development opportunities, need evaluation of job performance, more consistent support service (clerical, etc.)

make it possible to convert to another rank (instructor to professorial track, for example) without the need for a full national search. let instructors always serve and vote on P&T committees. ensure that instructors are not held to the same performance expectations as tenure-track faculty while getting paid less (same job=same pay).

Workload (n=9)

In [XXX] --end instructor involvement in new student testing and registration--these duties can be done by administrators, leaving instructors free to prepare for their classes.

Specifically here in [XXX], workload (teaching hours) and salary. I would go so far as to say our workload is affecting our health and well being. We often wonder how this can be and whether OSU [XXX] is truly aware of instructors' situation (I have been here almost [XX] years.)

The workload. OSU created a separate, but unequal, category for [XXX] instructors so that it could require them to work longer hours even though the work tends to be far more labor-intensive than in other disciplines [XXX]. It's as if OSU said, "You're not low enough, so let's create a separate category that will allow us to exploit you more so we can make more money." It's lower pay for more work. Whether it's technically legal or not, it's unfair.

The workload is very high. The transparency of the decisions affecting us is very low.

THE FTE AND BENEFITS.

lower the number of courses taught per term. Three courses, with a full load of graduate student advising, service to the university, college and community and required committees is too much.

The opportunity to teach more classes. In many ways I, as a part time instructor, believe it is to my department's unwillingness (because of budget constraints) to pay for benefits).

I would reduce teaching load. Three classes a term should be full time. I am a much better teacher, and can provide much better more individualized instruction when I have 60 students each term than when I have 90. I see the places where I can provide more, but just don't have the time if I'm going to proportion time equally among my classes.

The teaching hours that are expected. 18 hours of instruction per week is too high in order to do a quality job and not get burned out. Also, for there to be more time to plan between terms. You can't take vacation and be expected to plan during your vacation. Planning is work!!!

University Policies (n=10)

being informed timely about the teaching load; being sure that when offered to teach the section - it will not get cancelled shortly before it is supposed to start; being able to negotiate salary for upper division courses; having access to benefits; job security

Provide a basic level of support and standards. Each unit appears to have different policies, procedures, and methods of interaction based on tenure-track faculty interests with little or no regard to needs of instructional staff. It feels as if I exist between the cracks.

The last several years have seemed very chaotic. No one has seemed to know where the university or my department is headed, which of course means that I have no idea if I'll be employed by OSU from term to term. Sometimes I've not been sure who is in charge.. I believe that having the number of courses I taught cut back dramatically had very little if anything to do with my actual job performance, and if and when I lose the little bit of teaching that remains, I doubt that it will have anything at all to do with my job performance. If I were God, I would shift the focus at OSU and all other public universities strongly to teaching, institute a strong program of teacher evaluation, and base hiring, promotion, and retention much more strongly on teaching. But I doubt that even God could move universities very far in that direction.

Better orientation to the university campus and activities. Opportunities for part-time employees to buy into health/dental insurance. Better access to the academic community - any sense of connection to other Instructors couldn't hurt. Better orientation to academic policies, especially available services, e.g. exam proctoring, and contact information to direct students to mental health services, writing assistance, academic integrity policies, etc.

Maybe better resources for connecting with units or schools that need an Instructor to fill 1 or 2 classes. I might be a good instructor theory or methods classes in other units, but I have to submit my CV to each unit and follow up to see if there are any openings. Plus, schedules change at the last minute. A central database for units to match available Instructors with course needs would be useful.

Option to be paid over 12 months instead of 9 months when offered a 1-year contract.

working hours, offices, and salary

We need a union

the cost of health benefits. the respect at the university overall for the critical work instructors do at OSU. Not everyone is as well-treated or respected as I am.

I would like to be able to receive benefits, or to choose benefits. My husband also works in the OUS and we are hoping to be able to take advantage of the tuition break when our children start college. Since he is the only one who is currently receiving benefits, it is my understanding that we will only get a tuition break for one child at a time. I would like to see this change, especially since I also work for OUS.

Institutional Support (n=10)

I don't have a computer to work on except my own personal one which I must lug around everyday. I can't leave it at work because my office is communal and insecure. People have been known to lose personal items. I'm provided one computer which I must share w [X] other office mates which means that no one uses it out of politeness to someone who might need it to print. Half of my office mates complain about their personal computer breaking down. To fix the problem, they would need to buy their own! That's bullshit. Instructors in my dept don't get opportunities to teach over the summer or are given no indication on the status of their next year appointment since it is based on need. This is a situation ripe for a union and chronicle article. Most job contracts at other institutions are worked out by the fall term of the academic year before. And please don't tell that [the administration] wants to do merit raises. That would make all of the complaints even worse, when there are issues that impact everyone. Merit pay is a way of focusing on an individual's teaching without helping the overall climate and betterment of the entire community. I'd consider quitting if this is the solution to the above problems

It would be nice if instructors in my unit were eligible for tenure and sabbaticals. There is wide variation in how fixed term faculty are dealt with between units.

gain access to opportunities and mentoring currently received by tenure track faculty.

I believe that those of us who teach [off campus] courses, but live and work off campus, are not well integrated into the faculty world of OSU. We get no support for equipment, e.g. computers, are not subject to benefits, etc.. (I cannot remember ever being asked if I wanted a computer) . While I get notice of online support, I do not have an on campus "mentor" who can advise me how to gain on campus support for my needs as an off campus person, i.e., my department chair is a fine person but has inherited me and, I am sure, has more than enough to do for [his/her] on campus faculty. There is so much I learned over the years by wandering down the hall and chatting with other faculty about how they are getting things done. I would suggest that [XXX] create mentors who help set up Skype type communication with off campus instructors on a regular basis, as colleagues, advisors, and helpers about what is happening on the "online campus".

I would like to be recognized and rewarded for my considerable professional work and publications. Because no part of my appointment is for research, my research/writing is largely ignored, and this is true for many instructors in the department. I've heard tenured faculty justify this by claiming that our jobs don't depend on our publications, but to be doing our research and writing on top of all the work our jobs depend on (twelve courses per year, as compared to four or five for tenured faculty) -- that makes it even more challenging, and our accomplishments should be noted. I'd also like to see better teachers get recognized and rewarded. Some of us work very hard and are good at our jobs; others don't work as hard and aren't as good. It's frustrating for everyone to be lumped together like a homogenous mass when there is such variation in how we approach our jobs and the results we achieve. In [XX] full years at OSU, I've never even been observed in the classroom.

Professional development

More training in teaching methods

Classrooms. My classes are usually pretty large (>150) and the classrooms I teach in are sometimes hard to teach in for such a large size. [XX]

I have no office, no phone, no place to meet and work with students or interact with faculty in my department. My "office hours" are immediately following my lectures. I have lost benefits for me and my family and have to work 2 jobs (and its accompanying workload) to get the same pay as tenured faculty with out the support. I respect and feel I have the support of my dept. head, who is exceptional. [S/he] keeps an eye out for me and attempts, to the best of [his/her] ability, to help. I want to advise students, serve on committees, provide service to University and have access to much needed resources. However I am not allowed. Theses are just some of the things I would change. Thank you for the opportunity to comment.

In the [XX] Dept. we need more space. Some people have no office space, and many have to share offices (4-5 people). For job security, it would be great to have a 5-yr appointment instead of a 1 yr. contract. And lastly, I would like to receive benefits after teaching at OSU for [XX] years.

Communication/Transparency (n=2)

I would like more clarity; I think the lack of clarity I have about job expectations and future plans is likely a function of my off-standard hours on campus.

Increased communication w/ unit leadership about expecatations.

Appendix B2

Research Faculty – Q42 - If you were able to change anything about the conditions for research faculty at OSU, what would you change?

Positive (n=4)

Nothing, I'm very satisfied with my position.

Nothing. I'm happy with my work, work culture and supervisors.

Nothing.

My position is great but I also recognize it is very unique. It is unique and wonderful due to the nature of the work as well as my boss.

Respect (n=7)

change the dominant culture of tenure-track that relegates us to second class citizenship

The perception that they aren't "as good at" research/the academic life as tenured faculty

We are low on the hierarchical ladder at OSU. A lot of the time that can be a good thing because we aren't required to do a lot of the department and committee work tenure faculty are required to do and are left to do our research. Sometimes it would be nice to be valued for our part in the bigger picture of the university. There is a lot that research associates can offer to a department or college. This resource seems to be poorly utilized.

Collegiality as perceived by tenured/tenure-track faculty. We all do the same job and have the same objectives. Sometimes we research faculty are much more productive and known in our fields than the T/TT.

The notion that non tenure track faculty are second class citizens and deserve less respect. Very often non tenure track faculty have to work harder to bring in more research dollars to pay a portion of their salary that is not covered by the unit. The lack of job security requires individuals to maintain a level of teaching and research activity that not all tenure track faculty have to maintain especially once they acquire tenure.

I do not feel a part of the OSU community at all. As soon as funding for our research program is lost, I am gone, regardless of years of service for OSU, the department, and the PI, or of the amount of money and/or recognition my work contributed to the same. I do not feel that the administration cares one bit for employees of my status.

I'd like us to be acknowledged more explicitly as making a dynamic and valuable contribution to the research and infrastructure of OSU. All of us are working hard to support ourselves and our staff with grants--if we can do so, it shows that we have a certain caliber to our work.

Salary (n=14)

some institutional salary support

Pay and Job security are the major concerns for every professional scientist that I know. The environment of cost minimization in government financed research and development will surely undermine the position of the United States in the coming years relative to other developed nations.

Guidelines or schedule for salary increases. Preferential consideration when applying for other OSU jobs if funding runs out.

Better pay and greater autonomy

Reward for contribution. Give deserving non-tenure track research faculty tenure track positions. There are research faculty who also teach, advise students, serve on committees, lead, are doing all things tenure track (should) be doing. Ditch the dead wood tenured faculty and given the high-accomplishing non-tenure track faculty the tenure track jobs instead. Stop doing international faculty searches and giving giant start-up packages, only to have those faculty leave for greener pastures in a few years. You have talented, productive people right here, who could do even more if they had job security.

Research faculty compensation needs to be reviewed across departments/units. There is a huge disparity in salary from one research faculty to another. Research faculty serve an important role in the success of their tenure-tracked supervisors via support for publication and instruction. Compensation needs to better reflect this dependency

More opportunities for advancement and pay increases. I received a 10% pay raise [XX] years ago when I was promoted to Senior Faculty Research Assistant. I've won [a university award] and I still make less than 50K. I've devoted [XX] years of my life to OSU and I think I'll have to work two jobs to make ends meet and that makes me sad. I started at a salary of [XXX] not realizing I could negotiate and I've never caught up. Our department secretary that has been here less than [XX] years makes more money than I do. Don't get me wrong, I love my job and I wouldn't trade it for anything else and I do feel that I contribute to leading edge [XXX] research and that makes me proud in a way that money can't. I think that OSU takes better care of the classified staff than they do the people that are working hard to make this university a top tier research institute.

I would allow research faculty to give themselves salary raises as their grants allow.

OSU support via bridge funding between grants, more opportunities for training

Having bridging funds for when outside funding sources are not available.

Make step increases in salary for qualified employees routine.

Provide institutional support to cover gaps between grants.

Salary

Compensation raises have been non existent for the past 32 years. The salaries for SFRA and SRA is the most inequitable in the university. There is a definite hierarchy at the university that serves the tenure track faculty position, often over other concerns, even the students.

Job Security/Funding (n=29)

The general level of funding and support for research needs to be increased but that is an issue goes well beyond OSU.

Make certain that people hired in these positions understand the expectations and limitations of the hirings. I have always realized that my job could be terminated at any time because of lack of funding. However, I have worked with my supervisor to insure funding, and we have developed new projects to maintain my employment. I have also felt comfortable asking for pay increases when they were available and asking for opportunities for professional development. I believe that one of the keys is being able to communicate needs/desires/expectations/problems of the job with my supervisor so that the workload is manageable, pay is sufficient, and obligations are met.

More university support for small expenditures related to performing my job. For example, increased availability of small grants for technology equipment, small travel grants, etc.

A sense of support that the University is trying to find, promote, initiate, funding opportunities for more research. The pool of available funds seems smaller and smaller, and pursuit is largely individual, rather than fostered by the college.

A little more transparency into funding that supports more position would be appreciated.

Indirectly, I would like to see more public and governmental support for research in general.

More (i.e., some) opportunities for continued work given successful job performance

Job security, compensation, integration with the department, in that order.

Would like more job security.

It would be wonderful if there was some way to have "bridge" type funding for those longer term research faculty. Often there can be one or two months between grants and contracts, and it makes job security and benefits nerve-racking.

The most important thing to me is the continuation of federal funding. Without that, I have no job. Other than that, I need to have adequate office space. Space in my department is tight and I was nearly moved to another building last year, which I strongly opposed. Fortunately, the move never materialized and I remain close to the facilities and students that are part of the research.

More stable funding, perhaps from an endowment.

more job security. not knowing if you're going to have a job from one year to the next is a nailbiting experience, EVERY YEAR.

ANYTHING? I'd roll the clock back to the day when the federales gave us wads of cash and said, "Go forth and do good work." The competitive grant process is tasteless.

Better job security

job security...

Have more job stability

Increased job security

Longer term contracts. If you are unable to find work at OSU within 6 months of losing a job there, you won't lose the benefits from the Tier you were hired at if you are rehired more than 6 months later. It can mean loss of quite a bit of retirement. At least it would be better if you wouldn't lose what you already put into the system, even if future contributions were at a lower tier rate.

At least 0.5 FTE committed from the OSU, so that there is a sense and security for me to continue as a professional especially in this environment, when getting federal grants are becoming more difficult. Having not to worry about end of my affiliation with OSU ends up with the ending of external support will provide a security and sense of belongingness to the University where I work, and tell me that University does recognize my value as a professional. It will bring independence and self-dignity and better working conditions for me, so that I can try some more challenging ideas. Having that economic security will make me less miserable and reduce some of the personal workload at home, because I will have more money to purchase services.

Increased opportunities for funding, more say in departmental matters, more cohesion with department (we need to all be in one building on campus, not spread out over 4-5 places)

We need more job security and methods to help bridge grant funding. If we are facing a funding shortfall or termination because a grant ran out, we have no established network to find new positions or to add to our skill bases to apply for some jobs - it's easy to become pigeonholed too quickly.

I don't know how, but I would provide long-term job security. Planning one's life around a 12-month contract is unnerving, and it is difficult to feel comfortable settling down in a town where your job is intended to be permanent, but there is no documentation of such. It's also difficult to make decisions about starting a family in that scenario.

1. Change the climate and the context, starting with security and pay. 2. Allow fixed-term research faculty to pay themselves a risk premium, which may be a higher pay rate than tenured faculty or other University (State, centrally, formula) funded faculty and staff. Fixed-Term Faculty have less security and often a restricted amount of time to earn income based on the timing of the grants they generate or work on. At the same time, many of these fixed-term faculty attract and secure the funding to pay themselves, other fixed-term faculty, students, staff, and the University (through overheads, multiplier and spillover effects). If a fixed-term individual's (PIs) grant can support the higher pay (and many can), this risk premium could add 30% to a paycheck. Of course, when the money runs out, there is no job. Individuals can make these decisions for themselves (PIs, with the fixed-term faculty on their grants), balancing the time and funds available in a grant much like a small business. The question asked pertains to research faculty, but the answer could influence pay for other fixed-term faculty. For example,

different pay decisions affect those not on grants, such as instructors, who are often poorly paid and mostly women. 3. Create security for fixed-term faculty who have served many years continuously (or more or less continuously) by establishing a soft "tenure" system of scaled central support. [XXX] does this type of thing but it could be better institutionalized and governed more democratically. The University of Arizona years ago converted its senior research faculty to "regular" faculty and brought down the divide between the classes. That change enabled many careers to develop and grow that otherwise would have been kept down. One Auburn University Dept offered some of its fixed-term faculty "tenure" (they called it this but perhaps it was central support) after 20 years of service. OSU tenured its extension agents. Great and fair things are possible with an open mind and willingness to change. Central support could be scaled from 10% to 50%, depending on various metrics (e.g., years served, grants brought in, overhead paid, student outcomes, service hours, etc). I suggest 50% as the top amount, for both this scenario and for changing tenure altogether. 4. Using the discussion on fixed-term faculty to drive a larger discussion on whether full tenure should be the main model for this university going forward. I suggest it is not. The modern university has changed. The growing research footprint at universities especially has changed the landscape. Many other change agents are at work in our dynamic environment. Plus, most non-tenured/fixed-term jobs are held by women, in a far higher proportion than tenured jobs. (The classified staff designation also could be revisited). OSU needs to look at this entire situation. Maybe half tenure would work better, for all faculty.

Due to the limited number of tenure-track appointments, create mechanisms that would increase job security for those of us in Research Associate, instructor and other positions. Not something as secure as tenure with a life-long appointment, but something where departments/colleges/provosts could contribute, say, 0.25 FTE of a salary for duties performed by that person. This could be teaching, service on committees, etc.

I would appreciate a little job protection from OSU directly, not my college. My supervisor can fire me at any time for any reason and simply say "I ran out of money" instead of whatever the real reason is, so I am completely unprotected from my supervisor. I have witnessed it happen to at least three other FRAs in this college (not my lab) and the dean of our college deemed it within the boundaries of the PI's jurisdiction. Salary increases are sporadic and low, promotions occur once every five years and require many documents and a 12-month review process by committee. So it's possible to be nominated for a promotion after five hard years of work only to not receive it because a 12-month appt ran out before the review process completed. With all the additional overhead going to OSU from the proposals my lab wins, it's unbelievable we FRAs don't have more support from the university. I am essentially a fixed-price fixed-term mercenary hired to execute OSU research to the best of my abilities as long as it works for OSU which is determined by my college and ultimately my supervisor. There is no negotiation, there is acceptance of these facts or there is the door. So let me phrase this question a little differently for you - if I'm good at my job, excel in all facets, further the boundaries of technology and research in my lab, and am respected amongst my peers as a hard worker and good scientist, what incentives do you give me to stay?

Stable funding, professional development opportunities could be improved.

I would create a talent pool where research faculty could land in between allocations of soft money, getting paid at their most recent pay rate for 3-6 months from a College-level fund. It would create a bridge increasing job security and an opportunity for similar faculty/programs to pick up talented locals rather than recruiting from outside the University system when they have openings. We lose talented

people every year because they can't stand the job security situation. A world-class research institution needs mid-level managers, mentors, and research coordinators who choose to make it their career.

Stability of the position and more open communication between professorial faculty and fixed-term faculty

Opportunities for Advancement (n=18)

1) Another promotion level for Faculty Research Assistants (currently there is only one step up). 2) Implementation of a campus-wide "FTE Marketplace" to alert PI's with short-term work needs to the availability of Research Faculty who are working less than full time. 3) A competitive funding pool for travel to conferences or professional development opportunities related to our professions.

The conditions research faculty work under at OSU vary. If research associates are to be treated as postdocs or on a track towards a research professor position career development must be considered by the university much more seriously. If they are to be treated as technicians, then a mechanism for them to be moved to more permanent positions with more consistent salary scales is necessary.

Ability for advancement

Two things: the fact that there is only one promotion that a Faculty Research Assistant can obtain (to Senior FRA), and the deplorable "laboratory" conditions in which much of [XXX] works (e.g. xxx,xxx,xxx).

More opportunities for FRAs to be promoted. So instead of the current system where you can only be promoted from FRA to SFRA, I would like to see at least a 3 tier system, eg FRA I, FRA II, FRA III.

Encourage more internal searches. If there are qualified people already employed at OSU that have available FTE, it would be nice to be given some priority in filling it out. Having multiple part-time employees seems wasteful in terms of resources and space.

Refocus the non-tenure path on the professional experience and trajectory. This position should institutionalize the ability to grow and develop as a young professional in a positive way. There are too many roadblocks in place by which navigating around or over distracts from my productivity and success. Many of those roadblocks are built by TT faculty, others by the OSU institutional structure. Those roadblocks include a variety of small funds available for research and travel, research exposure to intra- and inter-departmental environments, and a pervasive laissez faire attitude about non-tenure track scholars research success and professional development by faculty at the departmental and college level.

Opportunities for professional development and growth should be an OSU policy, and provided by all OSU colleges to research faculty irrespective of funding source. There should be a mechanism to allow a young scientist to teach and write grant proposals, should they so desire. This should not be left to the discretion of the college dean.

Professional development funding for skill specific training. Many faculty members could benefit from courses offered at other institutions and bring those skill sets back to OSU and strengthen their departments.

Opportunity to transition to tenure track other than applying for open positions like any outside candidate.

I would make wages, raises, and promotions a more transparent process and somehow less grant-dependent. I have worked here for [X] years and only found out last year that I could be promoted if my supervisor put me up for it, however they do not want to because it comes with a mandatory raise that the grant cannot afford and keep me employed. The benefits (leave, retirement, insurance, etc.) are one of the major reasons I do not seek employment elsewhere where both take home wages may be higher.

A large portion of my job is field-based and unpredictable, which is fine; however this limits my ability to take classes to advance my professional standing. I greatly appreciate the Staff Fee Privileges (Tuition Reduction), however I am unable to use this benefit due to my irregular schedule. I would like to be able to use this benefit for ONLINE classes.

More opportunities for advancement

1) More options for professional development, especially software work shops and conference funds 2) OSU starting pay for FRA's seems 15-20,00/yr lower than other universities once hired at a rate, it is hard to get promotion until qualified for SFRA even though skills and experience are expanding 3) There should be more research positions between FRA and tenured positions, more advancement through mentorship rather than the old school phd route (aka hazing and weeding out process), especially for women who would like to balance their family and career goals.

More opportunities for advancement. We only have Faculty Research Assistant (FRA) and Senior FRA. At UC Davis they had ~7 levels of advancement. If I cannot advance in my position I will go somewhere else where I will be compensated for my talent and hard work.

I recently received promotion to [XXX]. This came about only at my instigation and the process that was required to evaluate my fitness for promotion was developed from scratch. I would very much like to see OSU more thoroughly define the promotion infrastructure for Faculty Research Assistants and establish a culture wherein Faculty Research Assistants receive the support that they need to know of promotion possibilities and the procedure for evaluation therein.

More opportunity for professional development. I am able to attend conferences and workshops because I pushed, not because I was offered the chance or encouraged to seek out opportunities. My supervisors could be much more proactive in encouraging development of staff, rather than focus on themselves and on students.

Create and regularly announce clear, well-defined opportunities for professional development for FRAs. Faculty Research Assistants, appointed at 1.0 FTE, are FULL-TIME employees and should be regarded and treated just like other full-time individuals, regardless of age and experience. If there are unoccupied offices sitting empty for months and months - we should be equally considered for this workspace granted we have qualifying evidence of need for such space.

Workload (n=2)

As salaried faculty I often work 50-60 hrs a week during the busy part of the year, usually June to October. The rest of the year I work 40-45 hours a week and any time off I take I use vacation hours.

Therefore I do not feel I am being compensated for the extra work hours I work. I would suggest there be a way to accrue comp time.

Have official FTE reflect reality.

University Policies (n=11)

I would change job descriptions to reflect service time, and that if grant funded that portion be covered by OSU. It would also be good to see some internal funding opportunities for research assistants.

I think we should have union representation

Institute best practice policies for nontenure track faculty consistently across departments and units to ensure yearly performance appraisals, to recognize and reward excellence in nontenure track faculty and to remind search committees for tenure track positions not to discriminate against people with nonlinear career trajectories. To ensure consistent access of nontenure track faculty in all departments to career advancement opportunities. To institute multiyear contracts for long-term employees with high levels of expertise.

The terms of the appointment are continually disappointing. I would leave the position, except I am committed to being in Corvallis for other reasons.

I believe the answer to this really is Department/College Dependent--perhaps more importantly, Principle Investigator (supervisor) dependent.

This is specific to [XXX] only--the positions were not carried out as described when I was hired. See previous comments.

abolish tenure for all faculty

Make the interactions between various campus agencies more efficient, such as the IRB, IACUC and business centers. Increase salary and benefit support, with more timely salary increases and set minimums for increase over a specific length of time. Make contract renewals occur in a more timely fashion, with greater transparency. More funding for professional development that is not necessarily related to class or teaching development. A requirement that research faculty play some role (even advisory) in departmental decisions. Support of interdepartmental collaborations, perhaps with small research grants. Temporary support of research faculty that lose positions due to unexpected changes in research funding. Requirements of all faculty for service within their unit or to the University, (i.e. less unequal distribution of such activities). Anonymous or semi-anonymous grievance process, or better methods of dealing with ineffective or inefficient workers

I would like better maternity care coverage, more and flexible maternity leave, on-site day care included in benefits

Institutional Support (n=7)

The grant application process should be streamlined and totally electronic.

Institutional support for infrastructure so that everything works as it is supposed to.

Office space availability and attitude toward Faculty Research Assistants. For the seven years that I worked on-campus (I now work remotely and telecommute), I shared a "bull-pen" style office with seven graduate students. We were not allowed to have a phone in our office, even to share. My job description at the time required quite a lot of phone use to coordinate field crews, to correspond with other governmental agencies, and to conduct phone interviews for hiring. Report writing was also a major part of my job description. It was difficult to carry out many of these duties in a professional manner under the office conditions I was given. It would have meant a lot to be viewed by my department as a professional and as a more permanent part of the department, rather than a temporary entity (such as a graduate student). I was referred to as a technician by more than one professor, which was a bit of an insult given my education, experience, and tenure (in terms of years of service) with the department.

the maintenance level of the facilities could greatly improve!

I would like to see funding given for basic maintenance of teaching and research laboratories instead of the current university president's rush to building new buildings.

Increased departmental administrative grant budget support

More office space. Every faculty member at OSU should have an office space of some kind, even if it is shared. Also, there should be more opportunities for advancement and promotion, such as the creation of salary tiers based on experience and the length of time at OSU.

Communication and Transparency (n=4)

More interaction among different research units across campus, especially those doing similar types of research

More communication within the department

Transparency, fairness, a Dean that actually cares about more than just \$ (referring to xxx)..... Communications, and support staff, and the biggest issue is funding, we should have the FTE to successfully run the facility without worrying about whether we brought in enough projects. The Tenure faculty does not worry about it, and they come and go as they please, so in turn, we don't always depend on their participation in day to day activities. most of the time they are out of touch as to what is actually going on day to day.

Break down fiefdom mentality that impedes transparency - clear expectation and knowledge of per diem, meal allowances, professional development opportunities, and an expectation of service in departmental, college, and university committees and structures.

Appendix B3

Professional Faculty – Q47 – If you were able to change anything about the conditions for professional faculty at OSU, what would you change?

Positive (n=5)

I like that OSU is bringing in the new Job Classification process for Professional Faculty for consistency

I am quite satisfied with the conditions of my employment, although I work on an equal basis with another professional faculty member and do not receive the same salary. In every other way, I appreciate the collegiality of my environment and the freedom to work at the pace of my own choosing.

I can't think of anything, which is shocking. But...

As I work in fairly isolated circumstances and have no issues myself I can not really say

not sure, free chocolate I guess.

Respect (n=13)

length of contract rankism (professional faculty are often treated as second class citizens by tenured faculty)

Recognition for professional faculty by other faculty on campus and in compensation.

The degree to which they are counted in the accreditation process. Many professional faculty are INTEGRAL to the success of a program, perhaps even more than some tenured faculty.

I would like to see the number of professional faculty positions grow at least at the same rate as professors/teaching faculty. We have been downsizing our programs and services every year since I began this position. It's a bit disheartening and doesn't send a message that this work is valued.

The profound lack of respect shown by supervisory personnel to their subordinates and peers creates severe morale problems

There is a idea that flows around that professional faculty do not carry the capability to make decisions or judgements on academic related issues because they are not tenure-track or PhDs.

Professional faculty are between a rock and a hard place: tenured faculty on one side and bargaining unit on the other. Without tenure or representation, believe we often are forgotten or somewhat abused by the administration.

Create a culture that values the human capital. Create a civil culture.

I would make sure that the professional stays clearly defined--particularly as it reflects leadership on campus. I am a program lead, supervise staff, and bring in grants/external funds. I'm not sure that the

campus makes the importance of this clear to tenure-track faculty. Related to this, I would ask that there be some form of long-term contract that reflects funding and professionalism as well.

I would elevate the level of respect that should be given to professional faculty. Somewhere along the way professional faculty became second class citizens because they don't (for the most part) have advanced level degrees. Our lack of having PhD behind our names does not make us inferior to the academic faculty nor does it make us less efficient, intelligent or capable. The support given to academic faculty by professional faculty should be appreciated and acknowledged. I'm tired of the air of entitlement that academic faculty take around me and those I work with. It's demeaning.

Overall, I think the work that professional faculty does is not seen on par as the work that teaching faculty does. I think the pay disparities are very high when you start to look at student affairs. In my office, we're all in the same boat with no teaching faculty, so it doesn't seem like much of a problem within our office. I know that would probably change if I left this area to work in one of the colleges.

Respect and appreciation, as a group, for the work that is done and the contributions being made for the good of the University

It was humiliating to be first invited to participate in the [XXX], and then to later be uninvited--told I was not welcome after all. It was tacky, insulting, and unnecessary to be treated that way.

Salary (n=28)

More salary increases and more room for advancement.

Salary and raise equity. My unit is primarily classified, with the professional faculty in more responsible positions and critical positions. However, the professional faculty get raises sporadically, and at a lower rate than the classified staff.

Need for systematic step increases in salary structure.

Salary.

More clearly enunciate pay levels and pay ranges

Salary increase

Typically we are the last to get pay raises. SEIU employees have it bargained and the teaching faculty receive raises based on a number of issues such as equity but it seems that professional faculty are not treated the same and will only get raises as the last group; and if there is no money then we are just expected to deal with it. Also it seems like my department wants to pay everyone the same regardless of experience or time on the job. New employees with no experience make just as much or nearly as much as those who have been on the job longer or have more experience or education.

Level of compensation within the university - needs to be the same.

Compensation of pay equal to my level of skill and others at my skill.

Frozen or delayed pay increases is the only thing I would like to see changed.

I would like to see an evening out of pay range. There is a HUGE difference between units. For example Assistant Director pay is a huge difference regardless of qualifications, supervision, etc. it just depends on the unit you are in.

Transparency of salary structure and increases.

Need a salary scale that is known and tied to market salaries

Better salary

Increased pay...don't feel as if I'm being adequately acknowledged and compensated for having a graduate degree and a level of experience in my field - my salary is nearly the same salary I was earning at a local social services non-profit nearly 10 years ago.

It should be standardized pay not based on what the unit can afford.

Overall I'm satisfied. The only thing I can think of is more realistic compensation. Within it, the staff is expected to perform at a high level with a broad range of skills and responsibilities. I don't think the pay reflects this adequately. OSU must compete for its talent on a national scale, not just a Willamette Valley scale.

More opportunities for merit raises!

More aggressive compensation package, including pay and vacation to reflect that we are here 12 months consecutively and do not get any of the academic breaks.

how salary compression works and that I have to get another job offer to be considered for a raise in my unit.

I would like to see supervisors be able to award compensation and multi-year contracts based on performance. This would require performance evaluations and contract renewal be part of the same conversation.

I would love to receive a competitive salary compared to my peers in other Oregon colleges!

I think the current changes that are happening around a salary structure for professional faculty will be very positive. That said, it has been very frustrating to see how slow this process has been. While other professionals (academic, tenure track faculty) have been allowed salary adjustments and raises, we've been waiting and waiting for this process to wrap up and it keeps getting dragged out. It makes professional faculty feel significantly less respected than other types of faculty.

Pay level

Equal pay for equal jobs across colleges. The wealthier colleges pay their professional faculty more than the less wealthy colleges for the same job.

A fair compensation system. Salary should be based on job duties, similar to the classified system. It should not be based on how much money a department or college has.

Increase the salary

Even playing field for salary for similar positions. I know there is a initiative underway for this already.

Job Security (n=13)

I feel like too much of my time is taken up trying to find funding for next year or justifying my position. I almost wish that my department would say that they don't need or want to pay me, or want to pay for a reduced FTE, rather than the dog & pony show every year, and the stress every year.

2 or 3 year rolling contracts, rather than 1 year fixed term.

Yearly Appointments for Professional Faculty - not knowing if you have a job from year-to-year is a little fearsome

(1) Provide multi-year contracts. If OSU really values professional employees then show them so by an investment of more than one year. Rarely can salary be adjusted much but this seems like a very reasonable request to me. (2) Provide for some type of sabbatical program at least every 5 years. Most of these positions are high burnout and this would really show a desire to keep people long term and that they are valued.

Longer term contracts from one year to two years. However, a unit not satisfied with an employee's performance should have the ability to terminate the contract earlier as needed effective immediately.

a status similar to tenure would be welcome.

I would want the conditions to allow for a more stable working environment. Under current conditions most are on a year to year contract, and this causes a great deal of anxiety because you can be let go for no reason at all.

The job insecurity with annual renewal of contracts

Longer contracts.

Fix-term renewals....we should be at-will there isn't a need for an annual contract. It is actually less beneficial to the institution and doesn't provide fixed-term employees with any additional sense of security. If anything it creates an opposite effect because people worry about their job security every renewal period.

We have no job security whatsoever and though I feel secure with current leadership, that could change at any time. It would be great for professional faculty to have sabbaticals. It doesn't need to be a year long; it could be 1-3 months.

I would give longer contracts to long time employees.

term of contract

Offer longer contracts if performance warrants it. Offer ability to donate earned leave time to others if desired i.e. if someone I know is sick and doesn't have the time to cover their whole need.

Opportunities for Advancement (n=5)

Opportunities to "graduate" to tenure track.

A clearer progression path.

Promotional opportunities for people at the Instructor level - it just seems that there aren't any... Job security for people at the Instructor level - are one year contracts all that are available?

Opportunities for advancement. Unless one changes jobs it's nearly impossible to earn more money, take on new tasks or responsibilities (and be compensated for it). Promotions simply do not occur and makes one wonder why he/she should work so hard if opportunities don't exist for those performing above and beyond.

The opportunity for promotion or some type of advancement

Work Load (n=4)

Less work load

Additional staff at all levels to address the increase in the number of students. Additional instructional faculty has been added over the last several years and additional compensation provided while professional faculty positions supporting students have remained the same or been cut.

Need to stop being dumped on with student performance expectations without adequate funding - our own salary funding, not enough other salaried employees in the unit to do the task, not enough GTA/student staff monies. We know what programs will work, and we want to undertake them, but it is impossible to do more with less when productivity is already quite high. Doing more with less = unfunded mandate = 50+ hour weeks and high stress to eke out only slightly above average results.

Workload. I generally put in 50 to 55 hours a week and still do not get projects completed. In other departments there are usually 2 to 3 staff doing the workload that I have. My performance is often compared to the other departments without acknowledgement that they have larger staff.

University Policies (n=19)

More consistency with job titles. One college will call a position Office Manager, another will say assistant and others will have the same job as an OS2. Doesn't make any sense.

OSU would have a policy of providing annual anonymous feedback to supervisors about their performance. This would help me as a supervisor and an employee.

Timely annual reviews performed by my supervisor, who is also my director. Opportunity for a performance based merit increase of salary. My predecessor was paid substantially more for being half as productive.

That Professional Faculty don't have the title Faculty in their title and that their pay is similar across all OUS institutions and that we are eligible for spot raises etc.

One would be compensation time. During certain times of the year my job requires me to work well over 60 hours week and weekends. It's impossible to be compensated for that time in any way. Taking "flex" or "comp" time just doesn't always work. Another item is the pay. As a University we tout that college graduates earn more on average than non-college graduates. I am college graduate and don't feel I make what I am worth. More value needs to be placed on pay equity.

I would like to get paid additional to teach.

Comp time for overtime hours worked. Flexibility in scheduling as long as services for students are provided.

Ability to be aware of or be provided teaching opportunities.

I would have professional faculty "protected" in some manner such that they are not arbitrarily "released from service" based on non-quantifiable issues. Additionally, I would require that ALL professional faculty at OSU undergo a "360 Evaluation" in which their employees and customers have the opportunity to voice concerns and/or praise. While my position undergoes this review, my supervisor's does not, thus I've not had any opportunity in which to voice issues. Meanwhile, my supervisor has received both merit and equity raises that I do not feel were justified based on [his/her] level of supervision, experience, knowledge and engagement.

More equality/uniformity in position titles and salaries.

I would remove them from Faculty Senate representation, remove the "Faculty" from the title and create a "Staff Assembly".

I would dump the fixed-term contract and go to at-will employment. I believe the employment contract unnecessarily adds administrative cost to the university, boost complexity, diverts personnel hours from more important tasks, and on a personal level makes me feel no more job security than if my employment were at-will. I would also get creative about how the university deals with some of it's nagging issues. For example, try combining issues to tackle the problems more effectively. If parking is an issue and your faculty has to participate fitness/health activities for your benefit plans then incentivize your alternative commuters. If the community at-large is getting fatigued from the recent growth, and you want to push for the "first-year experience" then incentivize. There are ways to do these things that push the carrot down the proverbial road, but boost the win-factor now.

I think much of their success depends on the environment they work in. I would include behavioral standards in all faculty job descriptions (including additional standards for supervisors and administrators) and have that included in their evaluation as part of the minimum standards they must meet.

Ability to bargain collectively, particularly re: wages and benefits.

More central source of information on contract negotiating rights for professional faculty.

I would equalize the disequity in pay and promotion based on gender and ethnicity
Equality in promotion and advantages given by waivers.

I'm not sure what I would change. I know that there is a meeting to support people of color when they arrive and it seems very secretive, which is strange why it would need to be since studies show that people of color at a PWI need support, so why is it kept under wraps?

Unionize.

Institutional Support (n=4)

--allow us to take sabbaticals for professional development opportunities (ie attending summer leadership program at [XXX])

More training for managers/supervisors.

\$ for workshops and professional development.

Haven't been in this position long enough to identify need for changes. Could use a bigger cube, but not a big issue.

Communication/Transparency (n=7)

more networking opportunities

Greater openness by leadership to sharing ideas for the university.

More input regarding big planning decisions.

Invite professional faculty to faculty meetings.

I would seriously consider having minimum expectations around diversity-related professional development for senior leaders and supervisors so that they may pick up on climate issues.

A support network outside my unit where I could meet peers and grow personally and professionally. OSU does not do a good job of welcoming or initiating new employees, and moving can be difficult. There needs to be a more concerted effort to engage and welcome new employees and respect diversity. That does not happen here at the institutional level.

The way that information and communication is dealt with here at the University.

“WE POWER ORANGE”

Appendix C: Reminder Notices

Hello,

Recently we sent you an invitation to participate in an on-line survey of fixed term, non-tenure track faculty at OSU. **Thank you if you have already completed the survey!** If you experienced technical problems trying to complete the survey, **please** let me know and a new link will be created for you.

The survey is sponsored by the Faculty Senate and the American Association of University Professors (AAUP) with the support of the OSU administration. We are seeking input from all OSU faculty members who are unclassified and not on a tenure-track. This includes faculty who work as instructors, research faculty, and professional faculty – on campus and off campus. The survey is an effort to ascertain the range of circumstances under which fixed term faculty work at OSU. **Your experiences and opinions matter!**

Responses are **anonymous and confidential**. Survey results will be reported in a summary format in which individuals cannot be identified. A final report will be presented to the Faculty Senate and made available on the Faculty Senate and AAUP websites.

If you have not filled out the survey, we ask that you take a few minutes to do so now.

Thanks for your participation.

Lori A. Cramer, Ph.D.

Associate Professor of Sociology

School of Public Policy

309A Fairbanks Hall

Oregon State University

Corvallis, OR 97331-3703

(541)737-5382 (Office)

(541)737-5372 (FAX)

lcramer@oregonstate.edu

Final Reminder!

Recently we sent you an invitation to participate in an on-line survey. This survey is sponsored by the Faculty Senate and the American Association of University Professors (AAUP) with the support of the OSU administration. We are seeking input from all OSU faculty members who are unclassified and **not on a tenure-track** (e.g., fixed-term) – on campus and off campus. Fixed-term faculty are important to the future of OSU and we want to know more about your experiences and perspectives. **If the results are to accurately reflect the views of fixed-term faculty, every response matters!**

Responses are anonymous and confidential. Survey results will be reported in a summary format in which individuals cannot be identified. A final report will be prepared over the summer to be presented to the Faculty Senate and will be made available on the Faculty Senate and AAUP websites.

If you have not done so, **please** take a few minutes to complete this important survey.

Thank you!

Lori A. Cramer, Ph.D.

Associate Professor of Sociology
School of Public Policy
309A Fairbanks Hall
Oregon State University
Corvallis, OR 97331-3703
(541)737-5382 (Office)
(541)737-5372 (FAX)
lcramer@oregonstate.edu

Oregon State University First-Year Experience Initiative Winter Quarter Progress Report

April 4, 2014

Progress/Outcomes		Who
Early Alert System	- Assessment of fall term chemistry pilots in progress - Planning for fall 2014 pilot of expansive checkpoints system to monitor multiple key success markers and conduct student outreach throughout academic year; involves advisors, instructors, students, and residential education	Academic Success Center; Chemistry department
Residential Enhancements	14 Academic Learning Assistants (live-in academic peer support) recruited and hired for each hall in 2014-15 academic year - January housing assessment data from current UHDS residents shows an increase in positive responses to questions on residents' study habits and balance of social and academic commitments (compared to previous years assessment results)	UHDS; Academic Success Center; Student Affairs
Academic Advising	- First-year advising syllabus ready as print and electronic versions for summer 2014 implementation - Web site created to aid advising units with implementation and incorporation of syllabus into their practice	All colleges plus UESP; University Relations and Marketing
Communications and Outreach	- University Relations and Marketing currently designing FYE promotional materials for new and prospective students around four signature components: Living and Learning in Communities, Advising, Orientation, and First Year Experience Courses - UCSEE co-chairs Brubaker-Cole and Hoffman have completed meetings with College leadership on college FYE developments and areas for partnership and collaboration - Kansas State FYE director Greg Eiselein visited campus for a series discussions with University and FYE leadership, academic and student affairs professionals, and students	UCSEE; University Relations and Marketing; all colleges plus UESP
Campus Traditions	- Traditions committee currently developing: - Inventory of existing traditions "Beaver Bucket List" for new and current students	Dean of Student Life; UHDS; Alumni Association; ASOSU
FY Curricular Enhancements	- WR 121 piloting new curriculum focused on analytical writing and rhetorical awareness; piloting and assessment will continue through Spring quarter, with a full rollout slated for Fall 2014 - Assessment of fall term GPA data finds that students enrolled in a fall U-Engage course are more likely to have a higher GPA and less likely to be on academic warning - College of Business piloted four 100-level "B-Engaged" courses developed for residents of Weatherford Hall to aid in their transition to college-level academic coursework and expectations - Implementation in progress for all new students beginning in summer 2014 to take web-based, enforced prerequisite math placement test with ALEKS Math Placement system	School of Writing, Literature, and Film; College of Business; New Student Programs; Academic and Student Affairs, Mathematics department
On the horizon	- Thursday, April 10: ASOSU event "What Is the First-Year Experience?: A Breakdown for Students" - Friday, April 18: First Year Advising Syllabus Implementation Symposium for academic advisors	ASOSU; First-Year Advising Council

* Contact susie.brubaker-cole@oregonstate.edu or gail.cole@oregonstate.edu if you would like to contribute information to future FYE quarterly progress reports.

Oregon State University First Year Experience Initiative
Fall Quarter Progress Summary
December 10, 2013

	Progress/Outcome(s)	Who
Course-Based Early Alert	Fall quarter pilot in all CH 121, 201, 231 sections producing significant midterm grade improvements (final results pending)	Academic Success Center Chemistry department
Residential Enhancements	New residential curriculum in all residences	UHDS, Academic Success Center, Student Affairs
	4 new or expanded living learning communities in progress for fall 2014: • Global Village (ILLC) • Health and Well-Being (McNary) • Arts and Social Justice (Wilson) • Engineering (Hawley-Buxton)	UHDS <i>plus</i> : INTO OSU COS & PHHS ISS & School of Lang., Culture, Society (CLA) COE
Academic Advising	Endorsed by Senate Academic Advising Council; currently in implementation for fall 2014: • First Year Advising Syllabus • Required quarterly advising appointments • New change of major process	All colleges + UESP
Campus Communications	• FYE Initiative website: http://oregonstate.edu/ase/firstyear/ • FYE marketing plan for new students in progress (see reverse)	UCSEE University Relations & Marketing
Orientation Enhancements	CONNECT Crew peer mentoring pilot in east residences	New Student Programs, Academic Success Center, UHDS
Campus Traditions	New residential Homecoming programming	UHDS, Alumni Association, URM
	Campus Traditions Task Force convened	Student Affairs, ASOSU, Alumni Association, advisors
FY Curricular Enhancements	MTH 111 redesign fully implemented with midterm grade improvements of between 8% and 29%	Mathematics department
	Expanded UEngage enrollment by 10% (664 in 2012; 730 in 2013)	New Student Programs, Academic & Student Affairs

Something missing from this summary? Please email gail.cole@oregonstate.edu

On the Horizon for Winter Quarter:

- ASOSU Symposium on the First Year Experience, January 22, 2014, 4:00 to 6:00, MU
- “Walk-about” FYE meetings with each college and UCSEE co-chairs Brubaker-Cole and Hoffman, including college inventories of FYE efforts
- Kansas State FYE director Greg Eiselein consulting visit to OSU, February 4, 2014; schedule details TBD

DRAFT: First Year Experience Student Messaging

Subject to revision

The Beaver Nation Experience is an intentional, integrated process to ensure first-year student success and persistence. It lays the foundation and provides continuing support for students' academic achievement and personal development throughout their time at Oregon State University.

The Beaver Nation Experience

The Beaver Nation Experience will help you achieve success — academically and personally — during your first year at Oregon State University. In this first year and beyond, you'll have choices to make your college experience what you want it to be. You'll be challenged to pursue excellence, and you'll have resources and support to meet your goals. You'll develop creative and critical thinking skills that open up a world of new knowledge. You'll make connections across the campus community. And you'll lay the groundwork for a successful life beyond graduation.

Expand Your Mind

You'll find yourself learning in every aspect of your experience at Oregon State University. It will be challenging and engaging, and it will extend beyond the classroom. You'll learn by doing through research projects, field studies, internships, service learning and other opportunities. You'll push yourself toward excellence and discover you can do far more than you ever thought possible. Along the way, you'll learn the tools and rules you need to navigate successfully through the university.

Connect to Your Community

You're joining a welcoming campus community, and it won't take long for Oregon State to feel like home. A large university seems much smaller when there are so many places where you can belong. There are faculty and mentor connections to make, friends to find, clubs to join, activities to try and campus traditions to make your own. With each connection, you'll discover fresh perspectives that enhance your learning and your college experience.

Build Your Best Self

You're discovering who you are, what you want to do and who you want to be. In your classes, your activities and your experiences at Oregon State, you'll explore all that the world has to offer and what you have to offer the world. You'll gain a broad base of knowledge as well as practical skills to prepare you for a successful career and a life making positive contributions at work, at home, in your community and beyond.

Report on the COIA 2014 Annual Meeting

February 28 – March 2, University of South Florida

Executive Summary

This year's annual COIA meeting included five major topic sessions, followed by the Coalition's regular business meeting.

Academic integrity. Bob Malekoff, a member of the commission that investigated academic fraud at UNC, reflected on the lessons to draw from the case. Lack of clear accountability, or "ownership," in college sports, failure of faculties to take responsibility for monitoring faculty conduct, and lack of financial transparency in athletics are key problems that must be addressed.

NCAA restructuring. Jean Frankel, who is facilitating the NCAA D1 restructuring process, provided an overview of the goals and history of the restructuring process. Organizational goals include moving NCAA legislation from a constituency-based to a knowledge-based process, and clarifying accountability. A focus on basic questions of mission and governance principles has been added. The restructuring initiative was prompted by pressures from the Big 5 conferences for greater autonomy, itself a response to growing public pressure to professionalize some or all college sports. Discussion focused on the role that faculty should play in a restructured NCAA, including expanding faculty influence, both FARs elected senate representatives, since strong operational pressures for success on the field and revenue generation that shape athletics require strong faculty advocacy of academic values as essential to decision making in collegiate model.

Concussions. NCAA Chief Medical Officer Dr. Brian Hainline provided an overview of issues related to sports concussions and student-athlete health, and of essential features of concussion-related policies and management. Dr. Hainline analyzed in detail the preliminary findings of the COIA concussion survey. The results indicate that schools have generally instituted careful concussion-related protocols and have well informed policies in place. Areas with room for improvement include baseline testing instruments, coach education, and return-to-classroom protocols, suggesting ways to improve NCAA best practice guides.

Athletics finances. Amy Perko, Executive Director of the Knight Commission, presented data showing that athletics budgets were growing much faster than academic spending, on a per student/student-athlete basis. While enhanced media contracts allow a few programs to operate athletics programs in the black, almost all rely on subsidies from general funds and student fees. For a few conferences, media contracts will generate enormous new revenues in coming years, but schools seem already to have designated this money for enlarged athletics expenditures.

Antitrust issues. Allen Sack and Gerald Gurney of the Drake Group leadership presented a draft of the College Athlete Protection (CAP) Act, for which sponsors are being recruited in the US Senate. The Act would provide the NCAA with an antitrust exemption, and details a regime that would ensure future NCAA regulation in accord with the academic priorities of higher education. Discussion focused on the practicality of the Act's design.

COIA business session. Leadership for 2014-15 was confirmed. A plan to work on implementing the Coalition's faculty engagement blueprint on individual campuses was endorsed. A decision was made to undertake a study of current campus athletics governance practices, in partnership with the NCAA research division. A new mission statement for the Coalition was approved.

Contents

Session 1: Issues from the UNC Academic Fraud Case (Bob Malekoff)

Session 2: NCAA Division I Restructuring (Jean Frankel)

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Session 4: Financial Developments in Intercollegiate Athletics (Amy Perko)

Brief Update on Faculty Input into NCAA (Kevin Lennon)

Session 5: The Drake Group CAP Act Initiative (Allen Sack and Gerald Gurney)

COIA Business Meeting

Appendix 1: Background information on NCAA restructuring (pre-circulated)

Appendix 2: Background information on antitrust issues (pre-circulated)

Appendix 3: Newly approved COIA mission statement

Detailed Summaries of Meeting Sessions

Friday, February 28

Session 1: Issues from the UNC Academic Fraud Case

Bob Malekoff

Professor Malekoff is a co-author of the “Rawlings Report,” prepared by the external task force that the University of North Carolina commissioned to investigate the academic fraud scandal at Chapel Hill. His presentation did not focus on the history of that scandal, but rather on the lessons that could be learned from it. He focused on three areas: oversight and management; academics; finances.

Professor Malekoff’s fundamental message concerning oversight and management is that, in contrast to professional sports, college sports programs have no clear “ownership,” a person or group that is clearly accountable for the decisions of the program. Presidents, who have nominal control, are under pressure from many stakeholders, some of which may outweigh the president in actual power (e.g., trustees, power coaches, mega-donors). Moreover, though ADs, and academic advisors in the athletics department may all be committed to the academic values that govern their institution’s mission, they may not be able to perform their jobs in accord with the mission because of powerful forces that value athletics success over that mission.

The goal of managing programs with strict academic integrity faces challenges from a number of directions. The exceptionally high number of special admits among athletes – students who enter college academically at risk – means level-playing field academic success is exceptionally difficult. Pressures to field winning teams and the public’s general lack of concern about the academic cost all too frequently create the conditions under which academic fraud can occur. At root, academic integrity is a faculty responsibility, and academic fraud – particularly when regular faculty are involved – is a problem faculty must find a way to address. This is an area where greater faculty engagement is a key to addressing the problem.

Economic demands place athletics administrators and coaches under sharply increased pressure to win, with the expectation that winning will enhance revenue. All but a few schools operate athletics at a loss, particularly when long-term debt costs are calculated. At many institutions, through direct transfers from the general fund or through student fees, athletics receives millions of dollars in direct subsidies that diminish the resources available for academics and for students whose sole interest is in their education. These campus financial conditions are not generally understood by students, faculty, and the public. One way to address this issue is through increased transparency: athletics department revenue sources and budgets, including long-term debt, should be public, as should figures for comparative spending per student and per student-athlete.

Professor Malekoff noted that schools will not be able to address these issues in isolation; they will require a “network of peers,” committed to the type of joint action that can diminish the impact of local stakeholder groups that may prioritize winning and athletics growth over the academic mission.

Saturday, March 1

Session 2: NCAA Division I Restructuring

Jean Frankel, Ideas in Action LLC, Restructuring Initiative Facilitator

Ms. Frankel explained the background and timeline of the current NCAA D1 restructuring process, which began in August 2013, and which is now projected to reach its conclusion by this coming August. The initiative is being managed by a Subcommittee of the D1 Executive Board, and involves a basic realignment in the executive and legislative structures of D1, including a revamping of the governing Board and various councils and committees.

Apart from structure, the processes behind decision-making and the culture in which it occurs are also targets. The Subcommittee hopes to design a system where decisions are more definitively *knowledge-based*, rather than *constituency-based*, and where the culture of the whole is more focused on aligning decisions with NCAA core values. Clarifying accountability in decision making is a priority.

Although the initiative began with a focus on structural and process issues, after criticisms of the first interim draft plan, the Subcommittee has begun to devote more attention to reconsidering the issue of values and governing principles, and the articulation of the NCAA’s mission with which these need to be aligned.

The immediate driver for the restructuring was pressure from the largest conferences, the “Big 5,” for greater or complete autonomy, and the outcome of the process will certainly include some form of autonomy for these conferences, though in a continued shared-governance context that will specify and limit the aspects where such autonomy applies. Questioned about the relation of Big 5 autonomy to clear trends leading in the direction of the professionalization of intercollegiate athletics, Ms. Frankel stated that the Subcommittee was fully alert to this issue,

and determined to arrive at a balance that would ensure the *sustainability* of the collegiate model in any new structure.

Discussion of Ms. Frankel's presentation focused on the issue of the roles faculty should play in any new D1 structure. Ms. Frankel indicated that the Subcommittee is currently giving strong consideration to the inclusion of faculty, along with Athletics Directors, as voting or non-voting members of the Division 1A Executive Board (a proposal made by COIA in its October recommendations to the Subcommittee). Strong support was expressed for an increased role within the NCAA for FARs as well. Ms. Frankel noted that the various AD groups with D1 had unified their voices by collaborating closely during this process, and that it would be to the advantage of faculty if the three major faculty groups (FARA, 1A-FARA, and COIA) could do the same.

On the question of whether there should be some NCAA-recognized role for elected faculty senates to have a voice at the campus level, Ms. Frankel challenged the group to articulate strong reasons why this would be of value. Points made in response included the following: 1) Since the restructuring process seems to be enhancing the role of ADs, whose perspectives must naturally reflect the operational imperatives of revenue generation and team success, strengthening the voice of elected faculty, whose perspective is fully focused on the core value of protecting and enhancing the academic mission, is a necessary balance at all levels; 2) Elected faculty are charged by campus shared governance systems with setting and overseeing the academic standards of their institutions, and without a recognized role in athletics oversight the information necessary to perform this function with regard to students involved in athletics is unlikely to be provided; 3) Strengthening the role of senate involvement in athletics oversight will have a secondary benefit of building capacity for effective faculty governance more generally.

Session 3: Concussions and the COIA Concussion Survey **Brian Hainline, NCAA Chief Medical officer**

Dr. Hainline began his talk with a brief description of the NCAA Sport Science Institute, and followed with a description of the types of health issues that are most pressing when it comes to student athletes. In addition to concussions, drugs (both performance enhancing and recreational, including prescription drug abuse) and mental health concerns are among the most important, and the SSI has created initiatives on both these issues: its Doping and Mental Health Task Forces.

Injuries that are associated with overuse and over-conditioning are a critical area where athletics program administration can make a difference. The key people in ensuring that these injuries are minimized are ATCs: certified athletic trainers. However, the role of the ATC is often under-appreciated and under-rewarded, and pressures from others in athletics programs can hamper their effectiveness. Dr. Hainline also described some of the functions of the Team Physician, and noted that beyond the importance of specialization in areas such as neurology or orthopedics, it is extremely important that physicians have a certification in sports medicine.

One major principle for success in the integrity of athletics health decisions is to design programs to create a conflict of interest-free environment.

Concerning the central issue of concussions, Dr. Hainline explained the limits of current medical knowledge, describing the term's vagueness of definition, which focuses on functional features, rather than on the wide variety of physical damage that may be involved. In terms of diagnosis, concussions present no biomarkers, and protocols governing their treatment are based on consensus rather than research outcomes. He also reviewed data concerning which sports place athletes most at risk, and characteristic differences in gender-specific patterns of concussion history in young athletes. One of the key things for coaches and other athletics personnel to be aware of is that many athletes arrive in college with a history of injury that will affect both their performance and their well being.

Among the things Dr. Hainline suggested faculty give some thought to with regard to concussions, the most important was to help develop good return-to-classroom protocols that would make sure that faculty were notified when students had concussion issues, and well enough informed to play appropriate roles in ensuring that students return to academic work was well managed, especially since concussion symptoms, including PTSD-type features, can persist for long time periods in some cases. Ultimately, return to academic work after concussions must be managed on a case by case basis, like return to play decisions, but there should be best practice policies that guide all involved. The COIA survey indicates that few schools have yet developed any formal return-to-classroom policies, and faculty can work with athletics departments to ensure that adequate communication with academic advisors and instructors is a part of such policies as they develop.

Turning to the COIA questionnaire on concussions, Dr. Hainline made a detailed analysis of the results collected so far. He noted that based on the sample we have, programs seem to be handling concussion management appropriately in most respects. Most programs are generally following NCAA Medical Handbook guidelines and other appropriate consensus documents, but Dr. Hainline stressed that the state of knowledge was constantly changing and required close monitoring. New NCAA best practice guidelines will be coming soon, and Dr. Hainline noted at several point that the results of the COIA survey had altered his perception of what information those guidelines should convey. One example would be clearer standards for coaches' education about concussions.

Another example was the use of baseline testing, on which schools provided more detailed information than most other survey questions. Dr. Hainline noted that the survey indicated an over-reliance on computerized baseline testing (ImPACT), which creates a digital record, rather than observational testing (BESS), where trained observers assess skills such as balance. The latter type of test, although low-tech, allows a trained assessor to spot intentional underperformance on baseline tests – a way student-athletes sometimes create artificially low thresholds for later return-to-play clearance. (Dr. Hainline also recommended an eye-tracking protocol, called the King-Devick test, which so far only one school has reported using on the COIA survey.)

Dr. Hainline also noted the importance of NCAA schools contributing to a centralized injury reporting database, Datalys. Only one-third of survey respondents currently link to Datalys. The reason for that may be that schools understand Datalys to be solely an electronic medical records platform, and there are many more powerful EMR systems available. However, Datalys is now serving as a clearinghouse for NCAA injury data, and in that respect it can be linked to primary EMR systems. Dr. Hainline urged schools to contact Datalys President Tom Dompier (datalyscenter.org).

Dr. Hainline will be tracking the COIA survey data as it is updated, and the aggregated information will inform the development of new NCAA online resources for concussion issues.

Dr. Hainline had to leave the meeting after two hours to return to New York, and in a closing discussion session, participants discussed the timing for completion of the final survey report, and ways that COIA and faculties in general can further contribute with regard to student-athlete welfare issues. A follow-up effort focused on students-athlete mental health issues, issues that Dr. Hainline told us he believed were a more serious problem than concussions, was raised as a possibility, particularly if work COIA initiated in this respect could be accommodated under the umbrella of normal faculty due diligence inquiries into health policies and practices concerning all students.

Note: A preliminary report on the COIA concussion survey was circulated prior to the meeting. A final report is scheduled for completion and circulation on or before April 1.

Session 4: Financial Developments in Intercollegiate Athletics **Amy Perko, Executive Director, Knight Commission on Intercollegiate Athletics**

Ms. Perko reviewed the role and accomplishments of the Knight Commission since it published its initial report on intercollegiate sports in 1991, calling for increased presidential control and tighter academic eligibility standards, prompting dramatic changes in the NCAA.

The Knight Commission has taken the approach that in light of antitrust laws that limit the avenues for restraining athletics budget expansion in a competitive context, the best available tool for the NCAA to use for such purposes is the realignment of financial incentives to accord more closely with educational values. Concrete examples are the Commission's recommendation to use academic success criteria in determining revenue distributions, and its proposed formula for distribution of increased revenues generated by the new football playoff system, that would specify levels targeted for athlete academic education.

Ms. Perko went on to describe from various perspectives the present fiscal profile of intercollegiate sports. Comparing revenues for FBS programs, sorted according to budget size, data indicates that even the highest-resource class of schools shows a net transfer of dollars from general funds and student fees to athletics ("allocated revenues"), though at a subset of these schools athletics is in the black. Allocated revenues, as opposed to earned, or "generated revenues," grow progressively larger as one examines groups of schools with smaller athletics budgets, and the role of general fund transfers and student fees as components of all revenues rises to 31% each for the bottom quartile of FBS schools. Expenditure patterns are relatively

stable across D1 classes, except that among the largest programs, the share of expenditures on student aid is well under half of the share in the smallest programs, while the amount devoted to facilities grows accordingly.

Ms. Perko introduced the Commission's recently completed online "Athletic and Academic Spending Database for NCAA Division I" (<http://spendingdatabase.knightcommission.org/>). This public access tool charts changes in expenditure pattern between 2005 and 2011 at all Division I schools, and allows comparisons between the growth of athletics spending per athlete and academic spending per student, as well as changing patterns of capital debt and debt service on athletics facilities. The database can be a powerful tool for faculty and faculty senates wishing to get a snapshot of their school's fiscal profile and a picture of how it compares to peer schools and subdivision norms.

Ms. Perko closed with an examination of the growing scale of media dollars in the revenue profile of Big 5 conference schools, derived from conference TV contracts and BCS/Playoff football. From a baseline of total \$390 million in total revenues in 2004, these funds have grown over 300%, and are projected to be \$1.6 billion in 2015, rising to \$2.2 billion in 2020. In the context of high public concern for the current balance in big-time college sports between fiscal and commercial pressures on the one hand and academic values on the other, this creates an opportunity for schools to adjust the balance by redirecting a greater portion of funds to the academic mission. However, indications are that at many schools, this money has "already been spent" through financial commitments to operational or capital growth in athletics.

Brief Update on Faculty Input into NCAA

Kevin Lennon, Vice-President for Membership Affairs, NCAA

In the context of responses to Amy Perko's talk, and discussion of the role of elected faculty representatives in influencing NCAA policy, Kevin Lennon added some comments.

Referring to the decentralization of athletics that the NCAA initiated in 2013 – a process that, at least, paused once the D1 restructuring initiative began – Vice-President Lennon reminded us that the planned shift from the principle of competitive equity to one of fair competition was still underway, and that this was where faculty would need to play an enhanced role. The fair competition standard, which will eliminate many across-the-board constraints on FBS programs, will require increased local athletics policy making, and faculty need to find a way to ensure that they play a major role on their campuses in this respect.

As for NCAA-based decision making, it appears very likely that the only route of influence elected faculty will have is through on-campus communication with those who will play direct roles within the NCAA: presidents, ADs, and FARs. Establishing and building lines of communication will be the most effective strategy for elected faculty representatives in the short term.

It was noted by participants that at many institutions, faculty had little leverage to succeed in this effort. Vice-President Lennon acknowledged this, and suggested that one viable approach might

be to try to initiate on a school-by-school basis, wherever possible, the campus-based models for senate engagement and senate-FAR communication proposed by COIA last year.

Session 5: The Drake Group CAP Act Initiative

Allen Sack, University of New Haven; Gerald Gurney, University of Oklahoma

The CAP Act (College Athlete Protection Act) is a legislative bill that the Drake Group has drafted and begun to lobby for in the US Senate. The bill includes an antitrust exemption for a regulating “Association” (which would, de facto, be a restructured NCAA), along with a number of other features that would modify current policies and practices to establish a regulatory regime justifying the granting of the antitrust exemption.

Among the features of the restructured NCAA that the Act envisions would be the following: a governing Board broadly representative of athletics stakeholder groups, alongside a component of ex-presidents comprising 40% of the board; extensive new athlete welfare standards, including expanded educational and health benefits; due process protections for individuals and institutions subject to penalties for alleged rule infractions; principles to govern revenue sharing (dissociating it with winning), distributions to conferences and to school academic general accounts, and distributions of revenue to fund mandates of the Act; required full compliance with Title IX; GPA standards for continuing eligibility; GPA/test score standards for first-year eligibility; formulas limiting coach salaries that would require sharp cuts; rules against new facilities being restricted to sole use of intercollegiate athletics. The Act, which is comprehensive and detailed, includes many other features.

Professors Sack and Gurney, representing the Drake Group leadership and CAP Act drafting committee, presented a summary of the Act and asked for comments that might suggest how COIA as an organization might respond. Comments from meeting participants indicated strong interest in the potential of an antitrust exemption, though expressing reservations about the dangers of involving Congress in further university regulation. Participants voiced general support for many of the specific provisions, though reaction was not uniform. However, almost all who commented felt that the breadth and specificity of the regulatory regime was a problem, both in terms of having Congress mandate outcomes long debated within the NCAA, and in terms of the realistic possibility of any such act being adopted.

While some of the features of the CAP Act beyond the antitrust exemption might be necessary to outline the nature of a regulatory regime that could justify grant of the exemption, participants felt other features seemed to reflect a “wish list” (one with which COIA might be largely sympathetic), that would chiefly provide the NCAA and its member institutions reasons to oppose adoption. Politically, a better balance might be struck by pairing the exemption, which in itself would be an attraction to the NCAA and its member schools, with only those features of a regime essential to ensure that economic behavior would be regulated in conformity with academic values and athlete welfare. Under an altered economic framework of this kind, the remaining non-economic goals might be realized without Congressional mandate.

Amy Perko noted that the Knight Commission, which has previously opposed seeking an antitrust exemption for intercollegiate athletics, remains open to the possibility that changing

conditions may make reverse that calculation. COIA has been increasingly inclined to take up this issue as well. Participants all seemed agreed that the impressive effort by the Drake Group has moved this issue much further forward.

Sunday, March 2

COIA Business Meeting

The Sunday morning session was reserved for faculty, and its agenda included discussion of COIA organizational matters and of strategy for the coming year.

Concerning organization, participants considered the issue of leadership, and requested and it was agreed that Mike Bowen (South Florida) would stay on as Chair of COIA for the coming year, assisted, as over the past year, by a three-person group of former co-chairs: Bob Eno (Indiana), Ginny Shepherd (Vanderbilt), and Nathan Tublitz (Oregon).

The more difficult organizational issue was ensuring that COIA sustain appropriate levels of communication with and engagement of its constituent senates. Prior to the start of the annual meeting, the COIA Steering Committee agreed to increase its own level of activity by scheduling regular meetings via online teleconference tools, which encourage participation more readily than unscheduled email communication. Members agreed that topical surveys and other data-based research ideas were appropriate COIA activities and should be pursued in a timely manner with the membership.

In addition, it was agreed that the leadership would attempt to persuade all member senates to appoint continuing COIA representatives, whose role, given the annual or biannual turnover among senate chairs, is essential for providing continuity and engagement. Currently, only 44 of COIA's 61 senates have appointed COIA reps. The leadership will also use an email list of COIA reps to communicate regularly with the membership, with a goal of periodic Steering Committee reports to COIA reps as well.

For COIA to endure, however, it needs to find a way to foster greater senate-to-senate horizontal communication. One of the goals of the new communication approach will be to try to accomplish this initially through COIA reps, rather than senate chairs.

Concerning the COIA agenda for the coming year, it was agreed that COIA's engagement in NCAA restructuring and completion of the concussion initiative would be two continuing elements. In addition, there was discussion of two new projects: Discussions with Michael Miranda, NCAA Associate Director of Research, who joined the Tampa meeting, indicated that the NCAA was interested in partnering with COIA in a project to determine the ways campus athletics governance is practiced among FBS schools: for example, the ways that senates, FARs, campus athletics boards, and athletics departments communicate and divide responsibilities, an issue on which COIA has guided research in the past. It was agreed that Mike Bowen would organize a subcommittee to explore this issue, and work with the University of Tulsa's COIA rep, Adrien Bouchet, whose expertise is well suited to this type of research, and University of Hawaii representative Kelley Withy.

A second possibility that was discussed was to form a subcommittee on student-athlete welfare with regard to mental health support policies, based on Brian Hainline's description of issues in this area. We will explore with Dr. Hainline whether COIA would be an appropriate group to contribute on this front.

A further area of discussion concerned Kevin Lennon's call for COIA and its senates to focus on gaining leverage through improved engagement and communication with NCAA actors, such as FARs and presidents. The context of this call was last year's COIA proposal for the establishment of "Senate Athletics Representatives" (SARs), and senate-based committees that would be responsible for handling new burdens of policy-making that could be expected with the decentralization of athletics regulation.

COIA's proposal called for the NCAA to mandate that every FBS campus have some structure that would fulfill the intent of the SAR proposal. While the response to the proposal within COIA was generally positive, and at least one campus chose to implement the proposal locally, there were a number of senates that felt that for them, the SAR proposal would simply add an unnecessary level of bureaucracy and undermine the systems they had in place, systems that on those campuses were functioning efficiently.

The call for NCAA-mandated minimal norms grew from the conviction last year that on many FBS campuses, administrations were unprepared to permit a more engaged role in athletics for faculty senates without a uniform requirement. Clearly, no NCAA mandate is forthcoming, and in its absence, COIA will try to use the SAR model as a blueprint senates and campuses can adapt to the needs of their campuses, within the constraints of administrative cooperation that exist. Coordinating this effort through better information sharing among COIA reps, who would be most likely to serve in SAR-type capacities, COIA will try to assist senates that move forward to determine the level and form engagement appropriate for their campuses, build capacity for informed contributions on athletics issues, so they are prepared to follow Kevin Lennon's admonition to gain as much leverage as possible with campus-level NCAA actors: FARs, ADs, and presidents.

Finally, a draft of a formal COIA Mission Statement was presented, and approved. A copy of this is attached to this report.

Appendix 1

NCAA Restructuring: Overview and Discussion Points

2014 COIA Annual Meeting, Tampa FL

Background Document (February 2014)

One year ago, at COIA's 2013 annual meeting, members of the NCAA administration came to the Coalition to discuss the faculty role in the context of its plan to substantially deregulate intercollegiate athletics. In the interim, the deregulation initiative has taken a back seat – some might say it has lost its seat entirely – while a new issue has dominated the NCAA: the restructuring of Division I.

“Restructuring” refers to several different aspects of the potential revision of Division I governance. These include the reorganization of the D1 Governing Board, the design of a new structure of committees and subcommittees, with new distributions of representation, and, to some degree, a clarification of the basic principles of NCAA and D1 governance. But the major driver of this initiative has been pressure from the five leading football conferences (or the Big 5¹) for increased autonomy that would allow them to adopt certain types of policy without the approval of the rest of D1. The most immediate issue was the desire of Big 5 schools to provide athletes with new benefits, such as scholarships that reflect full cost of attendance, which some believe might respond to pressures for pay-for-play and unionization. Other schools view the prospect of providing the largest programs such leeway as putting everyone else at a significant recruitment disadvantage and placing the athletic enterprise at their institutions at greatly increased risk. Last year, commissioners of the Big 5 spoke publicly in a way that suggested to some that unless a structure for autonomy were granted, these conferences might decide to leave the NCAA.

Over the past year, a Subcommittee of the D1 Board was formed to develop plans for restructuring. Part of the process the Subcommittee devised included gathering input for a variety of groups, within and outside of the NCAA. Representatives of these groups gathered at NCAA Headquarters in October, and COIA, represented by Mike Bowen, was one of these groups, as were two other faculty groups: FARA and the 1A FAR Association. Each group submitted a statement prior to that meeting; COIA's statement, written by the Steering Committee, is attached as an appendix.

A second opportunity for input occurred in January: a two-day meeting during the NCAA Convention in San Diego. This session was attended by approximately 850 people, including university presidents, athletics directors, athletics administrators, FARs, student-athletes, and representatives from COIA. At this meeting, the Subcommittee presented a Draft Plan for comment, and virtually every element of the Draft came under fire to some degree. At this time, the impact of the Convention meeting is not yet known, but the NCAA's facilitator for the restructuring plan, Jean Frankel, who chaired the San Diego meeting and who has very recently

¹ These include the ACC, Big 12, Big Ten, Pac-12, and SEC.

facilitated the NCAA D1 Board Steering Committee meeting (2/17/2014), will be joining COIA in Tampa to discuss most current Steering Committee ideas on the reorganization and gather more input from the COIA membership.

What's at Stake?

Different constituencies in the NCAA will have different views of what's at stake in restructuring. From the point of view of COIA, as a faculty alliance of faculty governance leaders, the leadership that put together COIA's recommendations did not see the details of committee restructuring – one of the most contested parts of restructuring – as a critical issue. The 1A FARs, who have standing to serve on these committees, devoted a great deal of attention to these matters in their statement to the Subcommittee; COIA's statement did not. COIA's position has been that two critical issues are involved:

- 1) Preserving the NCAA "Collegiate Model" – that is, designing a new structure that will reverse the present slide towards the professionalization of college sports;
- 2) Creating a structure that will ensure that the academic mission of universities is the controlling factor in the operation of college sports.

While the second of these is the fundamental principle on which COIA is based, we believe that if the revenue sports, or all sports, in major FBS programs, or in all FBS programs become professionalized on a pay-for-play basis, the academic interests of those institutions will no longer have any purchase in the business of college sports. For this reason, we believe that these two issues are linked and equally critical at this juncture.

Major Features of the Draft Plan and Points for Discussion

The NCAA D1 Board Steering Committee Draft Plan presented in January (which is under revision), divided restructuring into four component elements:

- 1) Governing principles and values
- 2) Design and role of the governing body (the D1 Board)
- 3) Legislative structure (including the status of the Big 5 conferences within D1)
- 4) Sub-structures

For the purposes of COIA's Tampa meeting, we will set aside 3) and 4), except for the single issue of the status of the Big 5 conferences, so we will consider only:

- 1) Governing principles and values
- 2) The design of the D1 Board
- 3) The status of the Big 5 conferences.

1. Governing principles and values

At the San Diego meeting, many people observed that the NCAA D1 Board's Steering Committee had not adequately distinguished between fundamental values, central to the NCAA mission, and governing principles, central to operationally implementing those values. That committee had avoided revisiting the NCAA's mission statement in this restructuring, and was focusing on such principles as providing "practitioners" (basically, athletics administrators – the FARs see themselves included) a greater role in determining operational policy.² Perhaps most importantly, the "money" issue enveloping collegiate sports was not a part of the discussion, and we were told it was not even "on the table".

As the COIA statement implies, the Coalition Steering Committee believed that this was an error, and that the most important opportunity restructuring could provide was to adjust the NCAA mission to allow it greater leverage to design policy on the basis of the academic values that underlie the mission of all NCAA member schools.

This was not the priority of most who raised the issue of values and mission in San Diego. Most of those speaking stressed the priority of regulating athletics in the interests of student-athlete welfare (certainly a value on which all can agree). There was no discussion of the interests of the student body at large, not to mention the fundamental teaching and research missions of universities.

Discussion Point 1

It will be useful for the Coalition, meeting in Tampa, to discuss and perhaps reach some consensus on what elements it believes should be primary in the NCAA mission.

2. Design of the D1 Board

The D1 Board is composed entirely of university and college presidents (or chancellors), and represents the primary locus of "NCAA presidential control." There was in San Diego considerable discussion of the relative advantages of designing a big, representative Board and a smaller, nimble Board. The Draft Plan number is 17, almost identical to the current number: a fairly sizable "small" Board (small in that it does not represent all or even most D1 conferences).

The Draft Plan adopted a suggestion proposed by both the Knight Commission and COIA to include on the Board members from outside academia, but did not pursue COIA's suggestion that a small number of ADs and faculty be included. (The Steering Committee considered, but did not propose student members.) Given the makeup of the audience at the meeting, there was

² Since the late 1990s, the NCAA has shifted a great deal of power away from athletics administrators (especially ADs) and to the presidents, in response to an early '90s call to do this by the Knight Commission. Over the past two years, the presidents who make up the D1 Board, whose knowledge of athletics operations is limited, have attempted to micro-manage policy directly, bypassing the NCAA's cumbersome legislative structure. Their initiatives have largely been unsuccessful, and the move to restore more "practitioner" control is an acknowledgment of this.

very strong sentiment *against* adding “citizen members” to the Board. Perhaps unsurprisingly, again given the audience, there was strong support *for* adding ADs.

COIA’s rationale for adding non-presidents varied according to the group proposed. The recommendation to add ADs was both to ensure that decisions were made in full awareness of the perspective of campus athletics operations, and also to allow Board decisions to have greater persuasive power among athletics administrators. The recommendation to add faculty was to include a perspective that adopted the controlling role of the academic mission, relatively free (as tenure provides) from the countervailing types of pressures that presidents are subject to. The reason for proposing prominent citizens was in part to add different kinds of expertise and perspectives, but more directly to alter the public profile of the NCAA as a revenue-directed organization for which academic goals serve as camouflage – a perception that is increasingly driving public support for pay-for-play.

Discussion Point #2

What principles should govern the design of the D1 Board, and what should its composition be?

3. The Status of the Big 5 Conferences

The NCAA D1 Board Steering Committee’s Draft Plan was designed to provide the Big 5 conferences considerable legislative autonomy in some areas, while preserving D1 plenary democracy in others. The areas of autonomy would include the limits of athlete financial support, allowing schools to offer full cost-of-attendance scholarships, as well as a series of other benefits, including lifetime opportunities to complete a degree, and new need-based aid opportunities. Non-financial areas would include increased support for at-risk student-athletes and new rules governing the roles of agents and career advisors.

These are principally athlete welfare goals, and the Big 5 have presented their agenda largely as a matter of letting the “high resource” schools provide the generous benefits to athletes that their budgets will allow. Most people seem to understand this as an effort to ward off the far more expensive prospect of pay-for-play and, perhaps more likely now than in January, athlete unionization.

A straw vote was called at the San Diego meeting on the question of Big 5 legislative autonomy, and about twice as many supported it as opposed. However, it was unclear whether this support was positive, or a desire to avoid the risk of the Big 5 leaving the NCAA. (The audience was primarily FBS-based, and it’s likely that the high number of Big 5 personnel was a major factor.)

COIA has taken no position on this issue – it would be difficult to, since our FBS Coalition is split between Big 5 and other conference members. But while legislative autonomy may be inevitable, it seems very unlikely that the scale of increased benefits that the Big 5 hopes to offer athletes will do more than, at best, temporarily slow movement towards pay-for-play. Looking at its origins, it seems clear that the rising support for pay-for-play is not based on a perception of the amateur status college players have as inherently unfair, what has brought the issue to the

fore has been the scale of commercial revenues in college sports and the way these revenues have fueled unprecedented salary rises in athletics.

While the subtext of Big 5 legislative autonomy may be an attempt to forestall professionalization, the viewpoint adopted in COIA's statement to the D1 Board's Steering Committee is that without other major changes that can compensate for it, limited regulatory autonomy for the high-resource conferences is a signpost on the road towards professionalizing intercollegiate athletics, aligning program wealth and athlete financial support and establishing the basis of a 60-school professional sport consortium.

Since many now believe that Big 5 legislative autonomy is, in fact, a settled outcome of any restructuring, the question that needs to be asked is what other types of changes could be incorporated in restructuring that could maximize the chances that Big 5 autonomy will not have major negative consequences for the Collegiate Model.

Discussion Point #3

Should the Big 5 conferences be granted legislative autonomy, and if they are, under what conditions, and with what other changes in the NCAA and D1 regulatory structure?

Appendix 2**Discussion on Anti-Trust Exemption****2014 COIA Annual Meeting, Tampa FL****Background Document (February 2014)**

The agenda of the upcoming COIA meeting in Tampa meeting includes a discussion of the recent Drake Group proposal to seek an anti-trust exemption to cover intercollegiate athletics. The Drake Group has drafted specific legislative language for such a federal exemption, and members of the Drake Group leadership will address the meeting on their ideas. The Drake Group proposal would preserve the NCAA as the regulatory executive for colleges and universities operating sports programs under this exemption, but also entails very significant changes in the NCAA.

The question of whether it would be wise to seek an anti-trust exemption has been discussed for many years. In 1984 the Supreme Court ruled that NCAA control over post-season football was in restraint of trade, and in 1995 the NCAA lost an expensive lawsuit when it was sued by assistant coaches whose salaries has been limited by NCAA fiat. The 1984 case highlighted the economic rights of schools to market their sports programs independent of the NCAA, and the 1995 case protected the rights of personnel to compete for salary in a free market environment, trumping NCAA arguments for the benefits of regulation to limit the impact of market forces and maintain a level playing field. This legal background underlies the NCAA's inability to address the escalating commercialization of college sports.

About a dozen years ago, the NCAA undertook an analysis of the benefits of seeking an anti-trust exemption that would allow it to constrain the economic behavior of its member institutions. The conclusion was, in part, that undertaking that sort of Congressional initiative entailed very significant dangers: inviting the Federal government to add new dimensions to its regulation of higher education risked intervention in many areas, and the NCAA and its member institutions would have no effective control over the shape of the legislative outcome once it became a matter for Congress. This was a reasonable conclusion; however, in the years since, without this type of exemption, athletics budgets have soared, and the prospects have grown for athlete pay and unionization, undermining the traditional basis of amateur college sports in favor of a pre-professional or professional model. Clearly, the benefits of seeking exemption from anti-trust constraints are worth revisiting.

COIA considered this issue at length at its 2012 annual meeting in Tulsa, and in preparation for the 2014 discussion in Tampa, a summary of those discussions follows.

**COIA Discussion Concerning Anti-Trust Exemption for Intercollegiate Athletics
January 2012, COIA National Meeting, Tulsa OK**

Question: Should COIA support efforts to seek a Congressional antitrust exemption for intercollegiate athletics?

Discussion

What would be the goals of requesting an exemption from anti-trust laws?

- One set of objectives would be to slow, stop, or reverse the trend of sharply rising expenditures, allowing schools and conferences gradual disengagement from excessive commercialism.
- A second set would be to contribute to level-playing-field competition, and to diminish program focus on winning (as opposed to focus on integrity and student growth).

Why is an antitrust exemption necessary?

- Participants noted the recent Knight Commission survey indicating that many university presidents believe they have lost control of athletics. Individual schools are not in a position to resist larger trends unilaterally: the costs are too high and opposition would defeat any president who tried.
- Attempts to coordinate efforts *within* antitrust constraints, which have 80 years of history, have proved ineffective. Schools need to be able to set limits on the scale of athletics budgets among competing schools.

How would legislation be sought?

- Presumably, such an exemption would have to be pursued by university presidents lobbying Congress as a body. The legislation would likely empower coordinated budgetary regulation (a constraint of commercial market forces) through the NCAA.
- Seeking such an exemption would be complementary to the Knight Commission's recommended approach of adjusting incentives to better align university behavior with academically based value goals. However, agreement on and implementation of incentives piecemeal will not be adequate, given accelerating trends.

Could university presidents demonstrate a critical public need that would justify the use of government power to limit the economic rights of individuals, such as coaches, vendors, etc.?

- The fundamental issue is national cost: in excess of \$1 billion net annual transfers to athletics from academics in the FBS-Division alone [approximately \$3 billion for all of NCAA Division I, with the total for all NCAA member schools coming to approximately \$4.5 billion]. The diversion at a time of flat or decreasing US support for university teaching and research and dramatic increases abroad makes this a national policy issue.
- Justifications must demonstrate that savings generated by an exemption are applied in ways aligned with the legislation. This implies a regulatory regime designed to measure the fiscal effects of actions taken under the exemption, and to demonstrate positive consequences balancing the limitation of economic rights of individuals. Presumably, the NCAA would take on this function and a government agency, such as the Department of Education, would monitor its role.
 - From the standpoint of higher education, this would be a significant non-financial cost, which would need to be justified by the benefits of the exemption.

- This might require some restructuring of the NCAA.

What specific features would such legislation have?

- There are alternative approaches:
 - Regulation governing limits within divisions on total athletics expenditures (operating and capital budgets);
 - Caps on total personnel costs or salary limits on specific positions (with the intent of disengaging the market for coaches of amateur sports from the market for professional sports coaches);
- Enhanced revenue sharing:
 - Level playing field mechanisms are a strong disincentive to escalating school investments in athletics.

What unintended consequences can we foresee?

- Congressional action cannot be well controlled and the design of legislation may diverge from the intent of the request.
- Subsequent Federal intervention in higher education may be encouraged by this example.
- The most successful programs (for example, BCS “automatic qualifier” schools) may be encouraged to leave the NCAA and decline the exemption to avoid regulation.
 - Any exemption proposal must be designed to minimize the short-term impact on the largest programs to mitigate the effects of rapidly leveling the playing field – necessary for buy-in both in seeking the exemption and in living within its limits.

Appendix 3

**Mission Statement
Coalition on Intercollegiate Athletics**

The Coalition on Intercollegiate Athletics (COIA) is an organization representing elected faculty governance bodies of FBS universities in activities related to the administration and governance of intercollegiate athletics.

COIA's mission is to promote the academic integrity of our universities, and to represent the interests of our faculties, non-athlete students and student-athletes in matters related to college sports that can significantly affect the health, sustainability and educational missions of our institutions.

COIA aims to accomplish these goals by assisting the governance of intercollegiate athletics on our campuses through data collection, information sharing, and the development of best practices, partnering with peer-faculty and other organizations in areas of common interest, and also by providing a constructive, responsible and informed representative faculty voice at the conference and national (NCAA) levels.

March, 2014

Report to the Membership

The Steering Committee of the Coalition on Intercollegiate Athletics

March 2014

Executive Summary

The context of college sports, 2013-14. The past year saw an abrupt rise in pressures for professionalization, especially of the revenue sports, and increasing dissatisfaction with the NCAA. The ongoing O'Bannon lawsuit, rising revenues from media contracts, and continued questions about NCAA enforcement procedures have generated increased public demand that athletes share in revenues, and an attempt to form a unionized team was initiated. The largest conferences pushed for autonomy to respond to these pressures, leading the NCAA to pivot from its decentralization focus to a Division I restructuring initiative. COIA and FAR groups responded by lobbying for a greater faculty role in the NCAA, to strengthen the priority of academic values in decisions and sustain the collegiate model against pressure to professionalize.

The Coalition in 2013-14. After early efforts to advocate its plan for increasing faculty engagement at campus and conference levels in response to the NCAA's decentralization plan, COIA shifted focus to raising faculty presence in NCAA decision making, once the D1 restructuring process began. On both issues, the Coalition has worked to partner with FAR groups to increase faculty leverage, and COIA has had a seat at the table in NCAA meetings held on restructuring. The Coalition also began a partnership with the NCAA to learn more about campus approaches to concussion-related issues, promote information sharing, and raise faculty awareness.

Faculty engagement. COIA's proposal for increasing campus and conference faculty engagement met with mixed response: neither the NCAA nor 1A FARs backed an approach requiring campuses to support faculty senate engagement. Reactions of individual senates and campuses varied widely, but the general goals of the proposal did have broad support, and COIA's effort moving forward will be to assist senates interested in using the plan as a model.

The 2014 national meeting. The major topics of the national meeting were the faculty role in NCAA D1 restructuring, the viability of plans to bring athletics spending and pressures for professionalization under control through an antitrust exemption protecting the collegiate model, the NCAA's view of the COIA concussion survey preliminary findings, and the impact of academic fraud scandals.

Leadership changes. The Coalition has shifted, on an ad hoc basis, from a co-chair leadership model to a structure involving a single chair and a supporting three-person leadership group. In addition to its Steering Committee, the COIA leadership plans to strengthen the engagement of continuing COIA representatives appointed by its 62 member senates.

Preliminary agenda, 2014-15. The major focus of COIA for the next six months will be partnering with FAR groups to enlarge the faculty voice within the NCAA. Building faculty capacity on athletics issues in campus senates through implementation of the faculty engagement model will complement this effort to raise the faculty profile. Completing the concussion survey and creating an informational online resource will be a priority over the next three months, and COIA will explore possible areas of expanding this partnership with the NCAA. In partnership with the NCAA Research Division, a subcommittee on athletics governance will survey current campus practices.

Introduction: The changing national context for intercollegiate athletics and the NCAA

The past year saw abrupt changes in the dialogue surrounding intercollegiate athletics. While the confusion of conference shifts that dominated 2012 subsided, more fundamental questions emerged, including issues that threatened the survival of the NCAA and the collegiate model of college sports.

There was a sharp uptick in media attacks on the NCAA, some connected with the ongoing O'Bannon lawsuit, in which the NCAA has been sued for its practices in licensing athlete images, and others connected to problems in the NCAA's enforcement approach to infractions, including its handling of sanctions in the 2011 Penn State case. Some of these attacks have called for the dissolution of the NCAA, while others have focused on the inequities of a collegiate model that rewards athletics administrators and coaches on a scale never before seen, while constraining athletes within the narrow economic limits of scholarships. The latter issue has increased support for some form of professionalized pay-for-play system, and dovetailed with calls for a players' union and the first petition to the NLRB to permit an attempt to unionize a college sports team.

A simultaneous development last summer created an existential threat from another direction: the apparent willingness of the five most powerful conferences to leave the NCAA if not granted significant autonomy to enhance the scholarships and benefits available to their athletes beyond levels most other conferences could afford. This led the NCAA to respond with a quickly designed process for restructuring Division I in a way that would, among other outcomes, grant such autonomy. But in view of the intent of the "Big 5" to begin upping the ante for athlete scholarships and benefits, many wondered whether this self-described attempt to respond to the pressures of professionalization was not, in fact, simply a major step on the road towards it.

For COIA, these events generated a sharp pivot from advocacy for its 2013 plan to respond to the NCAA's program of decentralized regulation – an initiative that has, for now, apparently been sidelined – to an effort to contribute to the NCAA's restructuring initiative, and ensure that the faculty voice was well represented. In COIA's view, given the low public esteem for the NCAA and the sharply rising pressures for professionalization, the D1 restructuring initiative should be understood to be the last chance the NCAA will have to put the collegiate model on a sustainable footing and prevent the shift to a professionalized model that now seems a more likely outcome.

In this report, the COIA Steering Committee will discuss five topics:

1. Coalition activities, 2013-14
2. The current state of COIA's 2013 proposal for faculty engagement in athletics
3. The 2014 annual Coalition meeting in Tampa
4. Coalition leadership changes
5. The agenda for 2014-15 and the role of COIA member senates

The following appendixes are included:

- Appendix 1: COIA Membership Chart
- Appendix 2: Principles and Proposals Concerning NCAA Division I Restructuring
- Appendix 3: COIA Mission Statement

1. Coalition activities, 2013-14

At COIA's annual meeting, February 1-3, 2013, members of the NCAA administrative leadership requested that the Coalition propose a plan for enhancing faculty engagement in athletics oversight, anticipating accelerated decentralization of athletics regulation, and the need for active faculty involvement in increased regulation on the campus and conference levels. Following discussions at the annual meeting, the Steering Committee completed and submitted a final draft of the COIA plan within two weeks.

The NCAA's response to the Coalition proposal was received from President Emmert in May, and stressed the importance of working together with the 1A-FAR Association and FARA in further discussions of the plan, and email communication led to a conference with the 1A-FAR and FARA leadership in September, at the 1A-FAR Association's annual meeting in Dallas. COIA was represented by Chair Mike Bowen (South Florida), along with Steering Committee members Sue Carter (Michigan State), Bob Eno (Indiana), and John Nichols (Penn State). The substance of those discussions is described in the following section of this report, which focuses on the current state of the Coalition proposal.

During the second half of the year, COIA activities were focused on responding to the new NCAA initiative to restructure D1. After the NCAA announced in August that the process would formally begin with a meeting of representatives of stakeholder groups, Mike Bowen sent a request to the chair of the Subcommittee for Restructuring, Wake Forest President Nathan Hatch, NCAA Executive Committee Chair Lou Anna K. Simon and NCAA President Mark Emmert asking that COIA be included among those groups. The Coalition request was granted and in early October, the Steering Committee submitted its recommendations on D1 restructuring to the Subcommittee (Appendix 2). Subsequently, the Coalition joined with FARA and the 1A FAR Association to submit a joint statement of common themes shared by all three faculty groups. On October 29, Mike Bowen represented COIA at NCAA headquarters in Indianapolis at the Subcommittee's meeting of stakeholders, presenting COIA's perspective and taking questions from the Board on the joint faculty statement.

Mike Bowen, accompanied by Steering Committee member Bob Eno, also represented COIA at two days of meetings on restructuring that were scheduled during the NCAA's 2014 Annual Convention, held in San Diego this past January. More detailed discussions of the NCAA restructuring process and COIA's role are included in COIA's 2014 Annual Meeting Report.

A separate initiative grew out of Steering Committee discussions in November, prompted by the release of a National Academy of Sciences report on concussions in sports. Concerned about the importance that faculty demonstrate due diligence in responding to this student health issue, the Steering Committee established a Subcommittee on Concussions (including Bob Eno, Bruce Jaffee [Indiana], Ginny Shepherd [Vanderbilt], and Nathan Tublitz [Oregon]) which, in consultation with NCAA Chief Medical Officer Dr. Brian Hainline, designed a questionnaire on concussion-related policies and practices. Questionnaires were sent to COIA member senates, recommending that they ask their athletics departments to complete the survey, and asking that results be forwarded to the Subcommittee. Our hope was that the survey would form a baseline of knowledge that could inform normal oversight in the context of annual senate consideration of athletics. The results of the survey were compiled in a preliminary report, prepared for the 2014 COIA annual meeting, and a final report is scheduled for completion by April 1.

The Coalition leadership continued COIA's history of building and maintaining bridges to partner organizations throughout the year. Some of the tangible products of these efforts have been a February 2013 Steering Committee statement in support of a position paper on initial student-athlete eligibility issues by the National Association of Academic Advisors for Athletes (N4A), which has led to discussions of how our groups could renew partnership work on academic integrity issues, and a June Steering Committee statement in support of the 1A FAR Association statement on limiting the scope of post-season football playoffs. The leadership has also continued to communicate with regularity with the NCAA, the Knight Commission on Intercollegiate Athletics, the N4A, and the Drake Group, representatives of which either attended or gave presentations at COIA's recent annual meeting. In addition, the COIA leadership sent a letter to Secretary of Education Arne Duncan and Former Representative Tom McMillan, supporting their joint *USA Today* column addressing the current contractual incentive structures for coaches, and calling for changes resembling those recommended by COIA in its 2005 report to the NCAA Presidential Task Force.

Beyond these activities, the Coalition leadership has responded to numerous press requests for interviews and comments, and maintained contact with its membership through letters and updates sent to incoming and continuing member senate chairs, and reached out to other FBS senate chairs through letters and updates.

We continue to actively invite questions from senates whose members wish to consider joining the Coalition, and a number of non-COIA FBS senates have indicated that they are discussing the possibility of membership. We are pleased to announce that the Rice University and University of Akron faculty senates have recently voted to join the Coalition, becoming COIA's 62nd and 63rd member senates (see COIA Membership Chart, Appendix 1).

2. The current state of COIA's 2013 proposal for faculty engagement in athletics

In February 2013, responding to the NCAA's request for a proposal to increase faculty engagement in campus athletics policy and oversight, the Coalition proposed a plan to institutionalize engagement through senate appointment of a "Senate Athletics Representative," who would lead initiatives on campus athletics policy under a decentralized NCAA regulation regime, complementing campus FARs. The plan called for SARs to pursue this work through an "Academic Integrity Group" (which could be a subcommittee of an existing campus athletics board), and for coordination across campuses through conference-level interactions and an annual report to an NCAA committee of FARs. Recognizing that campuses vary widely in traditions and structures, the proposal specified that the model should be treated as "strictly conceptual," to be adapted as appropriate to individual campuses. However, believing that on many campuses, administrations would not allow SARs and senates to fulfill these new functions, we recommended that the NCAA make some such arrangement a requirement for member FBS schools.

The proposal met with mixed response. All essential features of the proposal were the product of discussions and work sessions at the 2013 annual meeting, and the leadership of many senates represented at the meeting, and others, were supportive. At least one school has since taken the

proposal as a model and implemented its features in a realigned structure of senate/campus athletics oversight.

However, there was significant dissatisfaction from some other schools and groups. While not rejecting the general goals of the proposal, the 1A FAR Association leadership objected strongly to any uniform mandate, and expressed concerns that the SAR could hamper the effectiveness of campus FARs. Some schools, including some COIA senates, were sharply negative, seeing the plan as the imposition of unwelcome uniformity and an added level of unproductive bureaucracy.

It is apparent in retrospect that the proposal was not clear enough when it specified that its model was intended to be strictly conceptual, specifying functions needed to respond to the NCAA's deregulation initiative, which should be adapted to existing campus structures. Indeed, some of the schools we heard negative responses from were ones where virtually all the campus-level elements of the proposal were essentially in place.

One thing that is quite clear now is that there is no prospect of the NCAA mandating the appointment of SARs, or undertaking to educate and bring SARs together to create a well informed network of senate representatives who could complement FARs on levels beyond the campus. In view of this, COIA's plan now is to pursue the goals of the proposal from the bottom up, asking senates to consider individually appointing colleagues well informed about athletics issues to find ways to implement the plan's functions to whatever degree possible.

To facilitate this strategy, the COIA leadership will ask those member senates that have not yet appointed a continuing COIA representative to do so, and will attempt to foster communication among COIA reps through regular reports and discussions on a new COIA rep listserve. This plan is discussed further in Section 4 below.

3. The 2013-14 annual COIA meeting, February 28 - March 2, University of South Florida

The chief focus of the 2014 annual meeting was on three issues: NCAA D1 restructuring; athletics financing and the Drake Group proposal for an NCAA antitrust exemption and restructuring; and the Coalition's concussion survey. The meeting also focused on COIA's perennial concern with issues of academic integrity, considering lessons to be learned from the academic fraud scandal at the University of North Carolina.

NCAA restructuring. Jean Frankel, who is facilitating the NCAA D1 restructuring process, provided an overview of the history and goals of the restructuring process. In terms of organizational aspects, the goal of restructuring is to move NCAA legislation from a constituency-based to a knowledge-based process, and to clarifying accountability. Criticism of an early draft plan has led to an added focus on basic questions of mission and governance principles, and ways that policy decisions can be measured against them. In terms of history, the effort should be understood as a response to pressures from the Big 5 conferences for greater autonomy, a development that is, in large part, itself a response to growing public pressure to professionalize some or all college sports. Discussion, in both plenary and work sessions, focused on the role that faculty should play in a restructured NCAA, including expansion of FAR influence and increased influence of the broader faculty, through elected senates. Given strong operational pressures to let imperatives of success on the field and revenue generation shape

athletics decisions, institutionalizing a strong faculty advocacy of prioritizing academic values is essential to an NCAA that can sustain the amateur collegiate model.

Athletics finances. Amy Perko, Executive Director of the Knight Commission, presented extensive data showing that the growth of athletics budgets was far outstripping academic growth on a per student/student-athlete basis. While enhanced media contracts allow a small number of programs to operate athletics programs in the black, the overwhelming majority rely on substantial direct subsidies from general funds and student fees. For a subset of conferences, media contracts will generate enormous new revenues in the near future, but indications are that schools are already designating this money for enlarged athletics expenditures.

Antitrust issues. Allen Sack and Gerald Gurney of the Drake Group leadership presented a draft of the College Athlete Protection (CAP) Act, a legislative bill for which they are recruiting sponsors in the US Senate. The CAP Act would provide the NCAA with an antitrust exemption, and outlines detailed features of a regime that would ensure that NCAA regulation of athletics was in accord with the academic priorities of higher education and NCAA member institutions. Discussion concerned the practicality of the CAP Act's design and optimal ways to configure principles of regulation under an antitrust exemption.

Concussions. NCAA Chief Medical Officer Dr. Brian Hainline provided an overview of issues related to sports concussions and student-athlete health, and of essential features of well informed policies and management of concussions on the college level, including the design of conflict-of-interest free protocols. Dr. Hainline proceeded to analyze in detail the preliminary findings of the COIA concussion survey. The results strongly indicate that schools have responded actively to the need to professionalize concussion-related protocols and have well informed policies in place. Some areas that may need improvement include baseline testing instruments, coach education, and return-to-classroom protocols. Dr. Hainline plans to use the survey results to revise NCAA best practice guides and provide enhanced online resources. (The final report of the Subcommittee on Concussions is scheduled for April 1.)

Academic integrity. Bob Malekoff, a member of the Rawlings Commission that investigated academic fraud at UNC, reflected on the lessons we should draw from the Commission's findings. One contributing factor to problems of academic integrity was the lack of clear accountability, or "ownership," in college sports. Presidents, nominally in charge, are undercut by other powerful constituencies that may determine key decisions, weakening integrity. Another factor is the failure of faculty to take responsibility for monitoring faculty conduct with regard to student-athletes, allowing faculty-abetted fraud to persist over long periods. And lastly, lack of financial transparency in athletics frustrates oversight and creates a context that makes rules violations harder to detect.

COIA business. In its business meeting, COIA's leadership for 2014-15 was confirmed and the plan to work on implementing the Coalition's faculty engagement plan locally on individual campuses was confirmed. A decision was made to undertake a study of current campus athletics governance practices, in partnership with the NCAA research division. Finally, participants voted to endorse a new mission statement for the Coalition (see Appendix 3).

Detailed accounts of these presentations and sessions appear in COIA's 2014 Annual Meeting Report.

4. Coalition leadership changes

COIA's bylaws call for the Coalition to be led by two co-chairs. However, because the Coalition is an all-volunteer organization, without funds and offering no career rewards, it is not always possible to recruit two colleagues willing to share leadership burdens. As Mike Bowen completed his first year as Co-Chair in early 2013, and Senior Co-Chair John Nichols stepped down, the second co-chair slot fell vacant. Three former co-chairs, Bob Eno, Ginny Shepherd, and Nathan Tublitz, agreed to serve as ad hoc "associate co-chairs," sharing tasks in support of Mike's efforts as sole Chair. Because this four-person leadership group included members familiar with COIA leadership spanning the period since the Coalition's inception, the arrangement was effective. At the 2014 annual meeting, participating COIA representatives voted to continue this ad hoc structure in the coming year.

However, as we have all learned, COIA's mission is not likely to be accomplished soon, and the need for this Coalition of senates will certainly continue beyond the time that this ad hoc arrangement can survive. The leadership will continue to seek for and welcome colleagues who want to play more active roles in COIA, and to hope that some will be willing to consider and prepare for a future term as co-chair.

5. The agenda for 2014-15 and the role of COIA member senates

Concerning the COIA agenda for the coming year, it was agreed that COIA's engagement in NCAA restructuring would continue to be the main focus of the Coalition through the projected completion date of the process, August 2014. The importance of joining with the two NCAA faculty groups FARA and the 1A FAR Association was a theme of the 2014 annual meeting, and negotiations for collaborative work over the coming months have already begun.

Given the value that the COIA concussion survey has already provided, the Coalition will explore for ways to continue collaborative work with the NCAA Sport Science Institute. The final report of the concussion survey is now scheduled for April 1; all additional survey questionnaires submitted by March 21 will be included in the report database. Brian Hainline's stress on the importance of proper management of mental health issues during his talk to the Coalition suggests that this may be an area where COIA can contribute by exploring how faculty understanding of the issue can be improved through optimizing campus policies and protocols. This is an issue with implications for better faculty support for all students, and may be of particular interest to senates for that reason.

In addition, discussions with Michael Miranda, NCAA Associate Director of Research, who joined the Tampa meeting, indicated that the NCAA was interested in partnering with COIA in a project to determine the ways campus athletics governance is practiced among FBS schools: for example, the ways that senates, FARs, campus athletics boards, and athletics departments communicate and divide responsibilities, an issue on which COIA has guided research in the past. Participants felt that topical surveys and data-based research of this nature had been demonstrated to be appropriate Coalition activities, and it was agreed that Mike Bowen would organize a subcommittee to explore these governance questions, working with the University of

Tulsa's COIA representative, Adrien Bouchet, whose expertise is well suited to this type of research, and University of Hawaii representative Kelley Withy.

Organizationally, COIA needs to seek ways to build capacity in several respects. Within the Coalition structure, the COIA leadership will initiate more regular Steering Committee interactions and reports to the membership, and will work to organize COIA reps in a more coherent structure with closer ties to the leadership and avenues for inter-school communication.

Beyond COIA, through leadership communications and the work of a more interactive COIA rep group, the Coalition will attempt to help interested senates implement aspects of the 2013 faculty engagement blueprint to whatever degree is feasible on individual campuses. Part of that model involves increased senate-to-senate communication on athletics issues of common interest (not to rule out relationships that may extend beyond athletics), and the COIA rep group can become an initial support in fostering these contacts.

Members of the COIA Steering Committee

Bob Akin (Texas Christian University)
 Jane Albrecht (Wake Forest University)
 Chris Anderson (University of Tulsa)
 Mike Bowen (University of South Florida)
 Sue Carter (Michigan State University)
 Gary Engstrand (University of Minnesota)
 Larry Gramling (University of Connecticut)
 David Kinnunen (California State University - Fresno)
 Dan Orlovsky (Southern Methodist University)
 Jerry Peterson (University of Colorado)
 Ginny Shepherd (Vanderbilt University)
 Ben Taylor (New Mexico State University)
 David Turnbull (Washington State University)

Appendix 1

COIA Membership Chart

By Football Bowl Subdivision Conference

March 2014



COIA Member Senates



Schools without faculty senates

AAC	ACC	Big Ten	Big 12	CUSA	MAC	Mt. West	Pacific 12	SEC	Sun Belt	Ind.
Central Florida	Boston College	Illinois	Baylor	Alabama - Birmingham	Akron	Air Force	Arizona	Alabama	Arkansas State	Army
Cincinnati	Clemson	Indiana	Iowa State	East Carolina	Ball State	Boise State	Arizona State	Arkansas	Georgia State	Brigham Young
Connecticut	Duke	Iowa	Kansas	Florida Atlantic	Bowling Green	Colorado State	Cal - Berkeley	Auburn	Louisiana - Lafayette	Idaho
Houston	Florida State	Michigan	Kansas State	Florida International	Buffalo	Fresno State	Colorado	Florida	Louisiana - Monroe	Navy
Louisville	Georgia Tech	Michigan State	Oklahoma	Louisiana Tech	Central Michigan	Hawai'i	Oregon	Georgia	South Alabama	New Mexico State
Memphis	Maryland	Minnesota	Oklahoma State	Marshall	Eastern Michigan	Nevada - Reno	Oregon State	Kentucky	Texas State	Notre Dame
Rutgers	Miami	Nebraska	Texas	Middle Tennessee	Kent State	Nevada - Las Vegas	Southern California	Louisiana State	Troy	
South Florida	North Carolina	Northwestern	Texas Christian	North Texas	Massachusetts - Amherst	New Mexico	Stanford	Mississippi	Western Kentucky	
Southern Methodist	N. Carolina State	Ohio State	Texas Tech	Rice	Miami (OH)	San Diego State	UCLA	Mississippi State		
Temple	Pittsburgh	Penn State	West Virginia	Southern Mississippi	Northern Illinois	San Jose State	Utah	Missouri		
	Syracuse	Purdue		Texas - San Antonio	Ohio	Utah State	Washington	South Carolina		
	Virginia	Wisconsin		Texas - El Paso	Toledo	Wyoming	Washington State	Tennessee		
	Virginia Tech			Tulane	Western Michigan			Texas A & M		
	Wake Forest			Tulsa				Vanderbilt		

Note: Idaho and New Mexico State play non-football sports in the WAC; Notre Dame plays non-football sports in the ACC.

Total number of FBS schools: 127 (number with senates: 123)

Number of COIA member senates: 63

Appendix 2

Principles and Proposals Concerning NCAA Division I Restructuring

Coalition on Intercollegiate Athletics

October 2013

The Coalition on Intercollegiate Athletics (COIA) welcomes the opportunity to convey its views on the restructuring of NCAA Division I. We are one of three faculty organizations whose input has been invited; our perspective reflects the orientation of faculty senates, which comprise our larger membership. Our IA FAR colleagues have offered specific analyses of the current NCAA structural organization from the perspective of their NCAA experience. In our statement we will focus on strategic issues that appear most critical from the perspective of campus faculty leadership.

Our brief contribution concerns principles that we believe should govern the restructuring process, and a concise set of specific recommendations. Its unifying theme is that given the challenges facing college sports today, restructuring must convey in substance and appearance that while it is the function of the NCAA to regulate athletics, its larger purpose is to ensure that athletics enhances and does not jeopardize the educational mission of its member schools.

The essential features of our principles and recommendation are as follows:

- Restructuring should be designed to anticipate the challenges of the coming decade.
- Major challenges will include protecting the collegiate model from professionalization, dramatic salary increases, loss of fee flexibility, and loss of tax exemptions.
- Rearticulating the NCAA mission as regulation of athletics to enhance the success of US higher education in a global context can set a foundation for restructuring.
- Increased engagement of faculty within the NCAA structure and in athletics governance on campuses and in conferences can strengthen the NCAA mission.
- Leverage to answer current challenges and restore public confidence can be gained by restructuring a presidentially-controlled DI Board to include a non-presidential component made up of athletics directors, faculty, and representatives of the public.

Principles

Basis for planning. We believe that planning for reorganization should be based on an assessment of the trajectory of college sports over a ten-year time frame, identifying the projected state of athletics in 2023 on the basis of current conditions and trends, and contrasting it with the ideal state of athletics as framed by the NCAA mission. The gap between the current trajectory and the appropriate mission cannot be bridged by structural reorganization, but structural reorganization should be strategically designed to help minimize that gap.

Current trajectory. On the current trajectory, we believe the present NCAA Division I will include the following features by 2023 or sooner: a significant subset of programs will have become professionalized and perhaps unionized, abandoning the collegiate model; leading head coach salaries will have grown to the \$10m level, with athletics costs rising proportionately; institutional fiscal sustainability will be increasingly leveraged on the continued and perhaps unsustainable growth of athletics revenues; reaction to the visibly escalating student-athlete spending curve will have limited elasticity in general tuition and fee rates, capping the main source of general fund growth; and tax exempt status for athletics gifts and revenues may have been limited or lost. We believe these that features are inconsistent with the mission of the NCAA and of its member schools, and that a principal objective of reform should be to create structures that can best help to shape a future far more consistent with the principles of the NCAA mission.

Mission definition. The basic principle that legitimates the NCAA is that intercollegiate athletics is conducted in the interest of the common academic mission of member schools. We believe this principle needs to be rearticulated and refocused. The current NCAA structure expresses its mission in terms of the sum of the interests of its members, rather than in terms of the interest of US higher education as a whole, of which its membership is the elite tier. The NCAA can protect the collegiate model, its contributions to campus and alumni culture, and the tax exempt status of athletics only by accepting the enhancement of higher education as a critical national enterprise in a competitive global educational environment as the object of its regulatory mission. Because the pursuit of aspirational goals by NCAA member schools individually takes place in a zero-sum win-lose context, free market principles will not promote the mission of the whole without a regulatory perspective that transcends the sum of the interests of individual schools. The NCAA structure should enable and empower such a guiding perspective. In this sense, the nature of NCAA DI as a membership organization may need to be reconceived to align regulatory design with the mission goals of its collective membership.

We believe that these principles point towards solutions that will both facilitate more effective regulation consistent with the mission, and demonstrate to a skeptical public the membership's commitment to preserving the basis of intercollegiate sports as an enhancement of the academic experience for a critical public purpose.

Recommendations

1. Enhancing the faculty role. As an alliance of FBS faculty senates concerned about the effects of athletics on the academic mission, COIA holds that the faculty can provide unique and essential contributions to athletics regulation. Faculty are normally listed as one among many interest groups in a complex athletics environment that privileges the perspectives of on-field competition and fiscal management. But the unique nature of the faculty "interest" is that as

professional stewards of campus academic missions, the faculty interest is entirely in the potential of athletics to enhance the academic culture of our campuses. This deep alignment to the ideals of the NCAA's mission is strengthened by the faculty's ability, through the protections of tenure, to express this perspective with exceptional independence.

For this reason we recommend the enhancement of faculty engagement in athletics on two levels: within the FAR administrative structure, and as a dispersed engaged academic group at the campus and conference levels.

- Within the NCAA administrative structure. We strongly support the recommendations of our FAR colleagues for an increased faculty presence on NCAA councils and committees.
- On campus and conference levels. We recommend that the NCAA take the necessary steps to promote the strengthened capability and role of faculty governance in athletics policy making and oversight, in concert with FARs, and to foster organs for intercampus communication among faculty governance groups undertaking these responsibilities. We have submitted one detailed vision of these ideals to the NCAA in *INCREASING FACULTY ENGAGEMENT IN A DEREGULATED ATHLETICS CONTEXT* (February 2013), and look forward to further discussion and revision of those ideas.

2. Constitution of the DI NCAA board. The governing Board of DI must play a fiduciary role ensuring the alignment of policy and practice with the NCAA mission, and develop and monitor strategic plans to retain that alignment under changing conditions. While the problems facing athletics have only grown over the past two decades, we believe that the principle of presidential leadership remains valid. However, as an organization that has a critical impact on US higher education, the structure of the Board should reflect to the public in substance and appearance the NCAA's commitment to athletics under the collegiate model, and build and maintain public confidence in the authenticity of the NCAA mission and integrity of its pursuit.

We believe that to fulfill these criteria, the DI Board should include, in addition to a strong majority of presidents and chancellors, three other types of members: Athletics Directors, faculty members (such as FARs), and public members external to higher education.

- We recommend that at least two Athletics Directors and at least two faculty appointees to Board positions. Board participation by these internal groups, which reflect the most broadly informed perspectives of athletics and academics, will not only provide a representational function, but will better align responsibilities and authority within the NCAA structure, and facilitate the more holistic engagement of these groups through the incentive of shared ownership.
- We recommend that a limited number of Board seats be allocated to public representatives with appropriate stature, credibility, and understanding of American

education, who can bring valuable expertise to the Board, represent the public interest that the NCAA's mission reflects, and enhance public trust in the NCAA.

We believe that this judicious sharing of control by the presidents and chancellors will produce a far greater return in internal and external leverage over the challenges that face DI athletics than is lost by relinquishing a monopoly on Board decision making.

*

We are a faculty group: naturally, we have much more to say. We are well aware of important questions concerning the continuing integrity of the present Division I, the role of conferences, the design of key committees, the voting basis of legislative action, and so forth. But given the complexity of the current task, the multiplicity of groups asked to comment, and the expertise of our FAR colleagues, we think it would be best at this time to restrict our Coalition's contributions to this limited list of strategic points, briefly outlined from a faculty perspective. We look forward to ongoing participation in these discussions.

Appendix 3

Mission Statement
Coalition on Intercollegiate Athletics

The Coalition on Intercollegiate Athletics (COIA) is an organization representing elected faculty governance bodies of FBS universities in activities related to the administration and governance of intercollegiate athletics.

COIA's mission is to promote the academic integrity of our universities, and to represent the interests of our faculties, non-athlete students and student-athletes in matters related to college sports that can significantly affect the health, sustainability and educational missions of our institutions.

COIA aims to accomplish these goals by assisting the governance of intercollegiate athletics on our campuses through data collection, information sharing, and the development of best practices, partnering with peer-faculty and other organizations in areas of common interest, and also by providing a constructive, responsible and informed representative faculty voice at the conference and national (NCAA) levels.

March, 2014

Note: shaded and bolded text indicates proposed revisions; strike-through text indicates proposed deletions

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Sec. 1. The Faculty Senate shall be representative of the entire Faculty of Oregon State University and shall have both the authority and responsibility to act for and on behalf of the Faculty in all matters encompassed within the stated Objects of the Faculty Senate. The Faculty is defined as members of the Unclassified Academic Staff who: (1) are Professional Faculty, or (2) hold one of these academic ranks: Instructor, Senior Instructor **I**, **Senior Instructor II**, Faculty Research Assistant, Senior Faculty Research Assistant I, **Senior Faculty Research Assistant II**, Research Associate, **Senior Research**, Assistant Professor, Associate Professor, Professor, ~~*Professor of Practice~~, ~~*Senior Instructor II~~, or ~~*Senior Faculty Research Assistant II~~ **Clinical Professor** (as defined in Section 580-20-005 of the ~~OSSE~~ **Oregon** Administrative Rules) **and (3) do not hold an Executive 3, 2 or 1 position (effectively meaning administrative appointments at the level of dean and above).** Faculty in administrative or support units with joint appointments in academic units shall be included in their academic unit for the purposes of apportionment.

~~(* These three ranks are proposed additions to be considered when the Bylaws are next revised.)*~~
Senior Research, Clinical

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:

(paragraph 5) 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 calendar** year.

ARTICLE VI: OFFICERS

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

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

ARTICLE VII: EXECUTIVE COMMITTEE

Sec. 1. Membership: The Executive Committee shall consist of the Senate President, the Senate President-Elect, the Immediate Past Senate President, the senior IFS Senator, and the Provost and Executive Vice President, or that person's designee, as Ex-Officio members; and six others elected **who are now or have been Senators** from the membership of the

OSU Faculty Senate. The elected Executive Committee members shall retain their Faculty Senate seats for the remainder of their Senate terms.

ARTICLE VIII: INTERINSTITUTIONAL FACULTY SENATE

Sec. 1. The Interinstitutional Faculty Senate (IFS) serves as a voice of the **eight university** faculties ~~of the Oregon University System (OUS) institutions~~ **to the HECC** in matters of system-wide concern, considers state-wide policies and makes recommendations thereon, and endeavors to strengthen the participation of faculties in the governance of the various ~~OUS HECC~~ institutions. IFS is composed of faculty representatives from ~~each of the OUS~~ **the eight university** campuses. OSU is represented by three (3) Senators. The elected IFS Senators shall retain their Faculty Senate seats for the remainder of their Senate terms.

Sec. 5. Vacancies. The position of IFS 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; or (4) Recall or Rescind, according to procedures identified in Article VI, Sec. 4; or (5) Non-participation due to non-attendance of meetings, at the discretion of the Executive Committee.

Vacancies in elected positions shall be filled for the period to complete the term at the discretion of the Executive Committee by the candidate who, in descending order, received the next highest number of votes in the most recent election. **However, if a vacancy results in an uncompleted term of less than one calendar year, the Executive Committee shall have the authority to appoint a faculty member of their choice to fulfill that term.**

ARTICLE XI: MOTIONS AND VOTING

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

Other main motions shall be in order, but upon the request of a member and passed by a 25% vote of the members present, any other votes pertaining to the motion shall be postponed. Such a request for postponement shall not be in order when another has the floor, must be made at the meeting in which the Motion is introduced, shall have a rank of precedence immediately above the motion to lay on the table, shall not be debatable, shall not be renewable, shall not be subject to reconsideration, shall die if not acted upon at the meeting during which it is made, and may be amended only with regard to items (a) or (b) below. Discussion of the main motion upon which voting has been postponed may continue, and when not brought to a close by the adjournment of the meeting, may be closed by a call for the Orders of the Day. Such a postponed motion shall automatically become an agenda item for the next regular meeting, unless it (a) is made the Order of the Day for an adjourned meeting to be held at least twenty-four (24) hours later, or (b) is made the question for a mail vote **or an electronic vote**, with an interval of three (3) days allowed for the return of ballots.

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

Sec. 3 Voting will be counted by a means defined by the Executive Committee. Remote vote counting procedures shall be verified by the Executive Committee on an annual basis.

Sec. ~~34~~ 4. Approval. Actions taken by the Faculty Senate are subject to approval by the President of the University, as provided in the OSBHE Administrative Rule 12.120.

Sec. ~~45~~ 5. Appeal. University Presidential disapproval or modification of Faculty Senate

actions may be appealed to the ~~Chancellor~~ **OSU Board of Trustees**, as provided under the OSBHE Administrative Rule 12.120. An appeal may be initiated by a majority vote at a regularly scheduled or special meeting of the Faculty Senate.

Note: (blue text: sentences in reverse order; ~~red strike through text~~: deletions; red text: additions)

Proposed Revisions to the Promotion and Tenure Guidelines

1. Tenure clock extensions. (in CRITERIA FOR PROMOTION AND TENURE)

Goal: To create agreement between the letter sent to outside reviewers and language in faculty handbook.

Current:

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. A faculty member who works less than 1.0 FTE may have his or her tenure clock adjusted in accordance with the rules of the State Board of Higher Education (see OAR 580-021-0125). The tenure clock will begin on the September 16th following the faculty member's hire, unless otherwise stipulated in the offer letter. The number of years of credit for prior service (if any) must be stated in the offer letter, along with the date by which tenure must be granted. 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. A one-year extension will be granted for leave taken under the Family and Medical Leave Act that extends for 3 months or more. Requests for extension of the tenure clock should come at the time of the extenuating circumstances, and will not be accepted after June 1 of the calendar year preceding the calendar year in which the tenure decision will be made.

Proposed:

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. **Requests for extension of the tenure clock should come at the time of the extenuating circumstances, and will not be accepted after June 1 of the calendar year preceding the calendar year in which the tenure decision will be made. A one-year extension will be granted for leave taken under the Family and Medical Leave Act that extends for ~~3~~ three months or more. If a faculty member receives approval for a tenure clock extension, then it is important that all reviewers evaluate the dossier without prejudice, as if the individual had been on probationary status the standard five years.**

2. Time limit on collaborators. (in IX. LETTERS OF EVALUATION)

Goal: To create a larger pool of knowledgeable outside reviewers, consistent with reviewer guidelines for NSF and similar organizations.

Proposed:

Letters should generally be from leaders in the candidate's field, chosen for their ability to evaluate the candidate's scholarly work. Letters should not be solicited from co-authors **or** co-principal investigators **who collaborated with the candidate in the last six years. In general, letters should not be solicited from** former **post-doctoral advisers**, professors, or former students. If such letters are necessary, include an explanation and state why the evaluator can be objective. Letters should

generally be from tenured professors or individuals of equivalent stature outside of academe who are widely recognized in the field. External letters for professorial faculty should never be solicited from clients or others whom the candidate has directly served in his/her work. For FRA's and Instructors, the letters can be from internal evaluators who have worked with the candidate but can objectively evaluate the candidate's dossier. Careful consideration should be given to minimizing conflict of interest when choosing all evaluators.

3. Access of dossier by candidate (in **Tenure Unit Review and Recommendation Policy**)

Goal: To clarify that the candidate has the right to see all material that is not covered by a waiver.

Proposed:

The unit supervisor is required to meet with the candidate to share the outcomes of the unit reviews prior to the dossier being forwarded to the next level for review. **The candidate will receive a copy of the complete dossier forwarded to the college, with the exception of material covered in the waiver of access.** The candidate has one week after receiving all unit level reviews to add a written statement regarding these reviews, to be included in the dossier.

Graduate Student Teaching

Current Policy: <http://catalog.oregonstate.edu/ChapterDetail.aspx?key=38#Section1814>

Students working toward graduate certificates or advanced degrees are not permitted to teach graduate courses.

Graduate Student Teaching

Proposed Revision to Current Policy:

Appointment as Instructor of Record. For a graduate student to be appointed as the Instructor of Record for a graduate course (including the 500-level component of a slash course):

- The unit/program of employment must be separate and distinct from the unit/program of enrollment.
- The instructor must be appointed to the graduate faculty based on their academic/professional qualification by the unit/program of employment.
- In the event that graduate students from the instructor's unit/program of enrollment are enrolled in the course, alternative arrangements must be made for evaluating the work of those graduate students.

Appointment as Teaching Assistant. For a graduate student to be appointed as the Teaching Assistant for a graduate course (including the 500-level component of a slash course), the Director of the Graduate Program must ensure that potential conflicts of interest are avoided to the maximum extent possible. This may include:

- Making alternative arrangements to evaluate the work of graduate students from the same unit/program as the Teaching Assistant, OR
- Ensuring that the Teaching Assistant has advanced to candidacy status (after prelims) and all graduate students in the class have not advanced to candidacy

If neither of these criteria are met, the program must have a conflict of interest plan approved by the Graduate School.

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ARTICLE XI: MOTIONS AND VOTING

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

Other main motions shall be in order, but upon the request of a member and passed by a 25% vote of the members present, any other votes pertaining to the motion shall be postponed. Such a request for postponement shall not be in order when another has the floor, must be made at the meeting in which the Motion is introduced, shall have a rank of precedence immediately above the motion to lay on the table, shall not be debatable, shall not be renewable, shall not be subject to reconsideration, shall die if not acted upon at the meeting during which it is made, and may be amended only with regard to items (a) or (b) below. Discussion of the main motion upon which voting has been postponed may continue, and when not brought to a close by the adjournment of the meeting, may be closed by a call for the Orders of the Day. Such a postponed motion shall automatically become an agenda item for the next regular meeting, unless it (a) is made the Order of the Day for an adjourned meeting to be held at least twenty-four (24) hours later, or (b) is made the question for a mail vote **or an electronic vote**, with an interval of three (3) days allowed for the return of ballots.

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

Sec. 3 Voting will be counted by a means defined by the Executive Committee. Remote vote counting procedures shall be verified by the Executive Committee on an annual basis.

Sec. ~~34~~ 4. Approval. Actions taken by the Faculty Senate are subject to approval by the President of the University, as provided in the OSBHE Administrative Rule 12.120.

Sec. ~~45~~ 5. Appeal. University Presidential disapproval or modification of Faculty Senate

actions may be appealed to the ~~Chancellor~~ **OSU Board of Trustees**, as provided under the OSBHE Administrative Rule 12.120. An appeal may be initiated by a majority vote at a regularly scheduled or special meeting of the Faculty Senate.

Note: these proposed revisions will be discussed on May 8, and likely voted on June 12.

OREGON STATE UNIVERSITY BYLAWS OF THE FACULTY SENATE

The full Bylaws are online at <http://oregonstate.edu/senate/bylaws/>

Note: **Yellow-shaded and bolded** – proposed insertion

ARTICLE V: MEMBER NOMINATIONS AND ELECTIONS

Sec. 1. Apportionment.

Paragraph 2:

Each College, the combined ROTC staff, off-campus Extension Faculty, Student Affairs, Associated Faculty, OSU-Cascades, **Hatfield Marine Science Center**, and Library are apportionment groups. The Executive Committee of the Faculty Senate shall determine each Fall the full-time-equivalent (FTE) of Faculty as defined in Article III, Section 1., above, in each College or unit and the total student credit hours (SCH) generated by each unit during the most recent academic year. The apportionment shall be allocated 75% according to FTE and 25% according to SCH, with the number of elected members of each apportionment group determined by the largest whole number below its calculated apportionment, and fractional apportionment allocated as described below. Each apportionment group shall have at least one elected member. Additional seats necessary to achieve a total elected membership of 132 shall be distributed by allocating one seat to the apportionment group with the greatest unassigned fractional apportionment and continuing until 132 seats have been allocated.

Paragraph 4:

Apportionment Groups are defined as: Each College, the combined ROTC staff, off-campus Extension faculty, Student Affairs, Associated Faculty, OSU-Cascades, **Hatfield Marine Science Center**, and Library. 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.

Rationale: Add Hatfield Marine Science Center as a separate apportionment unit.

The Affordable College Textbook Act

S. 1704 (Durbin-Franken) and H.R. 3538 (Hinojosa-Miller)

Background: Higher education is essential to the future of our workforce, economy and citizenry, yet many college students today are unable to access their required course materials due to rapidly rising costs. Textbook prices jumped 82% between 2002 and 2012,¹ and the average student budget for books and supplies has grown to \$1,207 annually.² Even cost-cutting measures like renting and used books are becoming too expensive, and major publishers are using digital technology to further restrict, rather than improve, access for students. The result is that textbook costs have become simply unaffordable for too many students, and in some cases a barrier to academic success.

Congress took an initial step to address this issue in 2008 with provisions in the Higher Education Opportunity Act to improve textbook price transparency. But a recent GAO report (June 2013) concluded that while somewhat successful in helping students to achieve incremental savings, these changes did not solve the underlying problem and costs continue to rise.

The solution to skyrocketing textbook prices is to leverage today's technology to reduce costs and expand access. The most effective path forward is Open Educational Resources (OERs), which are free, online academic materials that are released under a license permitting everyone to use, adapt, and share the content. OER textbooks, or "open textbooks," are available online at no cost and in print at a low cost. Using these materials in place of expensive textbooks can dramatically reduce costs while enabling the full benefits of digital technology for students.

The Affordable College Textbook Act seeks to expand the use of open textbooks on college campuses, providing affordable alternatives to traditional textbooks and keeping prices lower. The bill:

- Creates a grant program to support pilot programs at colleges and universities to create and expand the use of open textbooks with priority for those programs that will achieve the highest savings for students.
- Ensures that any open textbooks or educational materials created using program funds will be freely and easily accessible to the public.
- Requires entities who receive funds to complete a report on the effectiveness of the program in achieving savings for students.
- Improves existing requirements for publishers to make all textbooks and other educational materials available for sale individually rather than as a bundle.
- Requires the Government Accountability Office to provide an updated report on the price trends of college textbooks to Congress by 2017.

Supporters: SPARC, U.S. PIRG, National Association of College Stores, National Association of Graduate and Professional Students, American Association of State Colleges and Universities, American Association of Community Colleges, Association of Community College Trustees, OUR TIME, Creative Commons, OpenCourseWare Consortium.

Why Open Textbooks?

- Open textbooks are the most effective way to reduce textbook costs. While the existing marketplace offers discounted options such as renting and used books, the savings are incremental and do not extend to every student. In contrast, using open textbooks reduces course material costs for students by 80% - and in some cases eliminates it entirely.³
- Open textbooks are easy to access in a variety of formats – a critical feature in the digital age that traditionally-published e-books have yet to offer.⁴ Students can freely access open textbooks anytime, anywhere, either online or by downloading to a laptop, tablet, or smartphone. Students can keep digital versions permanently, and also can print or purchase hardcopies, typically for \$20-40. Studies have found that students using open textbooks tend to have higher grades and lower course dropout rates, likely due to better access to the text.⁵
- Professors can tailor open textbooks to align with course needs. This includes mixing and matching chapters from multiple open texts, incorporating multimedia components, and adding current events and locally relevant perspectives. This flexibility is also beneficial beyond the college setting for parents, teachers, and self-learners.
- Supporting the creation and adoption of open textbooks produces a significant return on investment. Unlike traditional e-texts, which are typically "leased," once created open textbooks are free for everyone – so the savings grow over time. For example, a Washington state program saved students three times the project's cost in the first two years alone.⁶

Why the Affordable College Textbook Act?

The U.S. college textbook market remains dominated by traditional publishing firms that make it difficult for open textbooks to gain visibility – despite the potential benefits and growing international movement for OERs. While enough professors are using open textbooks to suggest marketplace demand for such materials, the current rate of adoption is too slow when so many students are struggling with textbook costs. Federal intervention is necessary to help open textbooks gain a foothold faster, which would provide much-needed financial relief and raise the bar for digital materials to ensure students receive the full benefits of today's technology.

The Affordable College Textbook Act seeks to proliferate the most successful open textbook efforts to date: local programs at colleges and universities that provide support for creating and adopting open textbooks and other OERs. By providing resources and incentives through a grant program, the bill would expand the impact of open textbooks to more campuses in more states, helping to stimulate the marketplace and to generate evidence for the most effective models.

¹ <http://www.gao.gov/products/GAO-13-368>

² <http://trends.collegeboard.org/sites/default/files/college-pricing-2013-full-report.pdf>

³ <http://www.studentpirgs.org/reports/cover-cover-solution>

⁴ <http://www.studentpirgs.org/reports/course-correction>

⁵ <http://www.eurodl.org/?p=current&article=533> & <http://www.tandfonline.com/doi/abs/10.1080/02680513.2012.716657>

⁶ <http://www.studentpirgs.org/resources/updated-cost-analysis-open-course-library>

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21 Dupont Circle NW, Washington, DC 20036
<http://sparc.arl.org> • sparc@arl.org • [@SPARC_NA](https://twitter.com/SPARC_NA)



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Contact the Faculty Senate, faculty.senate@oregonstate.edu, if problems persist

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

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Open Textbook Workshop for OSU faculty

May 21, 2014

OSU Libraries and Press invites OSU faculty members to learn how open textbooks can benefit their students in the classroom and in the pocketbook. This two-hour workshop will introduce you to the concept of open textbooks, their benefits, and how to find and incorporate them into your courses. As part of this exploration, faculty members will review one open textbook in the Open Textbook Library after the workshop, and receive a \$200 stipend for their review.

Did You Know...

- The College Board estimates that the average student can expect to pay \$1200 for textbooks and supplies in 2013-2014.
- The cost of textbooks is rising at a rate of 4 times inflation.
- 7 out of 10 students do not purchase a required textbook during their academic career because of cost.

Open textbooks can lower student costs without compromising their learning

- Open textbooks are freely available online, and can be used in whole or part at no cost to students.
- Open textbooks are often written by professors and other scholars in their fields of expertise.
- Open textbooks are often published with the same editorial rigor as commercial textbooks.
- The number of open textbooks is increasing across a variety of subject areas.

Where: Valley Library, Willamette Room

When: Wednesday, May 21, 2014, 2:00-4:00 PM

[Workshop Application](#)

Please RSVP by May 14, 2014. Capacity is limited. Please note that if there is not a textbook in the Open Textbook Library in an appropriate subject area for you to review, you are welcome to attend the workshop but will not be required to write a review and will not receive the \$200 review stipend. We will work with faculty to determine if an appropriate title is available for review.

Questions about the workshop can be sent to Shan Sutton, Associate University Librarian for Research and Scholarly Communication: shan.sutton@oregonstate.edu

This workshop is sponsored by OSU Libraries and Press in partnership with the University of Minnesota Libraries, the University of Minnesota College of Education and Human Development, and the Hewlett Foundation.