

Faculty Senate

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2007 Minutes

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Faculty Senate

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Faculty Senate Minutes

2007 No. 624

October 11, 2007

The regular monthly meeting of the Faculty Senate was called to order by President Lynda Ciuffetti on October 11, 2007 at 3:00 PM in the LaSells Stewart Center. President Ciuffetti asked for a moment of silence in memory of Dr. George Moore who recently lost his life in an automobile accident.

Meeting Summary

- Action Item: Approval of the June Minutes [Motion 07-624-01]
- Special Reports: State of the University Address – E. Ray; Capital Campaign Update – S. Scoville; IFS Recap – P. Doescher
- New Business: None

SPECIAL REPORTS

State of the University Address

President Ed Ray presented his State of the University Address, titled "[Walking the Talk](#);" the entire speech is online.

2006-07 Recap – Ray began by outlining accomplishments achieved during the past year:

- Provided compelling arguments for increased state funding for higher education in Oregon.
- Approved a new set of Promotion and Tenure Guidelines.
- Worked with alumni and friends on fundraising, and redirected \$10 million in continuing funding to support key academic programs and offer more competitive compensation for faculty and staff.
- Faculty generated \$206 million in research grants and contract awards.

Ray outlined progress related to areas he identified in 2003 as needing to be addressed to realize aspirations for OSU:

- Complete the Strategic Plan - adopted in February 2004 and set a number of goals to be achieved by 2008; Provost Randhawa will report later this month on the progress to date in implementing the plan. Next year the total progress must be assessed, and new targets for the following five years must be identified.
- Fundraising campaign – the public phase will be launched on October 26, and a total well in excess of the \$300 million dollar target for the quiet phase will be announced; 80% of the funds generated will benefit academic programs and 20% will benefit intercollegiate athletic activities.
- Achieve excellence in diversity
- Manage resources as intelligently and efficiently as possible - in keeping with the strategic plan, OSU was able to implement faculty salary raises despite insufficient funding from the legislature and, in doing so, cut more heavily from business and academic support services than from academic programs. He echoed earlier sentiments that the burden of advancing the university cannot be placed on the backs of students. He noted the need to increase the competitiveness of research grants and contracts; expand business, government and inter-institutional partnerships to grow technology transfer and licensing revenues; and rally friends and alumni to provide funding for scholarships, fellowships, chaired faculty positions, academic program support, equipment, and facilities.

He noted that, to achieve OSU's strategic plan aspirations, "we must continue to establish priorities, leverage existing resources, and make strategic investments in targeted areas."

2007-08 Challenges and Recommendations

Prioritizing Investments – While discussing priority investments, Ray noted that the spirit of shared governance will not be compromised for the sake of expediency. He felt it was critical that the Faculty Senate and student government leaders fully participate in the deliberations regarding priority areas for investment. The first challenge this year will be to identify priority investments and, during this process, the focus must be on academic program excellence and the impact of programs in the five thematic areas. Ray stated that the provost will work with colleagues to identify a prioritized list of activities for the university that will be considered for investment. He noted that, since there are not sufficient resources to make continuing significant investments in key areas, OSU will need to rely heavily on donors, research grants and contracts, and technology transfer and licensing revenues, as well as modest gains in state funding. Ray indicated that his hope is that investment priorities will be identified over the next six months and be considered for next year's budget.

Ray stated that the OSU community has suffered from the decline in state funding and rising costs. He acknowledged that OSU faculty "have shown great inventiveness in creating and nurturing extraordinary programs" and that many faculty have made significant personal sacrifices "because of their passion for learning, scholarship and engagement at OSU. Ray thanked the faculty and called them 'heroes.' He indicated that qualities such as "a spirit of inventiveness, a can do attitude, and a deep regard for collaboration" at OSU far surpasses any university with which he is familiar.

Reviewing Business Practices - To meet the second challenge of finding the resources to fund priority investments and sustain the spirit of inventiveness and collaboration, Ray announced that the manner in which university business activities are managed will be re-examined. The goal will be to identify \$5-10 million in continuing funding for priority academic investments that otherwise would not be funded. He believes that this will also provide an opportunity to strengthen the university's culture of service and ensure that business practices are successful and cost effective. He acknowledged that the goal may be met with skepticism, but believed that it was achievable.

Since much of the business activities are distributed and duplicated among colleges, departments, and divisions, there is a need to evaluate centralizing business services or creating regional service centers that support multiple units. He encouraged the university to "ignore traditional business unit boundaries" to achieve the goal. Ray stated that a process to review the business practices and redirect resources will be developed by Provost Randhawa and Vice President McCambridge, in consultation with others; he emphasized that faculty, staff, and students must participate fully in the deliberations. Ray expects implementation of a pilot project to occur during this academic year, and the university-wide effort should be completed within three years.

The third challenge will be to redirect resources to support the strategic plan, not to reduce the operating budget. Since personnel costs account for about 80% of operating costs, some business activities and personnel will move from departments/colleges to central/regional business centers to increase efficiency. Some positions may also move from business activities to academic positions and academic support positions in support of the educational mission. Ray stated that training opportunities for the staff is imperative. He also noted that some positions may be eliminated, but felt that phasing in the new business practices over a three-year period should help to minimize the impact on personnel since OSU has an annual turnover of at least 300 faculty and staff positions.

Assessing the Baccalaureate Core - Ray felt strongly that there must be a solid arts and sciences core for every university graduate in Oregon and made the following observations:

- The core curriculum should contain more studies of the life sciences and earth system sciences.
- The core should offer a wealth of courses that prepare all graduates to be culturally competent.
- Finally, a contemporary core curriculum needs to be focused on the international aspects of the arts and sciences.

He felt that the written, analytical and other skill objectives of the current baccalaureate core seem excellent, but was concerned with the scope of studies experienced by our graduates. Ray asked the Senate to lead a broad-based discussion across the university regarding the content of the baccalaureate core, and the explicit, documentable learning outcomes that students should achieve. He stated that the baccalaureate core must remain vibrant, contemporary and fully prepare OSU graduates to be our most important contribution to the future.

Senator Selker, Agricultural Sciences, questioned why Ray felt there would be large efficiencies in business centers. Ray responded that educational institutions have a business side and there is a need to determine

whether there are more effective and creative ways to identify savings and redirect funds to priority academic investments, and determine if the cost and inconvenience is justified.

In response to Past President Boggess questioning how much the university spends on business services, Associate Vice President Nancy Heiligman indicated that approximately \$40 million is expended from the E&G budget on academic support.

Senator Sorte, Health and Human Services, noted that IFS is looking at common Baccalaureate Core attributes across the system. Ray responded that it was felt that the common elements across the state should be identified, but OSU should also look at the Core internally.

Capital Campaign Update

Shawn Scoville, OSU Foundation Senior Vice President for Development and Campaign Director, invited all to participate in the Capital Campaign Kickoff on October 26 in the LaSells Stewart Center. The kickoff will include a multimedia celebration that will showcase and celebrate achievements of students and faculty and a public announcement of the campaign goals and progress.

Interinstitutional Faculty Senate

Paul Doescher, senior OSU IFS Senator, reported on the October IFS meeting. His recap included:

- A report from OSBHE member Tony Van Vliet who indicated that OUS was successful in the legislature because:
 - Higher education was better organized this year.
 - Individuals established relationships with legislators.
 - Business leaders promoted education as a business driver.
 - To sustain higher education funding, he felt that it was necessary to continue the coordinated effort, engage the public, emphasize the common good, and bring tuition down to affordable levels.
 - Not many weird things occurred on campuses.
- A recap of what's happening at other OUS institutions:
 - SOU – university-wide reorganization
 - EOU – survival mode due to significant enrollment problems, in part, as a result of Idaho and Eastern Washington offering in-state tuition; and there is an idea floating the EOU could become a branch campus of OSU
 - WOU – redefined vision; new tuition package guarantees tuition for four years; and faculty have a new contract
 - OIT – in flux due to enrollment issues and death of their president
 - PSU – searching for a new president
 - UO – in the midst of \$200 million campaign, and they are considering privatization

Doescher was asked by Jock Mills, Director of Government Relations, to address elections issues: October 16 is the last day to register for the November 6 election; urged faculty to allow presentations during class encouraging students to vote; and, since Oregon has the double-majority rule, all voters need to vote (a non-vote is considered a no vote).

Senator Roberts, Liberal Arts, questioned whether there would be higher ed issues during the special session. Jock Mills responded that there are two possibilities: allowing institutions to retain interest from tuition and the issue of arming institutional security personnel.

ACTION ITEM

Motion 07-624-01 to approve the June minutes as distributed passed by voice vote with no dissenting votes.

DIALOG WITH THE PROVOST

Provost Randhawa's report included the following:

- He will discuss reorganization initiatives at the November Faculty Senate meeting.
- Budget – Currently in the process of finalizing the budget, which will soon be posted on the web. There is an 8.6% increase in Educational and General (E&G) funds; funding for undergraduate resident students increased by 8%; and the funding for engineering about doubled from the last biennium with approximately \$5 million more. Additional funding was allotted for areas such as the Veterinary Diagnostic Lab, Institute for Natural Resources, and the new climate center. Resident tuition was capped at 3.4% and non-resident and graduate tuition increased about 3% to be more competitive. OSU-Cascades received the biggest funding increase of about 23%, or \$5.9 million, for the biennium. Statewide public services requested \$15 million, but only received \$5 million.
- Enrollment – Enrollment appears to be on track to meet projected cell funding targets which would result in about 400 more students than fall 2006. First time students have increased by about 200, and about 120 of those are non-resident students.
- Salaries – The budget is sufficient to cover up to 4% for merit-based salary increases effective January 2008; the budget is not sufficient to address salary compression or gender equity issues. The intent is to have the same compensation package in the second year of the biennium.
- Deferred Maintenance – The need has increased from \$4 million last year to \$8.5 million this year, and the University Space Committee is working to set priorities. It is anticipated that progress will be made in safety upgrades, classroom renovation, and core research facilities.
- A faculty group from Liberal Arts and Science has been formed to determine advantages and disadvantages of a possible merger between the two colleges; Becky Warner and Henri Jansen are co-chairs; and their report is due in early December.
- Joe Hendricks is stepping down as dean of the University Honors College. It is expected that a new dean will be named by December 31.
- The Graduate School review is scheduled for October and will be chaired by Jeff McCubbin. Graduate admissions functions are in the process of being moved from Admissions to the Graduate School.

DIALOG WITH THE FACULTY SENATE PRESIDENT

President Ciuffetti explained that, since Mike Quinn accepted a position at Seattle University as Dean of the College of Science and Engineering, she began her term as president four months early. Through the end of December, Bill Boggess is the acting president-elect and Jeff Hale is the acting past president.

NEW BUSINESS

There was no new business.

Roll Call

Members Present:

Agricultural Sciences: Anderson, Curtis, Dreher, Gregory, Hartley, Ketchum, Putnam, Rao, Selker, Thompson
Associated Faculty: Averill, Bruce, K. Kincanon v. Dempsey, Dorbolo, Eklund, Elmshaeuser, Fernandez, Hoff, Minear, Oldfield, Pribyl, Ross
Business: Banyl, Marshall, D. Sullivan v. Raja, Wu, Yang
Education: Ward, White
Engineering: Bose, Higginbotham, Huber, Jovanovic, Pence
Extension: Godwin
Forestry: Doescher, Freitag, Kamke, J. Tynon v. Reuter, Sexton, Zahler
Health & Human Sciences: Acock, Asbell, Bowman, Braverman, Cardinal, Friedman, McAlexander, Wilcox
Liberal Arts: Daugherty, Dennis, Edwards, Gross, Helle, Lunch, Oriard, Orosco, Plaza, Roberts, B. Warner v. Steel, Tilt, Trujillo
Library: McMillen
Oceanic & Atmospheric Sciences: Spitz, Wheatcroft
Pharmacy: Indira, Ramirez, Stevens
ROTC: Sullivan
Science: Blair, Bogley, Faridani, Gitelman, Greenwood, Hsu, Jansen, Keszler, Lee, Mason, Matzke, McLeod, Parks, Rajagopal
Student Affairs: Alexander, Larson, Winter, Yamamoto
Veterinary Medicine: Estill, Mosley

Members Absent:

Agricultural Sciences: Bolte, Cassidy, Gamroth, Hayes, Jepson, Mallory-Smith, Parke, Pereira, Rossignol, Savage
Associated Faculty: Achterman, Arthenayake, Gaines, Gillies, Gomez, Greydanus
Business: None absent
Education: None absent
Engineering: Bell, Hunter-Zaworski, Lee, Momsen, Sillars
Extension: Carr, Galloway
Forestry: Wallin
Health & Human Sciences: Hooker
Liberal Arts: Carson, Folts, Valls, Walls
Library: None absent
Oceanic & Atmospheric Sciences: Spitz, Wheatcroft
Pharmacy: None absent
ROTC: None absent
Science: Grunder, Jones, Kimerling, Lajtha, Taylor
Student Affairs: Benton, Davis-White Eyes, Schwab
Veterinary Medicine: Valentine

Faculty Senate Officers, Ex-officios and Staff:

Officers: B. Boggess, past president; L. Cuiffetti, president-elect; J. Hale, past president
Ex-officios: M. Beachley, S. Randhawa, E. Ray, J. Sorte
Staff: V. Nunnemaker

Respectfully submitted:

*Vickie Nunnemaker
Faculty Senate Staff*

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Faculty Senate

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Faculty Senate Minutes

2007 No. 623

June 14, 2007

The regular monthly meeting of the Faculty Senate was called to order by President Mike Quinn on June 14, 2007 at 3:00 PM in the LaSells Stewart Center. President Quinn asked for a moment of silence out of respect to the memory of Dr. Elizabeth Sulzman, Professor of Crop and Soil Science, who died unexpectedly on June 10.

Meeting Summary

- Action Items: Consideration of Degree Candidates – K. Kuo; Revised Promotion and Tenure Guidelines – R. Nielsen; Category I Proposals - Study Abroad : Council on International Educational Exchange (CIEE), Institute for Study Abroad-Butler University (IFSA-Butler), School for International Training (SIT), School for Field Studies (SFS), Academic Programs International (API); and Degree Name Change: B.S. in Outdoor Recreation Leadership and Tourism (ORLT) to B.S. in Tourism and Outdoor Leadership (TOL) – J. Lee [Motion 07-621-01 through 11]
- Special Report: Interinstitutional Faculty Senate Recap – P. Doescher
- New Business: None

ACTION ITEMS

Consideration of Degree Candidates

Kent Kuo, Registrar, recommended for approval the proposed lists of degree candidates and honors subject to final confirmation of all degree requirements. There were 4,289 students who were candidates for 4,469 degrees which included: 3,517 Bachelors, 645 Masters, 179 Doctors and 128 Professional Doctor degrees. There were 167 students who were candidates for two degrees, 5 students were candidates for 3 degrees, and 1 student was a candidate for 4 degrees.

The Class of 2007, OSU's 138th graduating class, had 967 seniors who qualified for Academic Distinction and included 454 'cum laude' (gpa 3.50-3.69), 275 'magna cum laude' (gpa 3.70-3.84), and 238 'summa cum laude' (gpa 3.85 and above).

Motion 06-623-01 to approve the proposed list of degree candidates and honors passed by voice vote with no dissenting votes.

Revised Promotion and Tenure Guidelines

Roger Nielsen, Promotion and Tenure Committee Chair, presented for approval the revised [Promotion and Tenure Guidelines](#) that were postponed from the May meeting.

Becky Johnson, Vice Provost for Academic Affairs, outlined outlined issues she has observed when evaluating Promotion & Tenure dossiers which resulted in requesting revisions to clarify the problem areas:

- Since faculty were unsure of what to include in dossiers related to student evaluations of teaching, the original revision was to request responses to questions one and two of the Student Evaluation of Teaching instrument. However, the issue remains unresolved in terms of providing clear guidance as to what should be included in the dossier since the proposed wording was struck at the May Faculty Senate meeting.
- The current guidelines were unclear when or if unsigned evaluations could be included in a dossier. The revisions clarify that the Student Evaluation of Teaching can and should be anonymous, but all other student or client evaluations must be signed.
- There was uncertainty as to when the tenure clock started. The revision states that the tenure clock

starts on September 16 of the year after the hire, unless the offer letter specifies otherwise. It also states that the offer letter must specify any credit for prior service.

- The tenure clock extension will now be automatic for FMLA and these requests will go to the Provost rather than the department head or dean and, in cases where three months or more of FMLA have been used, a requested extension will always be granted.
- It was unclear what could be added to a dossier after it was signed and submitted. The revisions specify that manuscripts accepted for publication can be added at the request of the faculty member.
- The proposed revisions now state that a minimum of three committee members at or above the rank of the candidate shall serve on a Promotion and Tenure Committee. The committee can include faculty from outside the unit; it cannot include retired or 1039-hour employees; however, a department head on a 1039-hour appointment can still serve as the department head and write a department head letter. An addition is that the committee should be representative of the diversity of faculty perspectives found in the university community.
- External letter writers were sometimes previously identified by name in administrative evaluation letters, but now can only be identified by a coded reference.
- There are various procedures used when obtaining student input on the dossier. Some of the procedures contributed to lawsuits related to claims that students were chosen in a way to disadvantage the candidate. The revisions state that a student committee should be formed with half of the students chosen by the candidate and half by the supervisor. The students should be representative of the candidate's teaching and advising assignments and there should be a single student letter written and signed by the students participating rather than separate student letters.
- Some dossiers included verbatim pages from multiple peer teaching reviews – sometimes resulting in 10-20 pages. The revision states that the peer teaching committee write a single letter that summarizes all previous peer teaching reviews.
- The fact that a candidate has the right to submit a written statement following both the department and college review is now clearly stated.
- The role of the Faculty Senate Promotion and Tenure Committee was being practiced differently than indicated in the guidelines, so the revision is now consistent with the current practice.
- Appeals to the president sometimes resulted in up to 50 advocate letters on behalf of the candidate. The revision now states that no additional letters, other than the appeal letter from the candidate, will be accepted.

President Quinn outlined six changes in the proposed guidelines that he felt were most significant from a faculty member's point of view:

1. A new section addressing how faculty responsibilities can be enumerated recognizes the wide variety of position descriptions among faculty.
2. They more clearly distinguish between service and assigned duties, and service from Extension.
3. They clearly distinguish the assigned duty of research from the resulting scholarly outcomes.
4. They hold faculty accountable for their service activities and require an appropriate balance between professional and university service.
5. A new section on conflict of interest is designed to promote a good and equitable process for all candidates.
6. A new section clarifies that requests for a one-year extension of the tenure clock based on FMLA will always be granted.

Nielsen noted that the P&T Committee was very careful with the language when using such words as "should" and "will" depending on the degree of flexibility and restrictions. He outlined the changes to the document as a result of recommendations received since it was presented at the May Faculty Senate meeting:

- The prescriptive sentence regarding the student evaluations of teaching was struck. Although the sentence was struck, the committee understood the basis of the concern and added a phrase that information regarding each class taught should be included in the dossier. The Committee will make several recommendations to the Executive Committee at the end of the year, including:
 - Have a conversation regarding outcomes of teaching – determine what should be documented and use comparative numbers across the university.
- Regarding Senator Oriard's previous recommendation to emphasize teaching and advising in the Assigned Duties section, these duties were moved to the beginning of the section and the research section now follows. Additionally, substantial clarification was added to the Assigned Duties section. The intent is to allow for the option of greater detail when describing a position, particularly for faculty with multiple sources for their scholarship, such as Extension faculty. These changes enable but do not require greater texture in position descriptions.

Small changes were made in the Other Assignments section. The goal was to broaden the criteria and characteristics for those having more complex positions. Those most greatly affected are library faculty.

- Concern was expressed about scholarship related to service. The committee revisited this section, and discussed the potential consequences of changes, but decided not to propose changes since the recommendations were what they, as a committee, wanted to say. At the end of the year, the committee will make a recommendation that dossiers contain more outcome-based service information, i.e., what was accomplished in the service activities. This will align with the move to more outcome-based teaching information.
- Other recommendations to be made by the committee include the use of more common metrics for position descriptions.

President Quinn reminded Senators that the motion on the floor is to approve the revised Promotion and Tenure Guidelines.

Discussion:

- Senator Valls, Liberal Arts, questioned the use of FMLA to determine the tenure clock extension. Johnson responded that individuals have the option of requesting an extension from the Provost - it is not automatic.
- Senator Gomez, Associated, moved to strike the last sentence at the end of the first paragraph in the 'Tenure Unit Review and Recommendation' section: "An effort should be made to make evaluation committees at all levels representative of the diversity of faculty perspectives found in the university community."; motion 06-623-03 was seconded. Gomez felt that the intent was to have a range of perspectives on unit P&T Committees but there could be unintended consequences and the proposed wording could be interpreted incorrectly. The wording could create the possibility of an argument that a particular perspective is not represented. Gomez felt this could be better dealt with in a set of practice situations.
- Senator Roberts, Liberal Arts, supported the amendment to strike since the P&T Committee and Executive Committee made a commitment to take up this issue in the fall and she would prefer to have no reference to this in the Guidelines at this time.

Motion 06-623-03 to amend the Guidelines by striking the above sentence passed with some dissenting votes.

Senator Valls moved to amend the Guidelines by striking "at or" from the next to the last sentence in the first paragraph in the 'Tenure Unit Review and Recommendation': "Committees can include faculty at all ranks who can contribute to the discussion and evaluation, but only those at or above the rank of the candidate may vote."; motion seconded. Motion 06-023-04 to strike "at or" in the reference sentence passed by voice vote with some dissenting votes.

Standing Rules Revisions

Faculty Senate President Mike Quinn presented for approval Standing Rules revisions for the following committees (bolded sections indicate proposed additions and strike-through sections indicate proposed deletions):

Academic Advising Council

The rationale for the below proposed changes are:

- Clarifies that the work of the Academic Advising Council is a support committee for advisors who work with *undergraduate* students. Graduate student concerns are managed by the Graduate Council.
- Adds specificity about the role of the immediate past chair in the two years subsequent to his/her tenure as chair.
- Clarifies additions to the ranks of the voting members in the last two years.
- The qualifier "to include Office of International Education" was struck from the Office of International Programs line, as it is understood that International Education is part of International Programs.
- Added a paragraph that states rules for non-voting members, and clarifies that the list of non-voting members of the AAC shall be maintained through the guidelines, hence the deletion of the specific membership list.

Standing Rules

The Academic Advising Council furnishes support and information to those units on campus that provide

academic advising for **undergraduate** students and makes policy and procedure recommendations to the Faculty Senate for consideration.

The Council shall be composed of a Head Advisor or designated representative from each academic college and one or more representatives from each service unit involved in advising students, and a student representative. Each of the academic colleges and the service units represented shall have one vote on the council.

The Chair and Secretary shall be chosen by the Council in a manner to be determined by that body.

The immediate past chair of AAC shall participate on the Faculty Recognition and Awards Committee in selecting the recipient of the Dar Reese Excellence in Advising Award **and the OSU Academic Advising Award and shall be a liaison member of the Curriculum Council. The following year, this individual shall be a representative to the Academic Affairs Council.** ~~In the event that the immediate past chair is unavailable for the selection of the Dar Reese award, the AAC will select an alternate representative. In the event that the individual cannot fulfill his or her duties, the AAC chair will appoint a replacement.~~

AAC MEMBERSHIP (voting members, limited to one (1) vote/unit; ~~includes being on listserv~~)
Head Advisors: Includes each academic college, as well as UESP and the Cascades Campus.

One or more ~~repr~~ **representatives** from each of the following service units involved in advising (or providing support for advising):

- Academic Programs and Academic Assessment
- Academic Services for Athletics
- **Academic Success Center**
- Admissions
- Athletic Compliance
- Career Services
- **College Assistance Migrant Program**
- Educational Opportunities Program
- Extended Campus
- Minority Education Office
- Office of International Programs, ~~to include Office of International Education~~
- Registrar's Office
- Reserve Officer Training Corps
- SOAR
- Student Representative

~~Additional Listserv Representatives (non "voting" members)~~

Non-voting members: ~~The non-voting membership of the AAC consists of units whose work may affect academic advising, but whose mission, goals, or responsibilities are largely unrelated to academic advising (e.g. Central Computing). Non-voting members are listed in the AAC Guidelines, and a vote of the Council to change the Guidelines is required for a unit to become a non-voting member.~~

~~Central Computing
College of Oceanic and Atmospheric Sciences
Dean of Students
Graduate School
Multicultural Affairs
Services for Students with Disabilities
Student Conduct
University Counseling and Psychological Services
University Housing and Dining Services
Veterinary Medicine~~

Senator Wilcox moved to strike "or more" from the sentence "One or more ~~repr~~ **representatives** from each of the following service units involved in advising..." to make it consistent with the units that have one voting member; motion seconded. Senator Hoff, Associated, spoke in support of allowing units to have more than one representative. Senator Dempsey, Associated, stated that nothing is changing related to voting

members, but it is important to have the appropriate representatives present. Motion 06-623-06 to amend by striking "or more" was defeated by voice vote with some votes in support.

Motion 06-623-06 to amend was defeated by voice vote with some votes in support.

Motion 06-623-05 to approve the revisions to the Academic Advising Council Standing Rules as presented passed by voice vote with no dissenting votes.

Baccalaureate Core Committee

Under Section B of the Standing Rules, BCC Reviews, #4 below was a proposed addition.

- 4. The BCC has the authority to deny continuation of Baccalaureate Core status for courses that no longer meet the appropriate criteria.**

A Senator from Business questioned whether the deans have weighed in on this proposed revision; the response was that it was unknown whether deans provided input.

Senator Lee, Science, felt this change is a prerogative that the Baccalaureate Core Committee should have.

Motion 06-623-07 to approve the revisions to the Baccalaureate Core Committee Standing Rules passed by voice vote with some dissenting votes.

Faculty Mediation Committee

The rationale for the below proposed revisions would allow for one faculty mediator vs. the current committee composition, as provided for in OAR 576-50-015 and 576-50-020 and is the current practice.

Standing Rules

Faculty Mediation Committee Mediator

A faculty member desiring to resolve a grievance or dispute on an informal basis, or the Chair of the Grievance Committee with the faculty member's concurrence, shall, ~~through the Chair of the Faculty Mediation Committee (FMC) select one FMC member as Faculty Mediator in any given situation to~~ **consult with the Faculty Mediator. The Faculty Mediator may** meet with the member to review and attempt to resolve disputes and grievances on an informal basis. The Faculty Mediator may take whatever action she or he considers appropriate in attempting to resolve the dispute or grievance including interviewing or consulting other persons.

With concurrence of all parties involved in the dispute or grievance, the Faculty Mediator may provide mediation services among disputants. The Faculty Mediator and all parties to the grievance or dispute shall keep all information learned in the mediation process confidential to the maximum extent possible under the law.

~~The Committee shall consist of three academic employees with faculty rank or professional title. Emeritus faculty shall be eligible to serve on the Committee. The Executive Committee of the Faculty Senate shall appoint committee members and designate one as Chair.~~

The Faculty Mediator and an alternate shall be academic employees with faculty rank or professional title appointed by the Faculty Senate Executive Committee; emeritus faculty shall be eligible to be appointed. The mediator and the alternate shall have had specific training regarding mediation skills prior to accepting this appointment or arrange to receive specific training prior to providing mediation services.

The Faculty Mediator's role, activities, and responsibilities are defined in the "OSU Faculty Grievance Procedure," referenced in the Oregon Administrative Rules.

Note: OAR 576 Division 50 calls for both a mediation opportunity and a grievance process.

President Quinn noted that the current practice is to use one mediator.

Senator Gomez, Associated, felt it was impractical to think that all information shall remain confidential. Gomez moved to amend the Standing Rules to add the following at the beginning of the second sentence of the second paragraph "Except as otherwise agreed by the Faculty Mediator and all parties to the mediation,

..."; motion seconded. Motion 06-623-09 to amend the Standing Rules to include the above clause passed by voice vote with no dissenting votes.

Motion 06-623-09 to amend the Standing Rules to include the above clause passed by voice vote with no dissenting votes.

Motion 06-623-08 to approve the Faculty Mediator Standing Rules as amended passed by voice vote with no dissenting votes.

Category I Proposals

John Lee, Curriculum Council Chair, presented for approval the following Category I proposals:

1. [Study Abroad](#)
 - a. Council on International Educational Exchange (CIEE)
 - b. Institute for Study Abroad-Butler University (IFSA-Butler)
 - c. School for International Training (SIT)
 - d. School for Field Studies (SFS)
 - e. Academic Programs International (API)

Lee explained that these additions would significantly expand offerings, locations and academic programs. The programs impose minimal cost in terms of time, money, development and oversight to OSU. Approval of this proposal would also provide faculty development opportunities. It is expected that 10-20 students will take advantage of the new programs and the number may double or triple in subsequent years. Accreditation alignment for the proposed providers is as follows: IFSA-Butler is through Butler University; SFS is through Boston University; SIT has its own accreditation; CIEE arranges for a school of record for each program; and API works with foreign universities accredited in their home countries. Lee noted that International Programs has been working with individual departments and colleges to identify programs that bring valuable study abroad experiences to OSU students that are more focused and beneficial.

Senator Gross, Liberal Arts, felt this was a wonderful opportunity and questioned whether thought has been given to competition these programs may offer to existing OUS programs. Joe Hoff, International Education Office, responded that OSU will not offer programs that are in direct competition with OUS.

Motion 06-623-10 to approve all five program providers passed by voice vote with no dissenting votes.

2. [Degree Name Change](#): B.S. in Outdoor Recreation Leadership and Tourism (ORLT) to B.S. in Tourism and Outdoor Leadership (TOL)

Lee explained that the rationale for the name change is that the current acronym, ORLT, seems to be difficult to remember and the proposed name better describes the program. Lee noted that the Curriculum Council recommends approval of the proposal. Motion 06-623-11 to approve the degree name change passed by voice vote with no dissenting votes or discussion.

SPECIAL REPORT

Interinstitutional Faculty Senate Recap

Paul Doescher, IFS Senator, provided a recap of the June IFS meeting in Portland and acknowledged the efforts of faculty, administrators, Chancellor's Office staff and citizens who played a role in the passage of the higher education budget. He also asked Senators to applaud the efforts of Mina Carson, IFS President, who was involved in testimony and worked behind the scenes.

- The meeting was characterized by a big sigh of relief with regards to the Higher Education budget.
- The Chancellor's Office report included the budget related comments:
 - The higher education budget increase will be at least 18%, which is the biggest increase ever from the previous biennium.
 - The Legislature funded increased faculty salary increases (\$10 million vs. \$8 million in the governor's proposal).
 - In terms of enrollment growth dollars, more money was received than requested.
 - The Shared Responsibility Model to make tuition affordable passed; details will be forthcoming.
 - This budget is a start at reinvesting in higher education and much work still needs to be done with respect to the recovery following many years of disinvestment.

The "statewide" and capital improvement budgets are still in flux.

- Inadequate funding was received for the rural initiative proposal.
- Students worked hard to allow institutions to keep the interest earnings on tuition, but this is still an issue. Roughly \$19 million in interest earned goes to the general fund.
- The Chancellor's Office is already laying the groundwork for the 2009 legislative session. Doescher encouraged faculty who have contact with legislators to thank them for their efforts on behalf of higher education, but also kindly remind them that much work still needs to be done to elevate the state universities to levels that promote excellence.

Senator Bogley, Science, questioned the status of the tuition remission cap. Provost Randhawa responded that they don't exist.

In response to Senator Wilcox, Health and Human Sciences, questioning whether there would be a legislative session in 2008, Senator Lunch, Liberal Arts, stated there will not be a formal session, but there will be a special session. This means that the budget will not be revisited in 2008.

DIALOG WITH THE PROVOST

Provost Randhawa announced that a memorial service for Dr. Elizabeth Sulzman will occur on the afternoon of June 18 and asked that her family be kept in your thoughts. His report included the following items:

Legislative Process and 2007-2009 Budget –

Randhawa expressed sincere thanks to all who spent considerable time on the legislative process. He reiterated that this is a good start for the reinvestment process, but will require a multi-year process for higher education to be back on solid footing.

- The OUS 2007-2009 general fund operating budget is comparable to the Governor's recommended budget of \$874.6 million and includes the following:
 - \$867.9 million (\$841.9 million in general fund and \$26.0 million in lottery fund)
 - 18.2% increase over the 2006-2007 Legislatively approved budget of \$734.1 million
- Key aspects of the operating budget that apply to OSU:
 - \$46.5 million to fund the essential budget level for 2007-09
 - \$9.0 million for regional university support (includes OSU-Cascades for the first time)
 - \$10 million for faculty salaries
 - \$6.9 million to reduce student/faculty ratios
 - \$20.6 million for enrollment growth
 - \$2.2 million for utility cost increases
 - \$5.0 million for Statewide Public Services (Agricultural Experiment Station, Extension Service, Forest Research Lab)
 - \$15 million for ETIC
 - \$750 thousand for the Veterinary Diagnostic Lab
 - \$200 thousand for the Natural Resources Institute
 - Extension of the Forest Harvest Tax to support the Forest Research Lab
 - \$7.1 million in Certificates of Participation for technological improvements at EOU, OSU and PSU and another \$11.8 million for ETIC investments
- Tuition increase for resident undergraduate students will be limited to 3.4% per year of the biennium; resource fees are limited to 8.6% of gross tuition revenue

Capital Budget Elements

- Governors recommended budget for OUS was \$330 million; Ways and Means Co-chairs recommended \$200 million; the current target is \$256 million
- Key aspects of the capital budget for OSU:
 - Inclusion of LPI/Chemistry Building, \$31.25 million in Article XI-G bonds
 - \$80 million for deferred maintenance for OUS
 - \$15.6 million for Nash Hall deferred maintenance/seismic work
 - \$3 million for Wave Energy at Hatfield Marine Science Center
 - \$3 million for Biofuels Lab and Learning Center
 - \$5 million for Wind Farm Project

Oregon Inc. Funding Package (SB 581)

- For new/emerging signature areas (renewable energy, drug discovery/infectious diseases, wave energy)
- Governor's recommended budget was \$38 million; reduced to \$19 million by Ways and Means Committee Co-chairs; industry counter-proposal is \$28 million
- Primary outstanding issue is \$5.2 million for drug discovery/infectious diseases

Randhawa noted that the budget is not final, but there is optimism. Although the budget includes increases for inflation, salaries, etc., it does not eliminate the need for internal examinations of OSU's own system in terms of achieving the aspirations outlined in the Strategic Plan. This process will be initiated in late summer by the administrative and Faculty Senate leadership. When faculty return in the fall, conversations will be held related to examining existing operations to ensure that the amount of money going into building faculty capacity and student services is maximized.

Capital Campaign – The campaign has been working toward a goal of \$625 million during the silent phase. The amount raised by the end of April was \$285 million, and a number of major gifts and pledges have been received since then. The intent is have raised half of the goal when the campaign goes public during homecoming week in October. The public community event in the MU Quad will be October 26; the OSU Foundation is working with faculty, students and alumni to plan the event.

Miscellaneous –

- Over 4,300 students will receive close to 4,500 degrees.
- The research enterprise and extension and outreach activities, as well as the first phase of the campaign, is doing well. Randhawa acknowledged the efforts of faculty and administrators and thanked them for making these activities happen.
- On behalf of the institution, Randhawa thanked President Quinn for his Faculty Senate service, as well as his time spent as an OSU faculty member and administrator, and wished him well in his new position as Dean of the College of Science and Engineering at Seattle University.

Senator Dreher, Science, questioned the status of the move of graduate admissions to the Graduate School. Randhawa noted that the graduate admissions process is currently handled in the Admissions Office and has not been as effective as it could be. The recommendation was made to move graduate admissions to the Graduate School to increase the effectiveness and efficiency of the process. Randhawa stated that the move will be implemented in the fall and an admissions officer will be hired to start the recruitment process.

Senator Selker, Engineering, thanked Provost Randhawa for providing the leadership to develop resources for faculty to do their jobs. He asked Randhawa when the university will talk about major issues and when faculty should be engaged. Randhawa responded that there is always room for improvement but there has been a lot of intentional effort to make the processes transparent and open, i.e, the budget process. The president and provost have made efforts to make contact with faculty, department heads and departments. The intent is to engage faculty and staff in a structured way as the effort moves forward. He recognizes that there is a balance between getting input and informing, and welcomes suggestions from faculty. There is a need to strike a balance between conversations and decision making.

Senator Flahive, Science, questioned the possibility of a merger between the Colleges of Science and Liberal Arts. Randhawa responded that the intention is to look at the OSU enterprise and to determine how to maximize the resources related to building both the faculty capacity and student learning environment. Randhawa has not singled out the merger of Science and Liberal Arts. If there is a conversation about the academic structure of the university, it will include a holistic view of the eleven academic colleges and support services, not just two colleges.

Senator Roberts indicated that the College of Liberal Arts faculty will not be included in the process if it begins during the summer. Randhawa stated that the intent is to start the conversation in late August or early September with the deans, but the broader conversation will not occur until faculty return in the fall. The original intention was to begin the conversation during AY 2006-07 but the decision was made to not begin a conversation that may impact the legislative outcome. If the conversation began following the legislative session, many faculty would be gone during the summer and left out of the conversation, hence the decision to wait until fall.

Senator Selker hoped that the conversation would start with an open forum with the faculty rather than with the deans; he sees the administration as a facilitator.

DIALOG WITH THE FACULTY SENATE PRESIDENT

At the last meeting over which he presided, President Quinn thanked Senators for the opportunity to serve as president and noted that the satisfactions have greatly outnumbered the aggravations, and he encouraged others to serve as Faculty Senate President. He listed the following accomplishments over the last six months:

- The Baccalaureate Core crisis has been averted due to a major concession by Tracy Daugherty and the English department agreeing to continue with three-credit courses. Quinn thanked the English Department, Pat Muir, Jay Noller, the Baccalaureate Core Committee (BCC) and, specifically, Vicki Tolar Burton for her role in brokering the agreement between English and the BCC. The BCC's enrollment data analysis revealed that other proposed course credit hour increases could occur and these proposals will be moving forward in the coming months.
- Revised Promotion and Tenure Guidelines were approved following Promotion & Tenure forums. Quinn acknowledged the work of Roger Nielsen and the Promotion and Tenure Committee, Becky Johnson, legal counsel and many faculty members.
- A well attended Optional Retirement Plan and Tax Deferred Investment forum was sponsored. Faculty input during and following the forum led to substantial improvements to the plan. Quinn thanked Larry Curtis, Starr McMullen and Alan Acock for their leadership in this effort.
- A massive reorganization of the College of Engineering occurred and resulted in three schools that were debated and approved.
- Undergraduate majors in Accountancy and Ecological Engineering were approved.
- Quinn felt that enough had been learned about the Insight Resume to make it an official part of OSU's admission process.
- Quinn noted that if university-wide reorganizations are proposed by the Provost, he was certain that the Faculty Senate would be debating these significant and far reaching proposals.

Quinn thanked Vickie Nunnemaker for her help, service to the Faculty Senate, and cajoling. "I also want to thank all of you who have helped me in so many ways over the years - I'm going to mss working with you. Good bye." Quinn received a round of applause in recognition of his service.

NEW BUSINESS

There was no new business.

Roll Call

Members Present:

Agricultural Sciences: Anderson, Dreher, Hartley, Hayes, Mallory-Smith, Selker.

Associated Faculty: Averill, Bruce, Dempsey, Dorbolo, Eklund, Fernandez, Gaines, Gillies, Gomez, Hoff, A. Bradoch for Minear, Oldfield, Pribyl, Ross.

Business: Banyl, Marshall, Raja, Wu, Yang.

Education: Ward, White.

Engineering: Bose, Huber, Hunter-Zaworski, Jovanovic, Pence.

Extension: Galloway.

Forestry: Doescher, Freitag, J. Tynon for Reuter, Sexton, Zahler.

Health & Human Sciences: Acock, D. Feinberg for Asbell, Braverman, Cardinal, Friedman, McAlexander, Wilcox.

Liberal Arts: Carson, J. Hale for Dennis, Edwards, Folts, Gross, Lunch, Oriard, Orosco, Plaza, Roberts, Steel, Trujillo, Valls, Walls.

Library: McMillen.

Oceanic & Atmospheric Sciences: Skillingstad, Spitz.

Pharmacy: Indira, Stevens.

ROTC: Not present.

Science: Blair, Bogley, Flahive, Lee, McCune, Parks, Rajagopal.

Student Affairs: Alexander, Davis-White Eyes, Larson, Yamamoto.

Veterinary Medicine: Estill, Mosley.

Members Absent:

Agricultural Sciences: Bolte, Cassidy, Curtis, Gamroth, Gregory, Jepson, Ketchum, Parke, Pereira, Rao, Rossignol, Savage, Thompson.

Associated Faculty: Achterman, Arthenayake, Elmshaeuser, Greydanus.

Business: No absences.
Education: No absences.
Engineering: Bell, Higginbotham, Lee, Momsen, Sillars.
Extension: Carr, Godwin.
Forestry: Kellogg, Puettman.
Health & Human Sciences: Bowman, Hooker.
Liberal Arts: Helle, Kingston, Rosenberger.
Library: No absences.
Oceanic & Atmospheric Sciences: Benoit-Bird, Wheatcroft.
Pharmacy: Ramirez.
ROTC: Sullivan.
Science: Field, Gitelman, Grunder, Ho, Jansen, Jones, Kimerling, Lajtha, Mason, Matzke, McLeod, Taylor.
Student Affairs: Benton, Schwab, Winter.
Veterinary Medicine: Valentine.

Guests Present:

B. Becker, B. Johnson, J. Noller, B. McGorin.

Faculty Senate Officers, Ex-officios and Staff:

Officers: L. Cuiffetti, M. Quinn; Ex-officio: S. Randhawa, E. Ray, M. Beachley; Staff: V. Nunnemaker.

The meeting was adjourned at 4:32 PM.

Respectfully submitted:

*Vickie Nunnemaker
Faculty Senate Staff*

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Faculty Senate

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Faculty Senate Minutes

2007 No. 621

April 12, 2007

The regular monthly meeting of the Faculty Senate was called to order by President Mike Quinn on April 12, 2007 in the LaSells Stewart Center.

Meeting Summary

- Action Items: Approval of March Minutes; Category I Proposal - New Instructional Program Leading to a Bachelor of Science in Ecological Engineering; and Proposed Revisions to AR 13.c. [Motion 07-621-01 through 03]
- Special Reports: Athletics Update and Interinstitutional Faculty Senate Recap
- Discussion Item: Proposed Promotion and Tenure Guidelines Revisions
- New Business: None

SPECIAL REPORTS

Athletics

Bob De Carolis, Athletic Director, gave away apparel containing the new OS athletic logo to those holding tickets drawn. De Carolis, Kelvin Koong, Faculty Athletic Representative (FAR), and Luanne Lawrence, Vice President of University Advancement, provided updates related to Athletics issues.

Koong reported on several issues:

- The BRIDGE program was initiated last summer to acclimate football players to university life. Student athletes came to campus three weeks prior to the start of fall football camp and attended class 8+ hours per day. Due to the success of the program, additional sports teams will be involved this year. Koong views this program as an 'academic boot camp' and credited the Academic Success Center for the role they played in creating this successful program.
- Oversight of special admit students are now handled by areas that report to Becky Johnson rather than by Athletics.
- Kate Halischak, Student Athlete Academic Services Director, was given credit for increasing the academic success of athletes. In fall 2004 football student athletes passed an average of 9.7 credits, in fall 2005 it was 9.8 credits and fall 2006 increased to 11.04. The new Athletics philosophy is that student athletes are able to make a significant contribution following graduation, rather than just shooting for eligibility. Koong also credited the coaches, but Mike Riley in particular, for placing increased emphasis on academics.
- Koong has tried to bridge the relationship between athletics and academics. He credited President Ray and De Carolis for periodic mixers between university leadership and athletics staff. He also noted that a nutritionist has been jointly hired to teach in Nutrition and Exercise Science as well as advising athletes on nutrition issues.

Lawrence showed video images of posters, which are hanging in Gill Coliseum and Reser Stadium, honoring athletes and their academic and post-athletic interests. The posters have proven to be very popular with spectators at athletic events and are being used as recruitment tools by coaches.

She reported that the new OS athletic identity was developed with numerous focus groups including students, athletes, donors, media and alumni with the thought of consistency and distinctiveness; the OS is considered to be the spirit mark. She noted that the funding to develop the identity was paid wholly out of merchandise licensing revenue. Old logos will be making a comeback, including the old Benny Beaver.

De Carolis included the following in his report:

- Regarding the BRIDGE program referred to by Koong, De Carolis noted that the remaining student athletes went through the program in September. OSU is considering this as a pilot program with student athletes and may eventually include all incoming freshmen.
- Only two teams in the last year, baseball at 924 and football at 913, fell under the required Academic Program Rate (APR) of 925 which roughly equates to a 50% graduation rate. Beginning in fall 2007 penalties ranging from losing scholarships to barring post-season play, or even closing the program, will be imposed if teams fall below 925. He noted that sometimes a low APR is beyond their control, such as a student athlete transferring out of a program which is considered a negative point.
- 210 student athletes achieved a 3.0 GPA or better for winter 2007, with 19 of those attaining a 4.0; there are about 470 athletes. Most of the winter teams achieved PAC-10 all-academic honors with the gymnasts and swimmers ranking first. Overall, the athletic teams are trending upward in terms of academics and passed credit hours.
- OSU was the only institution to have both baseball and softball compete in the College World Series in the same year. Wrestling had not won the PAC-10 since 1994 until last year and had the first All-Americans since 2001. Gymnastics is ranked 26th in the country, but 3rd in the PAC-10. Both of the rowing teams are ranked nationally for the first time. Swimming had four all-Americans and, for the first time, a relay team competed in the nationals.
- Athletics is part of the capital campaign and items on the wish list include: Goss Stadium expansion, renovation of Gill, a track, and a boathouse. Of particular interest is an Academic Center, in collaboration with the university, that would cater to all students. This would involve moving the current Academic Success Center to a 30,000 square foot facility that would be located in the bottom of the parking structure; Athletics would take the lead in raising funds.
- Phase II of the Reser expansion, funded by private funds, is on budget and on schedule and will expand capacity to just over 46,000.
- The first phase of the Gill Annex will include a 7,000 square foot wrestling room and a 20,000 square foot weight room for all athletes.

Senator Flahive, Science, questioned the amount of funding Athletics receives from E&G funds. De Carolis noted that nine years ago Athletics received \$4.4 million from E&G funds, which was reduced to \$3.7 million. Athletics promised to mitigate the E&G funding if they were allowed to expand Reser. They are currently receiving between \$2.1 and \$2.5 million. Flahive questioned if Athletics will be required to return a portion of the E&G funds the same as academic units are required to do. De Carolis indicated he has not had that conversation with administration. He did note that, as an auxiliary, Athletics' indirect costs are increasing next year from \$100,000 to \$600,000 (academic units do not pay indirect costs). Athletics pays back to the university about \$7.3 million in tuition and room and board.

Senator Oriard, Liberal Arts, questioned whether the Reser expansion generated expected revenues. De Carolis responded that the additional revenue generated paid the debt service and generated an additional \$1.5-2 million. There is probably about \$4.5 million of unrealized BASF, which is why it is critical to take advantage of a 10-win season. He noted there is unused capacity for season ticket holders.

Senator McCune, Science, requested reconsideration of the siting of the Academic Center so it is more centrally located. De Carolis will discuss the siting with the Campus Planning Committee.

Interinstitutional Faculty Senate Report

Paul Doescher, OSU IFS Senator, included the following items in his recap of the April IFS meeting:

- Continuing budget saga – The joint chairs budget is less than the governor's budget by \$34.6 million. If the joint chairs budget passes, OSU's operating budget would be \$12-15 million less.
- At least 400 individuals were in attendance at the Ways and Means Committee meeting held in Corvallis on April 10. He noted the importance of people contacting legislators regarding the higher education budget.
- Legislative Bills to watch:
 - HB 2579 – would allow OSHBE faculty representation to increase from one to two; one faculty member would be from the three larger institutions and one would be from the four smaller institutions
 - HB 2578 – would mandate that a set percentage of classes would be taught by full-time, tenure-track faculty; would require compensation of part-time and adjunct faculty at tenure-track levels; and would establish a funding base or reserve for increasing faculty salaries
 - HB 2705 – mandates resident tuition for non-documented students who graduate from Oregon high schools (strongly supported by the Oregon Students Association)

- HB 2891 – would change the rules under which an entity may unionize and mandates formation of a collective bargaining unit if 50% plus one of the faculty signs a card in support of unionization; this would eliminate a vote by the entire faculty to determine if unionization will occur
- HB 2823 – allows for awarding of honorary degrees for World War II internees who were unable to complete their degrees
- TDI/ORP Reform Update – By October 1 there will be a new elected retirement program in place in which ORP members will also participate. Rather than one record keeper, as was originally envisioned, there will be three. Fidelity Investments will be the primary bookkeeper for future retirement investments. VALIC participants will be allowed to maintain their VALIC contributions; however, no new clients will be signed up by them. TIIA-CREF will be an additional bookkeeper.

Senator Roberts, Liberal Arts, questioned whether OSU faculty should use their OSU email address when communicating with legislators. Doescher and Mark McCambridge responded that personal email accounts should be used rather than those supported by state resources.

ACTION ITEMS

Approval of Minutes

Motion 07-621-01 to approve the March Faculty Senate minutes as distributed passed with no dissenting votes.

Category I Proposal - New Instructional Program Leading to a Bachelor of Science in Ecological Engineering

John Lee, Curriculum Council Chair, presented for approval a Category I Proposal for a New Instructional Program Leading to a Bachelor of Science in Ecological Engineering. He noted that both the Curriculum Council and Budgets and Fiscal Planning Committee approved the proposal. Lee recapped elements of the degree: it is intended to be accredited as an ecological degree; the degree has been under development for several years and four tenure-track faculty have been hired; the department is developing reserves for equipment and space in support of the program; OSU has expertise in this area and the degree is the first of its kind nationally; the proposal supports two of OSU's strategic investments: ecosystem informatics and water and watersheds; it is in sync with the College of Agricultural Sciences; there was a clear sense of liaison; it expects to grow from 25 majors in 2007-08 to about 220 in 2012-13; and the budget is about \$150,000 for the first four years.

Senator Kingston, Liberal Arts, questioned the wording regarding training students to have some knowledge of the social and political institutions around environmental issues and ecological restoration water resources, but noted there isn't anything in the proposal to address those issues; the only place one would receive that instruction is in the Baccalaureate Core. She noted there are many courses in Liberal Arts that address these issues specifically and was distressed this component was not included in the proposal; she felt this was a strong absence in the curriculum that she would like to see addressed. John Bolte, Chair of the Department of Biological and Ecological Engineering, stated that they recognize that the social connection is important. ABET accreditation has a strong emphasis to ensure that the integration of social aspects is fully represented. The challenge was to fit everything into the program. ABET provides two pathways to accomplish the integration of all aspects: 1) incorporate additional coursework, or 2) rather than additional coursework, ensure that other courses address those issues - faculty are committed to ensuring that the latter occurs. Bolte noted that this is the first program of this type in the country and ABET will be watching closely.

Senator Spitz, Oceanic and Atmospheric Sciences, questioned the increase from 180 to 192 credits. Lee acknowledged that the College of Engineering has been moving to 180 credits but, since extra breadth was needed in this proposal, the credits were increased to 192.

Motion 07-621-02 to approve the proposal as presented passed by voice vote with no dissenting votes.

Proposed Revisions to AR 13.c.

Jo Tynon presented for approval the proposed revisions to AR 13c, which appear below. She explained that these changes were made to be consistent with changes made to AR 17 in December, 2006.

AR 13.c. Withdrawal From the University

When a student's academic progress is interrupted by an emergency situation (e.g., such as serious illness, accident, or death of a family member), within the last four weeks of the term, and the student submits evidence of such to the Registrar, he or she may withdraw from the university with or accept I/alternate grades in all subjects in accordance with the I/alternate grade policy stipulated in AR 17.

Senator Savage, Agricultural Sciences, questioned the time frame that is being considered, particularly if the student is ill and can't provide timely notification. Tynon responded that the student could use the petition process if it was after the end of the term.

Motion 07-621-03 to approve the proposed revisions to AR 13.c. passed by voice vote with no dissenting votes.

DISCUSSION ITEM

Proposed Promotion and Tenure Guidelines Revisions

Roger Nielsen, Faculty Senate Promotion and Tenure Committee chair, presented proposed revisions to the Promotion and Tenure Guidelines. The P&T Committee members who worked on the revisions are Bill Braunworth, Margaret Burnett, Paul Farber, Jim Liburdy, Maret Traber, and Nielsen.

He explained that the primary goals with respect to the revisions to the Promotion and Tenure Guidelines were to:

1. Examine and suggest revision of the guidelines in the face of the creation of the new fixed-term Extension class of professorial faculty; and
2. Re-evaluate the role and expectations for service in Promotion & Tenure.

In addition, a number of clarification edits were passed on to the P&T Committee from a faculty committee lead by Becky Johnson. As the work progressed, the committee was asked to consider other issues, such as conflict of interest management, and to link guidelines for promotion and tenure of instructors, OAR's, etc., that existed in disparate locations. Ultimately, the P&T Committee tried to create a more coherent document.

Nielsen outlined several general issues:

1. Unit guidelines must be consistent with the P&T Guidelines
2. The P&T Guidelines are designed for all professorial rank faculty, research assistants and instructors. Professorial rank faculty include courtesy and research appointments.
3. Increased emphasis on peer validation and position descriptions.

The specific major issues that underwent revision or were added:

1. Link to new guidelines for position descriptions – Existing guidelines refer to position descriptions as the basis on which faculty are to be evaluated. However, there were few guidelines for how they should be created.
2. New section on definition of research and extension activities – Definition of research is separate from scholarly activity (this came out of the committee's initial conversation regarding how different units construct their position descriptions).
3. New section on "other assignments" – This section was rewritten to help draw the line between service activities and assigned duties. Standard service duties can be assigned to any faculty member regardless of their discipline, whereas assigned duties result from a faculty members' specific discipline.
4. Optional use of service to the profession as scholarly activity (if it was peer reviewed and documented)–
 - a. Clearer definition of service to the university (unit and OSU) versus to one's profession.
 - b. Clarification of what type of community service is to be emphasized in P&T – specifically that which advances the mission of the university.
 - c. Option of use of service to one's profession if it is peer validated and documented – and approved beforehand by one's supervisor.
5. Conflict of interest management – Two separate issues – personal conflict of interest and professional relationships
6. Tenure clock clarifications
7. Insertion of information on tenure of instructors (previously this information existed in a separate document)
8. New process for student input for P&T – Student input will be in the form of a single letter signed by all parties

Senator Trujillo, Liberal Arts, had several concerns:

- Regarding the Conflict of Interest section, he questioned where a documented history of hostility from a faculty member who has a right to be on a college P&T Committee be addressed.
- On page 11 he suggested possibly supplementing "...diversity of faculty perspectives..." which seems too broad to him, with language that addresses the need for reviewers to understand the unwritten obligations placed on individuals due to their association with a particular identity group.
- On page 12, he felt as though the Faculty Senate P&T Committee is excluding itself from a former duty, which was to observe all deliberations of the University P&T Committee, and limiting themselves to only observe divided deliberations when there is a dean or supervisor present.

In regard to Trujillo's first concern, Nielsen responded that the candidate would likely need to bring a hostility issue to the attention of the chair; he may discuss with Angelo Gomez where this situation could be inserted. Gomez interjected that is a nebulous situation and would likely need to be dealt with on a case-by-case basis. Senator Doescher, Forestry, stated that the chair is sometimes the hostile individual. Senator Valls, Liberal Arts, noted that the hostile member has only one vote and the other committee members could out-vote that individual. Senator Pence, Engineering, felt there may be more hostile issues than conflict of interest issues, and suggested adding wording that addresses what can be done about the potential for an aggressively negative individual in the process. Senator Doescher noted that the opposite may exist and the candidate may be part of the "good ol' boy" network within the unit and may not meet the P&T standards, but is advanced since they are part of the network. Senator Valentine, Veterinary Medicine, felt that including wording to address perceived hostility was worrisome. Nielsen stated that the document was written to have the chair removed from the unit P&T deliberations, but to ensure that the committee has access to as much information as possible. It is critical to have the deliberations documented. Nielsen has talked with Becky Johnson regarding the need to hold unit P&T Committee's accountable for quality documentation and letters; they have discussed the need for training sessions for P&T chairs and department chairs. Nielsen felt that appropriate documentation would disclose a hostile or aggressive individual. Jo Tynon, Forestry, questioned why there was not an equivalent of a graduate representative for faculty going up for P&T. The individual could be from outside the unit or college, who would act as an ombudsperson and ensure that any hostility was documented. Nielsen responded that the committee did discuss this option at length and suggested that this could be implemented separate from the document under consideration.

Senator Wilcox, Health and Human Sciences, advocated for a delineation of peer involvement at the college level. Nielsen stated the committee also discussed this issue but felt it would be difficult to achieve a uniform process across the university and they did not want to propose policies that would be unenforceable across colleges.

Senator Oriard, Liberal Arts, expressed several concerns:

- On page 2 'research' can be defined as either a scholarly activity or assigned duty and he felt this ambiguity should be eliminated.
- He felt it was confusing to have two different references to service on pages 4 and 5.
- On pages 6 and 7, the word 'balance' was deleted as a verb and inserted as a noun; he suggested 'in appropriate proportions' to replace 'balance.'
- He questioned whether the intention of the position description was to tie a percentage to the number of hours in a week spent on specified activities and should also correlate to the relative importance of scholarship, teaching and assigned duties. If so, this is a problem in Liberal Arts that is not common in other colleges since their research is not funded by the university. Nielsen responded that this is not a problem unique to CLA. Position descriptions are by FTE, which is a university rule based on a nine-month appointment, and can combine research and scholarly activities. Colleges need to determine their own scholarly activities and research expectations given the realistic amount of available time; these conversations need to occur with the dean, Academic Affairs and the president. Nielsen also suggested reviewing the policies of peer institutions.

Senator Braverman, Health and Human Sciences, was not comfortable with the separation between Extension and research, since Extension can include both teaching and research. Nielsen responded that it is important that units have the ability to describe activities separate from scholarly outcomes.

Senator Valentine expressed the hope that a university document would be created that is broad enough to allow flexibility to further define and fine tune within units and colleges.

Senator Savage, Agricultural Sciences, felt that the guidelines were good and was opposed to having one set of guidelines mandating that all units must be exactly the same. Nielsen responded that was the reason why

the committee tried to define common terms.

Since many Senators felt that a continuation of the discussion was important, President Quinn committed to proposing a Faculty Forum to the Executive Committee. He encouraged Senators to send comments to Roger Nielsen. Senator Marshall, Business, suggested advancing the document by accepting changes as they are presented while acknowledging there are still future revisions that could be made.

DIALOG WITH THE FACULTY SENATE PRESIDENT

President Quinn, referring to the P&T Guidelines discussion, noted that the Promotion and Tenure Committee was responding to particular needs and felt it is unrealistic to fix all the problems in one year. He encouraged Senators to consider whether the document is a step in the right direction when voting on the revisions.

Quinn announced that he has accepted the position as Dean of the College of Science and Engineering at Seattle University and will resign as Faculty Senate President effective September 1. President-Elect Lynda Ciuffetti will assume the position of president and Immediate Past President Bill Boggess will assume the duties of president-elect on September 1, as outlined in the Faculty Senate Bylaws.

NEW BUSINESS

There was no new business.

Roll Call

Members Present:

Agricultural Sciences: Anderson, Bolte, Dreher, Hartley, Ketchum, Pereira, Rao, Savage, Selker, Thompson.

Associated Faculty: Achterman, Averill, Bruce, Dorbolo, Eklund, C. Kasten for Elmshaeuser, Gillies, Gomez, Greydanus, R. Weber for Hoff, Minear, Oldfield, Pribyl, Ross.

Business: Banyl, Marshall, Raja, Wu, Yang.

Education: Ward, White.

Engineering: Bell, Bose, Huber, Hunter-Zaworski, Jovanovic, Pence.

Extension: None present.

Forestry: Doescher, Kellogg, Puettman, Reuter, Zahler.

Health & Human Sciences: Acock, Asbell, Bowman, Braverman, Friedman, Wilcox.

Liberal Arts: Carson, Folts, Gross, Helle, Kingston, Lunch, Oriard, Orosco, Plaza, Roberts, R. Sahr for Steel, Trujillo, Valls, Walls.

Library: McMillen.

Oceanic & Atmospheric Sciences: Spitz.

Pharmacy: Indira, Stevens.

ROTC: Sullivan.

Science: Blair, Bogley, Flahive, Ho, Jansen, Lee, McCune, McLeod, Parks, Rajagopal.

Student Affairs: Alexander, Benton, Larson, S. Clark for Yamamoto.

Veterinary Medicine: Valentine.

Members Absent:

Agricultural Sciences: Cassidy, Curtis, Gamroth, Gregory, Hayes, Jepson, Mallory-Smith, Parke, Rossignol.

Associated Faculty: Arthenayake, Dempsey, Fernandez, Gaines.

Business: No absences.

Education: No absences.

Engineering: Higginbotham, Lee, Momsen, Sillars.

Extension: Carr, Galloway, Godwin.

Forestry: Freitag, Sexton.

Health & Human Sciences: Cardinal, Hooker, McAlexander.

Liberal Arts: Edwards, Melton, Rosenberger.

Library: No absences.

Oceanic & Atmospheric Sciences: Benoit-Bird, Skyllingstad, Wheatcroft.

Pharmacy: Ramirez.

ROTC: No absences.

Science: Field, Gitelman, Grunder, Jones, Kimerling, Lajtha, Mason, Matzke, Taylor.

Student Affairs: Langford, Schwab, Winter.

Veterinary Medicine: Estill, Mosley.

Guests Present:

B. Becker, B. De Carolis, S. Dobbie, V. King, K. Kuo, S. Leslie, S-L Yu, M. McCambridge, G. Shellhammer, J. Tynon.

Faculty Senate Officers, Ex-officios and Staff:

Officers: L. Cuiffetti, president-elect; M. Quinn, president; Ex-officio: M. Olson; Staff: V. Nunnemaker.

Respectfully submitted:

*Vickie Nunnemaker
Faculty Senate Staff*

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Faculty Senate

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Faculty Senate Minutes

2007 No. 620

March 8, 2007

The regular monthly meeting of the Faculty Senate was called to order by President Mike Quinn on March 8, 2007 in the LaSells Stewart Center.

Meeting Summary

- Action Items: Approval of Minutes [Motion 07-620-01]
- Special Reports: Faculty Forum Recap - L. Curtis; Promotion and Tenure Process Review - B. Edwards, A. Gillies, A. Gomez, J. Trujillo
- Discussion Item: Raising Admission Standards - K. Peterson, M. Quinn
- New Business: None

ACTION ITEMS

Approval of Minutes

The January and February 2007 minutes were approved as distributed.

SPECIAL REPORTS

Faculty Forum Recap

Larry Curtis provided a recap of the February 27 Faculty Forum regarding potential changes to the Optional Retirement Plan (ORP) and Tax Deferred Investment (TDI) plans. The recap included the following:

- Goals of the Retirement Plan Redesign
 - To make it easier for employees to take advantage of the retirement savings plan. The goal is to increase the number of employees investing from 1-in-5 to 3-in-5.
 - To contract for high quality investments and services.
 - To require plan sponsor support and compliance.
- Why redesign now?
 - The current plans are at least 10 years old and are not adequately serving today's needs.
 - The new plans will have enhanced administrative services.
 - OUS must comply with new federal regulations for 403(b) plans that go into effect in January 2008.
- Plan Components
 - The investment platform will include mutual funds, fixed annuities and variable annuities.
 - The recordkeeping/trust and custodian platform will include transactions and statements, participant services, and advising and education.
- Success Factors
 - High quality mutual funds and annuities.
 - Open architecture investment menu is superior to simply reducing the number of TDI vendors.
 - Consolidated recordkeeper is designed to drive down costs for all participants and to improve participant access and education.
 - Investment advice by a neutral third party.
 - No new fees for mutual fund window/self-directed account.

End Goals

- Encourage and support employees' variable savings for retirement.
- Top tier investments, responsive to participant preferences.
- One-stop shopping for easy participant service.
- Meet federal compliance requirements.
- Next Steps
 - Advisory committee will review options through March 2007.
 - Plan redesign concepts should be finalized by end of 06-07 academic year.
 - No changes anticipated before fall 2007.

Curtis addressed concerns that have been expressed:

- Participants want to maintain current vendors - the mutual funds will likely allow that to happen.
- Participants want to maintain their financial advisor - this will not likely occur.
- Why should we pay for a recordkeeper? Participants are already paying for a recordkeeper, but it's not apparent since the fee is rolled into the plan.

[Additional information](#) related to the Faculty Forum can be viewed online.

Promotion and Tenure Process Review Project

Barbara Edwards, Anne Gillies, Angelo Gomez, and Juan Trujillo provided an overview of a Promotion & Tenure Process Review Project co-sponsored by the Association of Faculty for Advancement of People of Color (AFAPC), President's Commission on the Status of Women (PCOSW), and the Faculty Senate Promotion and Tenure Committee.

Since national literature indicates that members of marginalized groups have different P&T experiences than the majority, the intent of the study, which began in 2003-04, was to explore OSU faculty members' experiences with the P&T process across units, disciplines and identities. The [report and PowerPoint](#) used in their Senate presentation is available for viewing online.

Gillies explained that invited participants were faculty who were promoted or tenured between 2002 and 2004, as well as others who learned of the project by word of mouth, and included 36 faculty from eleven colleges, Extension and the Library. She noted that, due to confidentiality, they were unable to obtain the names of faculty whose experience with the P&T process was unsuccessful, so the report is skewed in favor of those who were successful.

During the faculty interviews, concerns surfaced related to fairness, majority status, transparency, and commitment to candidate success. They also found that differences between units can create a relative advantage or disadvantage for candidates.

Although they did not recommend changes to the Promotion and Tenure Guidelines, they did make recommendations that would make the process appear more fair, transparent and equitable.

- Clarify roles
 - Convene conversations between faculty, Faculty Senate and administration to clarify roles
 - Revise procedural guidelines and flowcharts to include individuals' roles in each step of the process
 - Offer/require workshops for department heads and administrators to address all aspects of the 6-year process
 - Assess impact and outcomes
- Clarify expectations
 - Initial agreements should include: position description, scholarly expectations, performance standards and a departmental support plan
 - Management of agreements
 - Assess and adjust
- Ensure broad representation of perspectives and expertise in P&T decision-makers at all levels
 - Explicitly seek multiple perspectives in forming department and college committees
 - Regularly evaluate impact
- Increase transparency of the P&T process and develop quality assurance measures

- Design and implement rigorous institutional assessment
- Departments develop and disseminate internal P&T procedures
- Departments take steps to ensure that candidates understand the process and their rights at each stage

Comments from Senators included the following:

- Excited with the recommendations and felt this was a good start.
- Suggested offering workshops for both junior faculty and department heads.
- Suggested including college level support plans in addition to the proposed departmental support plans.
- Suggested addressing quality issues vs. quantity issues, encouraged mentorship, and focusing more heavily on peer review teaching.

Senator White, Education, questioned whether there was clarification of inconsistent university policies related to P&T Guidelines. Gomez responded that is a possibility and suggested clarification of roles at all levels. Gillies noted that the recommendations include online posting of departmental/college P&T procedures.

Senator Sillars, Engineering, referenced clarification of scholarly expectations and noted that young faculty may not recognize that their research is atypical and should be in consultation with the department chair. Trujillo responded that a determination needs to be made regarding what types of scholarship will and won't count, while respecting principles of academic freedom.

Senator Rosenberger, Liberal Arts, was in favor of the third recommendation that suggests rotating faculty on the P&T committees and including participation by outside people since some issues are implicit and an outside individual would have the ability to question issues and make them explicit. She suggested another study to survey P&T committee participants to determine a sense of the requirements put forth.

Senator Selker, Agricultural Sciences, felt that the recommendations touch 10-50% of faculty and questioned how the recommendations will be promulgated and how they will be evaluated in terms of understanding and acceptance. Gomez responded that it will require some entity to ensure that the recommendations occur, likely the Faculty Senate Promotion and Tenure Committee. The expectation is that the group presenting the recommendations will continue until the project is handed off. Gillies added that they will continue seeking additional information to refine their recommendations.

DISCUSSION ITEM

Raising Admission Standards

Kate Peterson, Assistant Provost for Enrollment Management, and Mike Quinn, Faculty Senate President, presented information relating high school GPA to student success. The [PowerPoint](#) presentation used during this discussion is available online. There have been discussions of whether OSU should raise the minimum high school GPA required for automatic admission and what the related implications would be. Peterson noted that the admission GPA at the UO is 3.25 compared to OSU's 3.0 GPA.

Arguments in favor of increasing the GPA include:

- High school grade inflation
 - Between 1990 and 2005 the overall high school GPA increased from about 2.68 to about 2.98.
- High cost of remedial course work
 - There seems to be a correlation between a high failure rate in MTH 111 and a lower GPA.
- Low graduation rates
 - Based on a 6-year graduation rate, 90% of those with a high school GPA of 3.75 graduated compared to a 40% graduation rate for those with a 3.0 high school GPA.
- Perceived quality of the institution

The fall 2004 OUS Selectivity Chart showed that OSU was second with an average high school GPA of 3.48; the UO was first with 3.49.

- Predictive use of the Insight Resume
 - Students scoring 6.0-9.9 on the Insight Resume, which measures non-cognitive variables, typically earned just above a 2.3 GPA after the first year at OSU compared to a GPA of just above 2.55 for those scoring 15-16. The Insight Resume is used only for those students who do not fully meet the automatic admissions criteria.

Arguments against increasing the GPA include:

- Financial implications
- Disproportionate impact on undergraduate diversity (ethnic and socioeconomic)
-
- Adverse impact on low income families

What are we trying to achieve?

- Reduce freshman class size?
- Increase freshman to sophomore retention rate?
- Increase 6-year graduation rate?
- Reduce remedial course offerings and the associated costs?
- Increase perceived quality, institutional prestige?

Comments included:

- Increasing the GPA is the wrong way to go since OSU is the land grant institution and serves all the demographic communities in the state.
- OSU should work on public relations efforts, and the numbers being reported need to be reviewed carefully.
- Unsure that opportunities should be restricted, but felt there is a need to demand quality from the students.
- Need to look carefully at how we are producing teaching and learning quality.
- Concerned by assumption that elimination of the automatic admission process implies that OSU is admitting fewer minorities.
- Concerned about use of GPA since research suggests that the strongest success is linked to parental education success and income.
- The same discussion occurred previously; interested to know whether the number of students failing math has increased; need to remember that a 3.25 GPA is an automatic admit.
- If there is a need to raise standards, select standards that provide the best predictive model and have a less discriminatory impact.
- The focus should be to determine how to solve the systemic problem at the high school level rather than raising the GPA.

Senator Mallory-Smith, Agricultural Sciences, questioned how many students are denied admission. Peterson responded approximately 25%. Mallory-Smith questioned the difference between grade inflation at OSU and high school grade inflation. Quinn stated that the number of students graduating with honors has increased from about 12% to about 18% over a 10-year period.

Senator Mason, Science, noted that the six-year graduation rate doesn't account for students who transfer out and requested the 'real' six-year graduation rate. Peterson responded that this concern is not unique to OSU and there is currently no reliable way to track transfer students. Provost Randhawa responded that the graduation rate of students who start at OSU is 61-65%.

In response to Senator Dreher expressing shock at how ill-prepared students are and suggesting the need to look at the quality of incoming students, and Senator Selker expressing the feeling that we are currently using a poor predictor, Michelle Sandlin stated that a regular admit is a 3.0 GPA in the 14 subject areas required by the state, applicants must submit SAT/ACT scores, and must graduate from an accredited high school.

President Quinn encouraged additional input be directed to the Faculty Senate Executive Committee.

DIALOG WITH THE PROVOST

Provost Randhawa made the following observations related to P&T:

- He thanked the faculty participants and those who worked on the Promotion and Tenure Process Review Project. He felt that most of the recommendations make a lot of sense and, in particular, he felt it is critical that mentorship occurs and includes effective annual evaluations and feedback.
- He reported that he is starting a process with the individuals who report directly to him that involves an OUS audit to determine the evaluation process and feedback provided by those individuals; this will allow him to determine if appropriate mentorship is occurring.
- He also felt that unit expectations should change over time, but acknowledged it is problematic when the change occurs in the sixth year, and stated that sufficient time should be allowed for change by the faculty member; he noted this requires a collective effort from everyone to make it happen. He is concerned about the variability across campus in terms of how things are integrated and how feedback is provided. It is important to have checks and balances to determine if the unit P&T guidelines are in line with the university P&T guidelines.

Provost Randhawa noted that 73 dossiers were submitted for consideration this year.

Senator Edwards, Liberal Arts, questioned whether department chairs are held accountable for providing mentoring to junior faculty. Randhawa responded that he has started a process this year with the deans and will hold them accountable in terms of their reviews and the effectiveness of the reviews of their direct reports. He stated that mentoring must be provided and that some units are very good at it.

In response to Senator McCune, Science, suggesting that P&T might be the key to mentoring, Randhawa stated that the P&T Guidelines are not the issue, rather, implementation of the Guidelines is the issue.

DIALOG WITH THE FACULTY SENATE PRESIDENT

President Quinn provided the following updates:

- Promotion and Tenure Guidelines - The Faculty Senate P&T Committee has completed a review of the P&T Guidelines and the Executive Committee will discuss their recommendations. Proposed revisions will likely be discussed at the April Senate meeting and voting could occur in May.
- Baccalaureate Core Review - The Baccalaureate Core Committee is close to completing the learning outcomes, which will be posted on the web. There will be at least one faculty forum and one student forum to discuss proposed changes to the Bacc Core. The Faculty Senate will likely discuss the changes in October and vote in November. A major issue being addressed is the desire from some units to move from three to four-credit courses.

Senator Pence, Engineering, questioned the incentive for moving to four-credit courses. Quinn responded that the motivation from one chair is to increase the amount of writing as well as the rigor of the course.

NEW BUSINESS

There was no new business.

Roll Call

Members Present:

Agricultural Sciences: Curtis, Dreher, Hartley, Hayes, Ketchum, Mallory-Smith, Pereira, Selker,

Thompson.

Associated Faculty: Achterman, Averill, Dempsey, Dorbolo, Elmshaeuser, Fernandez, Gillies, Gomez, Greydanus, Minear, Oldfield, Pribyl.

Business: Banyl, Marshall, Raja, Wu, Yang.

Education: Ward, White.

Engineering: Bell, Bose, Huber, Hunter-Zaworski, Pence, Sillars.

Extension: Galloway.

Forestry: Doescher, Freitag, Kellogg, J. Tynon for Reuter, Sexton, Zahler.

Health & Human Sciences: Acock, Asbell, C. Raab for Bowman, L. Etuk for Braverman, Cardinal, Friedman, McAlexander, Wilcox.

Liberal Arts: Carson, Edwards, Gross, T. Daugherty for Helle, Kingston, Melton, R. Thompson for Orosco, Rosenberger, Trujillo, Valls.

Library: McMillen.

Oceanic & Atmospheric Sciences: Spitz.

Pharmacy: Indira, Ramirez, Stevens.

ROTC: Sullivan.

Science: Blair, Bogley, D. Finch for Flahive, Ho, Lee, Mason, Matzke, McCune, McLeod, Parks, Rajagopal.

Student Affairs: Alexander, Benton, Langford, Winter, Yamamoto.

Veterinary Medicine: Valentine.

Members Absent:

Agricultural Sciences: Anderson, Bolte, Cassidy, Gamroth, Gregory, Jepson, Parke, Rao, Rossignol, Savage.

Associated Faculty: Arthenayake, Bruce, Eklund, Gaines, Hoff, Ross.

Business: No absences.

Education: No absences.

Engineering: Higginbotham, Jovanovic, Lee, Momsen.

Extension: Carr, Godwin.

Forestry: Puettman.

Health & Human Sciences: Hooker.

Liberal Arts: Folts, Lunch, Oriard, Plaza, Roberts, Steel, Walls.

Library: No absences.

Oceanic & Atmospheric Sciences: Benoit-Bird, Skyllingstad, Wheatcroft.

Pharmacy: No absences.

ROTC: No absences.

Science: Field, Gitleman, Grunder, Jansen, Jones, Kimerling, Lajtha, Taylor.

Student Affairs: Larson, Schwab.

Veterinary Medicine: Estill, Mosley.

Guests Present:

B. Becker, B. Edwards, V. King, K. Kuo, M. McCambridge, A. Metzger, K. Peterson.

Faculty Senate Officers, Ex-officios and Staff Present:

Officers: B. Boggess, past president; M. Quinn, president.

Ex-officio: S. Randhawa, E. Ray, M. Beachley.

Staff: V. Nunnemaker.

Respectfully submitted:

Vickie Nunnemaker

Faculty Senate Staff

Faculty Senate

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Faculty Senate Minutes

2007 No. 619

February 8, 2007

The regular monthly meeting of the Faculty Senate was called to order by President Mike Quinn on February 8, 2007 in the LaSells Stewart Center.

Meeting Summary

- Action Items: None
- Discussion Item: Presidents Climate Commitment - D. Lach, K. Williamson
- Special Reports: Interinstitutional Faculty Senate - P. Doescher; Baccalaureate Core Follow-up - M. Quinn
- New Business: Student Day of Action - M. Olson

DISCUSSION ITEM

Presidents Climate Commitment

Denise Lach and Ken Williamson, of the OSU Sustainability Council, presented for discussion and input the [American College and University Presidents Climate Commitment](#); they recommend that OSU be one of the first 200 to sign the document. Attached to the agenda were [frequently asked questions](#) and a document describing [accomplishments](#) to date.

Lach stated that large organizations can take steps to affect climate change and the Council is documenting the feasibility of the commitment. Once the Faculty Senate and ASOSU endorse the document, President Ray will be asked to sign it. Discussion from the floor included the following comments:

- Senator Asbell, Health and Human Sciences, noted there was no mention of human powered transportation. Lach acknowledged this omission but, since this is a national document, there is no opportunity for word-smithing.
- Senator Roberts, Liberal Arts, questioned the requirement of carbon matching and asked if it would be possible given the amount of air travel by athletic teams. Williamson responded that there a number of ways to store carbon, such as: reducing carbon emissions, via the OSU forests, and purchasing carbon offsets. He commented that it's probably not impossible to achieve this, but it is an issue.
- Senator Marshall, Business, questioned the financial expenditure in the future. Lach responded that we are committed to reducing activities that will reduce emissions and noted that operations is already working toward that goal. Williamson cautioned about purchasing green energy and noted that it appears that the students will be doing that. The only issue not currently addressed is the requirement for Star Energy appliances. He didn't see this as a big financial commitment and felt that, if it becomes too onerous in the future, OSU could probably get out of the commitment.
- In response to Senator Cardwell, Health and Human Sciences, questioning whether human powered transportation could be an OSU policy, Williamson stated it is already included in a transportation plan with the City.
- Senator Wilcox, Health and Human Sciences, questioned which two things OSU has already accomplished or could accomplish with little difficulty if the document was signed right away. Williamson responded that 2.a. and 2.d. have already been accomplished (a. Establish a policy that all new campus construction will be built to at least the U.S. Green Building Council's LEED Silver standard or equivalent; d. Encourage use of and provide access to public transportation for all faculty, staff, students and visitors at our institution) and the students are pursuing 2.e. (Within one year of signing this document, begin purchasing or producing at least 15% of our institution's electricity consumption

from renewable sources.)

- Senator Dreher, Science, felt it was important that the University move in this direction.

SPECIAL REPORTS

Interinstitutional Faculty Senate Recap

Paul Doescher, IFS Senator, reported that the February IFS meeting was held at OSU and their guests included: Jock Mills, Bill Lunch, Mike Quinn, Ed Ray, Senator Frank Morse, Representative Sara Gelsler, Chancellor Pernsteiner, and other OUS representatives. Topics discussed included the following:

- Budget - Appears to be less optimism in the governor's budget than first thought. Terms used to refer to the budget were 'target rich and foundation poor' and 'dicey.' There is concern and angst that the budget is flat. Legislature has asked OUS to prepare for a 10% reduction (\$80 million) from the governor's original budget. HB 2530 is a dual tax reform that is being debated and would add a sales tax and capital gains tax; if approved, it would add an extra \$1 billion.
- Transferability - [SB 342](#) passed last session and mandates the ease of course transferability between high schools, community colleges and College NOW-High School Programs. IFS is particularly concerned with a quality issue of College NOW that allows high school students to take and receive credit for courses taken in high school, independent of any college or university connection. There is no way of tracking the quality of the course or if the course was from a community college or College NOW. IFS is requesting data from the Provost's Council and Chancellor's Office to determine how these courses are transferred, the degree of quality, etc.
- ORP and TDI Investment Plans - The Faculty Advisory Committee discussion regarding changes to ORP and TDI plans are moving very quickly and it is expected that they will issue recommendations in the next month. It appears that there will be a limited number of investment choices, and there may be an attempt to combine the investment plan of ORP with TDI to get the best deal from future vendors.
- OUS Performance Measures - The Legislature will likely mandate performance measures. OUS will develop these measures very soon with input from IFS.

Baccalaureate Core Follow-Up

President Quinn presented the following comments and update related to the January discussion regarding the Baccalaureate Core and possible review of the Core:

- There are signals that undergraduate education needs attention, as evidenced by the National Survey of Student Engagement (NSSE) and other reports and surveys done by faculty, staff and students.
- The Provost is committed to improving undergraduate education, as evidenced by the appointment of the University Council on Student Engagement and Experience (UCSEE) which began meeting last fall.
- Undergraduate education discussions inevitably lead to the Baccalaureate Core since it affects all students who receive all of their undergraduate education at OSU. Any changes to the Bacc Core would have significant impact across the university.
- The Baccalaureate Core Committee (BCC) is concerned that the philosophy of the Bacc Core doesn't permeate the campus and has discussed how to help students and faculty understand the purpose of the Bacc Core and how individual courses fit into larger objectives.
- Some departments are considering changing Bacc Core courses from three to four credits. Some programs have zero flexibility, so increasing credit hours for Bacc Core courses would increase the number of credits required to graduate.

He outlined the following plan of action:

- The BCC will defer their regular work until the next academic year, including the Science, Technology and Society course review.
- For the remainder of the year, the BCC will evaluate the Baccalaureate Core itself.
- The BCC will add ad hoc members so that all colleges will be represented.
- The BCC will draft one or more alternative formulations of the Bacc Core.
- The Faculty Senate will sponsor at least one forum to discuss the BCC recommendations and alternatives.

- Departments have been informed that there is a moratorium on submitting proposals for either new Bacc Core courses or to increase Bacc Core course credits until the review is completed. However, credit conversions of WIC courses can move forward since they affect only majors and don't have a global impact.
- Faculty input can be provided via the BCC college representatives and by attending the forums.
- Since there is pressure to move forward quickly, the BCC has been asked to provide recommendations by the end of spring term.
- The UCSEE will look at ways to improve the overall undergraduate experience, including identifying best practices and opportunities for improving student engagement. There will be some overlap between the two committees and UCSEE will work with the BCC to identify best practices for the delivery of core classes.

Senator Winters, Student Affairs, questioned whether student input will be solicited; Quinn felt that would be appropriate.

Senator Oriard, Liberal Arts, questioned whether the ad hoc BCC membership would be published. Quinn stated that the BCC membership list would be updated on the Faculty Senate website to reflect those members.

Senator Wilcox questioned whether it is reasonable to expect models by the end of the academic year. Quinn responded that he talked with the BCC co-chairs, Pat Muir and Jay Noller, and felt it could be accomplished since they were reviewing the existing Core and not starting from scratch. Quinn noted that, based on the discussion during the January Senate meeting, there did not seem to be wide-spread dissatisfaction with the Core itself.

Senator Hunter-Zaworski, Engineering, stated that IFS discussed the Oregon Transfer Model and suggested there be a liaison with the community colleges and other statewide discussions.

In response to Senator Roberts questioning the status of the existing 4-credit Bacc Core courses, Quinn stated that those courses will continue to be offered in their current form.

Senator Trujillo, Liberal Arts, questioned having the BCC cease normal activities without a discussion by the Faculty Senate. Quinn responded that the BCC chairs requested postponement of the STS review for one year so they could deal with the larger issue of the Bacc Core itself; Quinn and the Provost both felt this was a reasonable request.

Senator Rosenberger, Liberal Arts, questioned what topics the BCC will address. Quinn responded that the BCC has been and will continue to discuss Bacc Core expectations, whether the goals are being achieved, as well as increasing course credits.

Senator Curtis, Agricultural Sciences, questioned available data on what students think about the Bacc Core and whether there is systematic assessment. Quinn responded that the data from the NSSE scores resulted from polling students - and the scores are pretty discouraging relative to what students are learning compared to desirable scores.

Mike Olson, ASOSU President, stated he was excited to hear that the Faculty Senate is undertaking a review of the Bacc Core. He also noted that many students don't understand why Bacc Core courses are necessary.

Senator McCune, Science, questioned whether the NSSE survey specifically addresses the Bacc Core or if it pertains to undergraduate education in general. Provost Randhawa stated that it doesn't specifically address the Bacc Core, but is focused on engagement in a broader sense. There was a faculty request to have Rebecca Sanderson speak to Senators to help frame the issue and present NSSE results.

Senator Oriard, regarding OTM and articulation, felt that a decision needs to be made as to what is best for OSU and the students rather than seek permission from community colleges. Quinn felt it was important for the BCC to hear this type of comment so they can understand the sense of the faculty and what faculty would like them to accomplish.

Senator Blair, Science, noted that points addressed in the NSSE survey are not addressed in the Bacc Core. She was concerned that assessment was being considered before outcomes. Quinn responded that the BCC is interested in doing a good job of articulating desired outcomes within the categories to assist faculty to ensure that the course achieves the goal.

DIALOG WITH THE PROVOST

Provost Sabah Randhawa's report included the following:

- Budget - The 2007-09 budget is a work in progress, but his perception is that the outcome is more optimistic than that reported by IFS Senator Doescher. The \$80 million referred to by Doescher is an exercise in reduction and includes all state agencies, not just OUS.
- Performance Metrics - OUS has been working on performance metrics for several biennia and is ahead of other state agencies. About 45 metrics have been identified that address access, affordability, and quality of education; there is an attempt to identify a smaller set of metrics on which to focus.
- OSBHE - The State Board has requested institutional reports at each meeting through October to create a portfolio and determine the fit of each institution within OUS. President Ray reported on OSU when the OSBHE met in February, and the OSU-Cascades report will be presented in March.

Senator Rosenberger questioned how student engagement at OSU can be increased. Randhawa responded that a number of activities have begun, such as learning communities and peer-to-peer mentoring. He outlined the following challenges:

- Integrating activities so they build on one another.
- Scaling activities to be offered from a small subset of students to the larger community.
- Regarding the student/faculty ratio, how to better connect students with faculty in terms of mentoring.
- Integrating the Bacc Core with curriculum in the colleges. Randhawa felt that the Bacc Core is not well integrated with curriculum.
- Determining, as a collective body, what is trying to be achieved (e.g., engagement, Bacc Core, etc.)
- Determining what would have the maximum impact on the largest number of students and what can be accomplished given available resources.

Senator Roberts questioned how student engagement is articulated and how it is measured. Randhawa believes that a reflection of whether students are actively engaged is determined by their success. To him, success means improvement in retention rates, the time to graduation and the graduation rate; a clear set of outcomes in terms of the knowledge base from cultural competency, critical thinking skills, communication, etc.; articulated outcomes; some mechanism in place to ensure that students collectively, in terms of curriculum, achieve these goals; and ensuring that the provided core education is truly integrated with the rest of the student experience. The experiences outside the classroom should also be well connected in terms of how students grow as individuals. As far as articulating the meaning, there are many perceptions, but improvement in some metrics articulated in the Strategic Plan would reflect student success.

Senator Pence, Engineering, questioned whether all OUS institutions have been asked to reduce their budget by 10% and what OSU's plan is. Randhawa responded that all state agencies are to provide both a 2% and 4% reduction scenario and noted it is still under discussion. OSBHE is discussing how to position itself and the Chancellor's Office is reviewing different scenarios and determining what those scenarios would mean.

Mike Olsen provided the following definition of engagement from a student perspective:

- Identifying the classroom experience with the Bacc Core since, for most, it is their first experience. He suggested a comprehensive evaluation of Bacc Core courses at the end of each term.
- Determining what internship opportunities are available and assisting students to move on to the next level.
- Determining the type of career services assistance available to transition out of OSU.
- Exploring opportunities and services outside of the classroom for engagement in student communities.

Olsen suggested evaluating what is available in terms of resources and what is needed, and then preparing an action plan.

Senator Marshall questioned the implications of measuring metrics. Randhawa responded there has been a great deal of transparency in what we are doing, in areas of achievement, and in areas where we have both exceeded expectations and fallen short. OSU is working with the Chancellor and the State Board and, as they look to the future, each institution will be evaluated on the basis of the mission, cost of programs, faculty base, and resource allocation.

NEW BUSINESS

Mike Olson stated that the students are planning a Day of Action Rally at the State Capitol on February 22 at noon. They are hoping to have over 1,200 students present with over 200 from OSU. He encouraged faculty to make it possible for students to be absent from class from 10 AM to 2 PM to advocate for increased funding. Their top priorities are faculty salaries, student/faculty ratio, and increasing courses and offerings.

Roll Call

Members Present:

Agricultural Sciences: Curtis, Dreher, Hartley, Hayes, Ketchum, Mallory-Smith, Pereira, Rossignol, Thompson.

Associated Faculty: Achterman, Arthenayake, Averill, Bruce, Dempsey, Eklund, Elmshaeuser, Fernandez, Gillies, Greydanus, Hoff, Minear, Oldfield, Pribyl, Ross.

Business: Banyl, Marshall, Raja, Wu, Yang.

Education: Ward, White.

Engineering: Bose, Higginbotham, Huber, Hunter-Zaworski, Jovanovic, Pence, Sillars.

Extension: Carr.

Forestry: Doescher, Freitag, Reuter, Sexton, Zahler.

Health & Human Sciences: Acock, Asbell, Bowman, Braverman, Cardinal, Friedman, Hooker, McAlexander, Wilcox.

Liberal Arts: Edwards, Folts, Gross, Kingston, Lunch, K. Brenner for Melton, Oriard, R. Thompson for Orosco, Plaza, Roberts, Rosenberger, Steel, Trujillo, Valls, Walls.

Library: McMillen.

Oceanic & Atmospheric Sciences: Benoit-Bird, Skyllingstad, Spitz, Wheatcroft.

Pharmacy: Ramirez, Stevens.

ROTC: Sullivan.

Science: Blair, Bogley, Flahive, Gitelman, Ho, H. Parks for Lee, Mason, Matzke, McCune, McLeod, Rajagopal.

Student Affairs: Alexander, Benton, Langford, Larson, Winter, Yamamoto.

Veterinary Medicine: Mosley, Valentine.

Members Absent:

Agricultural Sciences: Anderson, Bolte, Cassidy, Gamroth, Gregory, Jepson, Parke, Savage, Selker, Torres.

Associated Faculty: Dorbolo, Gaines, Gomez.

Business: None absent.

Education: None absent.

Engineering: Bell, Lee, Momsen.

Extension: Galloway, Godwin.

Forestry: Kellogg, Puettman.

Health & Human Sciences: Acock, Asbell, Bowman, Braverman, Cardinal, Friedman, Hooker, McAlexander, Wilcox.

Liberal Arts: Carson, Helle.

Library: None absent.

Oceanic & Atmospheric Sciences: None absent.

Pharmacy: Indra.

ROTC: None absent. Science: Field, Grunder, Jansen, Jones, Kimerling, Lajtha, Taylor.

Student Affairs: Schwab.

Veterinary Medicine: Estill.

Guests Present:

P. Dysart, L. Hunn, P. Kwong, D. Lach, M. McCambridge, B. Trelstad, K. Williamson.

Faculty Senate Officers, Ex-officios and Staff Present:

Officers: Officers: L. Cuiffetti, president-elect; M. Quinn, president; Ex-officio: S. Randhawa, M. Olson; Staff: V. Nunnemaker

Respectfully submitted:

Vickie Nunnemaker

Faculty Senate Staff

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Faculty Senate

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Faculty Senate Minutes

2007 No. 618

January 11, 2007

The regular monthly meeting of the Faculty Senate was called to order by President Bill Boggess on January 11, 2007 in the LaSells Stewart Center.

President Boggess, in his last address to the Faculty Senate, thanked Senators for the honor and opportunity of serving as Faculty Senate President. He noted it was important to continue the ongoing conversations regarding student engagement and learning, faculty benefits, academic freedom and professional responsibility, the role of service and how it plays into P&T decisions, the university budget and financial outlook, and the overall vision and direction for the institution. He also thanked Vickie Nunnemaker for her assistance during the past year.

Meeting Summary

- Action Items: Installation of Elected Officials; Approval of Parliamentarian; Category I Proposal - BS in Accountancy [Motion 07-618-01]
- Special Reports: Interinstitutional Faculty Senate - P. Doescher; Advanced Academy for Teaching and Learning - P. Saunders
- Discussion Item: Baccalaureate Core Panel - M. Dempsey, L. Gray, K. Kincanon, J. Trempy
- New Business: None

ACTION ITEMS

Installation of Elected Officials

President Boggess then installed Mike Quinn as President. Quinn presented Boggess a plaque expressing appreciation for his service to the Faculty Senate that included the following quote:

The leadership instinct you are born with is the backbone. You develop the funny bone and the wishbone that go with it. ~ Elaine Agather

Quinn then installed:

- President-Elect Lynda Ciuffetti.
- Executive Committee members: Leonard Friedman, Goran Jovanovic and Tony Wilcox who join the continuing members - Moira Dempsey, Lani Robertson and Terry Ross.
- Interinstitutional Faculty Senate Senator Joanne Sorte who joins the continuing members: Paul Doescher and Kate Hunter-Zaworski.
- Quinn then introduced each newly elected Senator and declared them installed.

Approval of Parliamentarian

Hearing no objections from the floor, Quinn declared Michael Beachley installed as Faculty Senate Parliamentarian.

Category I Proposal

John Lee, Curriculum Council Chair, presented for approval the [Bachelor of Science in Accountancy Category I proposal](#). He noted that the Curriculum Council unanimously approved the proposal and that the Budgets and

Fiscal Planning Committee fully supported the proposal. Motion 07-618-01 to approve the proposal passed by voice vote with no discussion or dissenting votes.

SPECIAL REPORTS

Interinstitutional Faculty Senate Recap

Paul Doescher, IFS Senator, related the purpose of IFS: *To serve as a voice of the faculty of the institutions of the Oregon University System in matters of system wide concern; to consider statewide policies and to make recommendations thereon; and to endeavor to strengthen the participation of faculties in the governance of the various institutions, through representatives of their own choosing.* He emphasized the importance of IFS to faculty and to the State of Oregon and noted that IFS typically meets with state legislators, governor's aides, the Chancellor and OSBHE members.

He encouraged faculty to convey concerns to the OSU IFS Senators: Joanne Sorte, Kate Hunter-Zaworski, Mina Carson (IFS President) or himself. His recap of the December IFS meeting included the following items:

- Budget - Possibility of budget cuts; OUS has a five biennia plan to increase the state's investment in higher education. Faculty were encouraged to personally talk with legislators and relate the effect of budget reductions at OSU.
- ORP and TDI - For now ORP will be left as is, but will likely be discussed during the legislative session. Due to changes in PERS, it is recommended that all faculty participate in a 403(b) (TDI) plan to ensure they will have an adequate income during retirement. Faculty have expressed concern related to the proposed loss of providers resulting from the OUS streamlining effort.
- Do's and Don'ts when dealing with Legislators - Neil Bryant, former legislator and current OUS consultant recommends:
 - Write personal notes; email is not as effective.
 - Keep correspondence less than one page.
 - When scheduling a personal visit, be kind to the staff since they are often related to the legislator.
 - Expect to meet with a legislator for only five minutes - be concise.
 - Don't miss a class to meet with a legislator - they will often ask.
 - Emphasize key issues, such as those that affect educational quality (student/teacher ratio).
 - Do some homework on the legislator you're scheduled to meet with:
 - Did they or their spouse go to college?
 - What was their major?
 - What are key issues in their district?
 - What is their OUS voting record?
- Phone calls are not as effective as personal visits.
- Invite a legislator to attend a class.
- Be helpful and truthful.
- Prioritize your request.
- Keep in mind that letters to the Editor in local newspapers are read by legislators.
- Provide a sincere 'Thank you.'
- *Don't do anything weird on your campus when the Legislature is in session.*

Advanced Academy for Teaching and Learning

Peter Saunders, Director of the Center for Teaching and Learning, outlined the Academy mission which provides support to achieve professional excellence in teaching and learning by encouraging and facilitating the scholarship of teaching and learning.

The type of assistance provided by the Center includes:

- Workshops to assist faculty in understanding changes related to higher ed and k-12 issues.
- Open forums to discuss teaching issues (large classes, grade inflation, discipline problems).
- Confidential meetings with faculty to discuss issues.
- An impartial observer during class with a follow-up meeting to discuss teaching behaviors and, if they wish, creation of a plan to improve teaching over time.

- Mentoring for faculty who teach large classes.
- A website providing available resources, such as rubrics, teaching portfolios, etc.
- Teaching and Learning Innovation Grants in the amount of \$2,000 to assist faculty in making changes (e.g., purchasing student assessment systems).
- Access to videos showing best teaching practices.
- A safe place in which to talk and practice teaching.

Saunders noted that the College of Health and Human Sciences provided 215 Milam for the Advanced Academy for Teaching and Learning where workshops are held, and he partnered with Herman-Miller, Inc. and Smart Technologies who sponsored the furniture and interactive white boards. Next to MIT, OSU has one of the best teaching and learning facilities in the nation. He noted that they work with both individual faculty members as well as departments.

DISCUSSION ITEM

Baccalaureate Core Panel

Moira Dempsey facilitated a panel that addressed Baccalaureate Core issues with the intent of stimulating conversation and ideas. The panel members were: Liz Gray, Human Development and Family Sciences and Associate Dean for Academic Programs, Health and Human Sciences; Kerry Kincanon, Head Advisor, University Exploratory Studies Program and Chair, Academic Advising Council; and Janine Trempy, Microbiology, Associate Dean for the College of Science, and Chair, University Council on Student Engagement and Experience (UCSEE).

Question: Does OSU's Baccalaureate Core provide the opportunity for engagement and learning that we desire for our students?

Gray - Noted that the Bacc Core, developed in 1987, was intended to give students a well rounded Liberal Arts education; to be able to communicate in the area of the physical and biological sciences, humanities and arts, and in social sciences. She felt that the program has achieved in offering student choices in a variety of content, but the intent was not to create opportunities for student engagement. Students need opportunities for small group learning with faculty, to develop self-confidence, and the ability to think critically. She felt that student engagement related to the Bacc Core is failing. Information from NSSE and senior exit surveys indicate that students are not provided with engagement opportunities in the Bacc Core. She made the following suggestions: look at the process of the Bacc Core, including who teaches the courses - is it master teachers or TA's; look at the pedagogy and skills given to those teaching the courses; and look at improving the quality rather than throwing out the idea of a Bacc Core.

Kincanon - The opportunity for engagement exists, but he was unsure if engagement was being fully executed across campus. He felt that since no one is explaining the purpose of the Bacc Core, many students don't understand it or why it is necessary; it's important to let students know why general education is important.

Trempy - Opportunities can be found anywhere. Faculty brought in during the late '80's were asked to implement the Bacc Core but, at that time, they didn't know about student engagement. Other institutions have updated their Bacc Core and incorporated student engagement and learning. She suggested looking at other models and stated there is a desire by faculty to re-examine the Bacc Core.

The discussion included the following:

- Senator Carson, Liberal Arts, indicated readiness to hear a discussion regarding changes to the Bacc Core.
- Senator Jovanovic, Engineering, felt that the development of critical thinking is the first step, and the next step is creative thinking. He would like the Bacc Core to be revisited and incorporate creative thinking. He questioned whether there were boundary conditions that would be revealed during an analysis of the program that would provide guidance in changing the courses. He also noted that every program needs to be reviewed periodically.
- Dempsey encouraged faculty to think without boundaries to create thoughtful conversations and noted that incremental steps may be necessary.
- Senator Friedman, Health and Human Sciences, questioned whether the committee has thought in terms of multi and cross-disciplinary courses.
- Gray responded that different models of engagement are being explored, particularly within some colleges; however, there are some infrastructure barriers that will need to be overcome.

- IFS Senator Sorte noted that, after serving on the Baccalaureate Core Committee (BCC), she came to value the worth of the Bacc Core and the effort that went into it. Evolution is a natural part of the Core, and courses such as WIC have been added over the years. The BCC reviews a Bacc Core category each year to determine if courses are still maintaining expectations of the Core; one expectation is that a variety of majors be represented within courses. There is a good foundation for making future changes; the issue is how to keep Bacc Core classes small enough to create an environment of engagement.
- Parliamentarian Beachley noted that about 25 years ago an interdisciplinary course called Connections taught by faculty from Liberal Arts and Science was well received by students, but was discontinued due to finances; he encouraged revisiting this course and others like it.
- Senator Roberts, Liberal Arts, doesn't feel just changing the Bacc Core will create engagement, and felt that content and presentation are vital factors. She suggested asking students with what they are engaged since engagement is relational.
- Trempy suggested that some environments are more conducive for faculty/student engagement and is currently looking at potential points of flexibility. She noted that Jay Noller, BCC co-chair, is setting up prototypes for learning outcomes for various sections.
- Senator Rosenberger, Liberal Arts, recalled an OSU 2007 discussion of the Bacc Core being more issue oriented, which may be a way to deal with the multi-disciplinary approach. Students could build projects around an identified issue that could possibly incorporate a portfolio with capstone courses.
- Senator Bogley, Science, questioned what Kincanon hears from students regarding personal connections with faculty members. Kincanon responded that smaller classes promote engagement, while engagement in large classes varies depending on the faculty member.
- Senator Freitag, Forestry, noted that problems experienced by students in accessing Bacc Core courses may limit their engagement. Students first schedule required courses and fill in with whatever Bacc Core courses are available and may enter the class prepared to not be engaged since it may not be a course in which they are interested.
- Senator Kingston, Liberal Arts, noted that her department has purposely allowed large courses for students who need a Bacc Core option. This is a result of budget issues (more students generates additional revenue), which goes against student engagement; she suggested that budget rebasing may need to be revisited.
- Senator McAlexander, Health and Human Sciences, felt it was important during orientation courses and advising sessions to explain the purpose of the Bacc Core, as well as the outcomes, which allows students to make informed choices.
- Senator Wilcox, Health and Human Sciences, didn't feel that engagement and learning was the place to begin since issues raised (primarily budget related) also apply to majors. He suggested asking what philosophy is being promulgated and does it reflect the institutional identity, character and what the faculty endorse.
- Senator Selker, Agricultural Sciences, felt that OSU needs to define a new level of academic standard.
- Senator Gomez, Associated Faculty, felt that the question should be how do we maximize opportunities for student engagement and learning, and noted three categories: 1) engagement is a process, 2) how we package the content of all courses, and 3) structural issues that enhance or impede accomplishment of the goal (i.e., budget, number of faculty, etc.). He suggested that the Faculty Senate try to improve the situation.
- Senator Roberts didn't feel it was a bad thing that students are sometimes forced into areas unknown to them since it exposes them to areas they would not have explored otherwise.
- Senator Marshall, Business, felt it is not so much that the Bacc Core needs to be revised in a curricular sense, rather the delivery methods need to be reviewed.
- Senator Curtis, Agricultural Sciences, requested looking at the existing core, courses in it, number of students and in what they are enrolled. In particular, he felt that undergraduates don't write well.
- Senator Mason, Science, felt it was good for students to have a broad liberal education. Need to determine whether low enrollment Bacc Core courses should be dropped and additional sessions of successful courses offered.
- Senator Oriard, Liberal Arts, noted that a lot of the Bacc Core courses are taught by adjuncts since faculty have left and not been replaced.
- Trempy noted that, aside from funding issues, it usually defaults to those who are good at teaching, but questioned where the value system is when time is put into student engagement which draws them away from other aspects such as scholarship and research; there is no recognition in the P&T process. Those who have the time (i.e., instructor pool) usually end up teaching Bacc Core courses.
- Hoogester, Student Affairs (proxy for Winter), felt that the purpose of the Bacc Core needs to be articulated by students, faculty and staff; need to determine how it can be supported.
- Senator Asbell, Health and Human Sciences, suggested requesting assistance from Peter Saunders to determine how delivery issues should be resolved.
- Saunders made several points:

- A major concern is that there are different types of students at OSU who learn in different ways, which raises issues for faculty since there is not one method of delivery. There will be students who do not appreciate engagement and do well on their own, but there is a negative effect on students who do need engagement. There is a need to understand more about students and student motivation.
 - After setting up expectations for students in year one, there is a need to follow through in subsequent years; this is part of the OSU experience.
 - Many students believe that it is the faculty's responsibility for them to learn; faculty must give back the responsibility to students.
- Senator McLeod, Science, suggested that perhaps it's not so much how the Bacc Core is structured, rather how it is clustered and how students are moved through as cohorts. He also suggested the use of TLC and mentoring from upper class students to enhance the experience.
 - President Ray questioned the outcomes we are getting, the objectives we want to achieve and how to assess whether we are successful or if changes are needed. He noted two measures in the NSSE survey where results were disturbing: 1) OSU students were not challenged to think; they felt that memorization was more important, and 2) OSU students felt they were less engaged in learning experiences outside of the formal classroom. Need to think about what, if anything, could be done in the Bacc Core to change these results.
 - Past President Boggess stated the need to set expectations early in a student's career.
 - Senator Alexander, Student Affairs, questioned what we hope to get out of the Bacc Core and is it being measured to determine whether or not the hope is being achieved. He also questioned expectations beyond the NSSE results. Gray responded that, what HHS wants, is student success, retention, to help students feel connected to the faculty, create a sense of self, and academic content. She and others are determining how these measures are applied to the Bacc Core. Trempy stated that the graduation rate is important to her.
 - Senator Trujillo, Liberal Arts, perceived fear and trepidation in anticipation of the demands that will be placed on faculty. He outlined a successful 12-credit interdisciplinary block taught last spring with three faculty team-teaching and hoped that more of these experiences would be possible.

DIALOG WITH THE PROVOST

Provost Randhawa welcomed new Senators, Executive Committee members and officers. He thanked the retiring Senators for their service and thanked Bill Boggess for his valuable input. His report included the following:

- During the New Senator Orientation he shared that both he and President Ray value and appreciate the interactions and the governance structure at OSU. He stated that faculty are the heart of the institution and their input is critical in the decision-making process.
- He thanked the panelists and participation from faculty. He felt the importance of the Baccalaureate Core cannot be underscored and noted that it provides an opportunity to reach every undergraduate student; the knowledge and skills of the general education are fundamental to the development of the person. Randhawa mentioned that there are interesting models that could be learned from in the process of improving the Bacc Core. He noted that resources earmarked for faculty/student ratio could be available from the Governor's budget.
- He has initiated a process with the Provost's Council to review synchronization across the university. The charge reads: *To enable us to function differently than we have in the past regarding setting university-wide priorities and to ensure that local decisions are synchronized in the best overall interests of the university.* The intent is to complete the process before May so that the Provost's Council clearly understands unit priorities and how the priorities impact other areas of the institution. One outcome is to determine how to avoid past unintended decisions in one unit that negatively affect other units.

DIALOG WITH THE FACULTY SENATE PRESIDENT

President Quinn noted that discussions regarding important issues may be held during the coming months, such as student engagement, Baccalaureate Core, and proposed revisions to the Promotion and Tenure Guidelines; he invited Senators to participate in these discussions that will shape the future direction of OSU.

NEW BUSINESS

There was no new business

Roll Call

Members Present:

Agricultural Sciences: Curtis, Dreher, B. Sorte for D. Edge; Hartley, Ketchum, Parke, Pereira, Rossignol, Savage, Selker, Thompson.
Associated Faculty: Achterman, Arthenayake, Averill, Bruce, Dempsey, Eklund, Elmshaeuser, Fernandez, Gaines, Gillies, Gomez, Greydanus, Hoff, Minear, N. Houtman for Oldfield, Pribyl, Ross.
Business: Banyl, Marshall, Raja, Wu, Yang.
Education: Ward, White.
Engineering: Bell, Bose, Higginbotham, Huber, Hunter-Zaworski, Jovanovic, Pence.
Extension: Godwin.
Forestry: Doescher, Freitag, Kellogg, J. Tynon for Reuter, Sexton.
Health & Human Sciences: Asbell, Bowman, Braverman, Cardinal, Friedman, Hooker, McAlexander, Wilcox.
Liberal Arts: Carson, Edwards, Folts, Gross, T. Daugherty for Helle, Kingston, Melton, Oriard, R. Thompson for Orosco, Plaza, Roberts, Rosenberger, Steel, Trujillo, Valls.
Library: McMillen.
Oceanic & Atmospheric Sciences: Spitz.
Pharmacy: Indra, Ramirez, Stevens.
ROTC: None present.
Science: Blair, Bogley, Flahive, Gitelman, Ho, Jansen, Lee, Mason, Matzke, McLeod.
Student Affairs: Alexander, Benton, Larson, L. Hoogesteger for Winter, Yamamoto.
Veterinary Medicine: Valentine.

Members Absent:

Agricultural Sciences: Anderson, Bolte, Cassidy, Gamroth, Gregory, Hayes, Jepson, Mallory-Smith, Torres.
Associated Faculty: Dorbolo.
Business: No absences.
Education: No absences.
Engineering: Lee, Momsen, Sillars.
Extension: Carr, Galloway.
Forestry: Puettman, Zahler.
Health & Human Sciences: Acock.
Liberal Arts: Lunch, Walls.
Library: No absences.
Oceanic & Atmospheric Sciences: Benoit-Bird, Skyllingstad, Wheatcroft.
Pharmacy: No absences.
ROTC: Sullivan.
Science: Arnold, Field, Grunder, Jones, Kimerling, Lajtha, McCune, Rajagopal, Taylor.
Student Affairs: Langford, Schwab.
Veterinary Medicine: Estill, Mosley.

Guests Present:

T. Barr, R. Brooks, V. Tolar Burton, L. Gray, B. Johnson, K. Kincanon, I. Kleinsorge, K. Kuo, S. Leslie, P. Saunders, G. Shellhammer, D. Towns, J. Trempy, E. Wilson Huey.

Faculty Senate Officers, Ex-officios and Staff Present:

Officers: B. Boggess, past president; L. Cuiffetti, president-elect; M. Quinn, president; Ex-officio: S. Randhawa, E. Ray, M. Beachley, M. Olson, J. Sorte; Staff: V. Nunnemaker.

Respectfully submitted:

Vickie Nunnemaker
Faculty Senate Staff

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