

Faculty Senate

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Faculty Senate

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Committee on Committees

Standing Rules

The Committee on Committees maintains a continuing study of the structure and effectiveness of University councils and committees and of their relationship to responsibilities of the Faculty Senate; proposes and reviews proposals for new Senate standing committees; and makes recommendations on committee reorganization and functions to appropriate Senate and University officers.

The Chair of each Committee/Council of the Faculty Senate shall, at five-year intervals, report to the Committee on Committees about its activities. This report must demonstrate activities which have enhanced the functions and objectives of the Senate. When no clearly useful functions can be identified, the abolishment of the Committee/Council shall be recommended. The Committee is composed of six Faculty and the ASOSU Executive Director of Committees.

(12/00)

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Scheduled Meetings

- November 2nd –2:00-3:00 PM –308A Kerr Admin.

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Committee on Committees

Below is a list of when each committee/council was reviewed by the Committee on Committees:

2012-2013

- Faculty Mediator
- Faculty Recognition & Awards Committee
- Faculty Status
- Graduate Admissions
- Graduate Council
- Academic Regulations Committee (left over from previous three years)
- Diversity Council (not accomplished in 2011-2012)
- Faculty Economic Welfare and Retirement Committee (not accomplished in 2011-2012)

2011-2012

- Academic Regulations Committee (left over from previous two years; not accomplished)
- Curriculum Council
- Distance Education Committee/Online Education Committee
- Diversity Council (not accomplished)
- Faculty Economic Welfare and Retirement Committee (not accomplished)
- Faculty Grievance Committee

2010-2011

- [Academic Regulations Committee](#) (not accomplished)
- [Administrative Appointments Committee](#) (left over from previous year)
- [Baccalaureate Core Committee](#)
- [Budgets & Fiscal Planning Committee](#)
- [Bylaws and Nominations Committee](#)
- [Committee on Committees](#)
- [Computing Resources Committee](#)

2009-2010

- [Academic Regulations Committee](#) (not accomplished)
- [Academic Requirements Committee](#)
- [Academic Standing Committee](#)
- [Administrative Appointments Committee](#) (report completed in 2010-2011)
- [Advancement of Teaching Committee](#)

2008-2009

- [Research Council](#)
- [University Honors College Council](#)
- [Undergraduate Admissions Committee](#)
- [Student Recognition & Awards Committee](#)
- [Academic Advising Council](#)

2005-2006

- [Computing Resources Committee](#)
- [Curriculum Council](#)
- Distance Education Committee
- [Faculty Economic Welfare and Retirement Committee](#)

[Faculty Grievance Committee](#)

2004-2005

Advancement of Teaching Committee
Baccalaureate Core Committee
Budgets & Fiscal Planning Committee
Bylaws and Nominations Committee
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2003-2004

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2002-2003

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[Research Council](#)
[Student Recognition and Awards Committee](#)
[Undergraduate Admissions Committee](#)
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2001-2002

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2000-2001

[Baccalaureate Core Committee](#) (left over from previous year)
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1999-2000 (there are no reports for the following committees/council that were reviewed)

Advancement of Teaching Committee
Baccalaureate Core Committee (report completed in 2000-2001)
Budgets & Fiscal Planning Committee
Bylaws and Nominations Committee
Committee on Committees

1998-1999 (there are no reports for the following committees/council that were reviewed)

Academic Advising Council
Academic Regulations Committee
Academic Requirements Committee
Academic Standing Committee
Administrative Appointments Committee

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Membership – 2013-2014

Robin Bilyeu, Chair '14
Linda Sather (v. Durkee) '14
Jane Nichols '15
Stacey Smith '15
Shelly Signs '16
TBA '16

Arts and Sciences Business Center
Human Resources
Library
History
University Events

Student Member
- TBA

Executive Committee Liaison – Donna Chastain

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Committee on Committees

Membership -- 2012-2013

David Craig, Chair '13	University Housing & Dining
Bill Uzgalis (v. Hoyser) '13	Philosophy
Robin DeSantis '14	Arts and Sciences Business Center
Stephen Durkee '14	Research Office
Jane Nichols '15	Library
Stacey Smith '15	History

Student Member
- TBA

Executive Committee Liaison – Donna Chastain

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Committee on Committees

Membership -- 2011-2012

Bill Loges, Chair '12
Roger Rennekamp '12
David Craig '13
Bill Uzgalis (v. Hoyser) '13
Robin DeSantis '14
Stephen Durkee '14

New Media Communications
4-H Youth Dev
University Housing & Dining
Philosophy
Arts and Sciences Business Center
Research Office

Student Member
- Farbodd Ganjifard

Executive Committee Liaison - Anne Gillies

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Committee on Committees

Membership -- 2010-2011

Roger Rennekamp, Chair '12	4-H Youth Dev
Eugene Zhang '11	Electrical Engineering & Computer Science
Louie Bottaro '11	Liberal Arts Student Services
Bill Loges '12	New Media Communications
David Craig '13	University Housing & Dining
Linda Hoyser '13	Food Science & Technology

Student Member - TBA

Executive Committee Liaison - Anne Gillies

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Committee on Committees

Membership - 2009-2010

Mary Strickroth '10, Chair	Graduate School
Paul Primak '10	International Programs
Louie Bottaro '11	Liberal Arts Advising
Eugene Zhang '11	Electrical Engineering & Computer Science
Bill Loges '12	New Media Communications
Roger Rennekamp '12	4-H Youth Development

Student Member - ASOSU Executive Director of Committees: Brittney Williamson

Executive Committee Liaison - Kim McAlexander

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Committee on Committees

Membership - 2008-2009

Mary Strickroth '10, Chair	Graduate School
Kim Calvery '09	Business Affairs
Margaret Mellinger '09	Libraries
Paul Primak '10	International Programs
Louie Bottaro '11	Liberal Arts Advising
Eugene Zhang '11	Electrical Engineering & Computer Science

Student Member - ASOSU Executive Director of Committees: Meagan Thomas

Executive Committee Liaison - Kim McAlexander

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Committee on Committees

Membership - 2007-2008

Mark Meyers '08, chair	Geosciences
Cass Dykeman '08	College of Education
Kim Calvery '09	Business Affairs
Margaret Mellinger '09	Libraries
Mary Strickroth '10	Graduate School
TBA '10	

Student Member - ASOSU Executive Director of Committees: Meagan Thomas

Executive Committee Liaison - Stan Gregory

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Membership - 2006-2007

Michelle Inderbitzen (v. Argyres) '07, Chair	Sociology
Donetta Sheffold '07	Information Services
Cass Dykeman '08	College of Education
Mark Meyers '08	Geosciences
Kim Calvery '09	Business Affairs
Margaret Mellinger '09	Libraries

Student Member - ASOSU Executive Director of Committees: Trever Palin

Executive Committee Liaison - TerryI Ross

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Membership — 2005-2006

Larry Flick '06 Chair	Science and Mathematics Education
Michelle Inderbitzin '06	Sociology
Donetta Sheffold '07	Information Services
Sherri Willard Argyres '07	Agricultural Sciences
Cass Dykeman '08	College of Business
TBA '08	

Student Member – ASOSU Executive Director of Committees: Mike Olson

Executive Committee Liaison – Terry Ross

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Membership — 2004-2005

Sue Tornquist '05, Chair	Veterinary Medicine
Darrel Ross '05	Forest Science
Larry Flick '06	Science and Mathematics Education
Michelle Inderbitzin '06	Sociology
Donetta Sheffold '07	Information Services
Sherri Willard Argyres '07	Agricultural Sciences
Student Member – ASOSU Exicutive Director of Committees: Dominic Olvera	
Executive Committee Liaison – Mina Carson	

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Membership -- 2003-2004

Sue Tornquist '05, Chair	Veterinary Medicine
Kevin Bokay '04	Valley Library
Kerry Kincanon '04	University Exploratory Studies Program
Darrel Ross '05	Forest Science
Larry Flick '06	Science and Mathematics Education
Michelle Inderbitzin '06	Sociology

Student Member - Dan McCarthy

Executive Committee Liaison – Maggie Niess

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Membership -- 2002-2003

David Robinson '03, Chair	English
Karin Hardin (v. Mingo) '03	Nutrition & Food Management
Kevin Bokay '04	Valley Library
Kerry Kincanon '04	UESP
Darrel Ross '05	Forest Science
Sue Tornquist '05	Veterinary Medicine

Student Member - ASOSU Executive Director of Committees (Erik Haluzak)

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Membership -- 2001-2002

Bob Mason (v. Burton) '02, Chair	Zoology
Susan Shaw (v. Mallery) '02	Women Studies
Karin Hardin (v. Mingo) '03	Nutrition & Food Management
David Robinson '03	English
Kevin Bokay '04	Valley Library
Kerry Kincanon '04	UESP

Student Member - Jim Helget

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Membership -- 2000-2001

Flaxen Conway '01, Chair	Extension Sea Grant
Michael Witbeck '01	English Language Institute
Bob Mason (v. Burton) '02	Zoology
Mike Mallery '02	Budgets & Planning
Kendra Mingo '03	SMILE Program
David Robinson '03	English

Student Member - Robert Banning

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Membership -- 1999-2000

Jim Reeb '00, Chair	Forest Products
Denise Lach (v. Peters) '00	Sociology/CAEC
Flaxen Conway '01	Extension Sea Grant
Michael Witbeck '01	English Language Institute
Robert Burton '02	Mathematics
Mike Mallery '02	Budgets & Planning

Executive Committee Liaison – Bruce Sorte

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Committee on Committees

Annual Report 2012-2013

Membership

David Craig, Chair '13	University Housing & Dining
Bill Uzgalis (v. Hoyser) '13	Philosophy
Robin DeSantis '14	Arts and Sciences Business Center
Stephen Durkee '14	Research Office
Jane Nichols '15	Library
Stacey Smith '15	History
<i>Executive Committee Liaison</i> – Donna Chastain	

Standing Rules

The Committee on Committees maintains a continuing study of the structure and effectiveness of University councils and committees and of their relationship to responsibilities of the Faculty Senate; proposes and reviews proposals for new Senate standing committees; and makes recommendations on committee reorganization and functions to appropriate Senate and University officers.

The Chair of each Committee/Council of the Faculty Senate shall, at five-year intervals, report to the Committee on Committees about its activities. This report must demonstrate activities which have enhanced the functions and objectives of the Senate. When no clearly useful functions can be identified, the abolishment of the Committee/Council shall be recommended. The Committee is composed of six Faculty and the ASOSU Executive Director of Committees.

(12/00)

Committee Meeting

Members of the Committee on Committees met to review our Standing Rules, the tasks to be conducted for the year, and to outline a plan for completing these tasks. The chair reached out to the chairs of the committees scheduled for a five-year review, and asked them to complete a self-assessment. The chair reviewed the three responses received, and did any necessary follow up. The committee attempted to review the following committees:

[Academic Regulations Committee](#)

Diversity Council
Faculty Economic Welfare & Retirement Committee
Faculty Mediator

[Faculty Recognition and Awards Committee](#)

Faculty Status

[Graduate Admissions Committee](#)

Graduate Council

Another routine task of the Committee on Committees is to review proposed changes in the Standing Rules for any Faculty Senate Committee. This year the [Baccalaureate Core Committee](#) proposed changes to their standing rules, which were reviewed and approved by the Faculty Senate on June 13, 2013.

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Committee on Committees

Annual Report 2011-2012

Membership

William E. Loges, Chair '12	New Media Communications
Roger Rennekamp '12	Public Health and Human Sciences
David Craig '13	University Housing and Dining
Bill Uzgalis '13	Philosophy
Robin DeSantis '14	Arts and Sciences Business Center
Stephen Durkee '14	Research Office
Farbodd Ganjifard	Student Member
Anne Gillies	Executive Committee Liaison

Standing Rules

The Committee on Committees maintains a continuing study of the structure and effectiveness of University councils and committees and of their relationship to responsibilities of the Faculty Senate; proposes and reviews proposals for new Senate standing committees; and makes recommendations on committee reorganization and functions to appropriate Senate and University officers.

The Chair of each Committee/Council of the Faculty Senate shall, at five-year intervals, report to the Committee on Committees about its activities. This report must demonstrate activities which have enhanced the functions and objectives of the Senate. When no clearly useful functions can be identified, the abolishment of the Committee/Council shall be recommended. The Committee is composed of six Faculty and the ASOSU Executive Director of Committees.

(12/00)

Committee Meeting

Members of the Committee on Committees met on November 9, 2011 to review our Standing Rules, the tasks to be conducted for the year, and to outline a plan for completing these tasks. Six senate committees were in need of their regularly scheduled review (one a remainder from the previous year, plus five on their regular rotation). The committees under review and the reviewer for each are below:

Academic Regulations Committee	Roger Rennekamp
Curriculum Council	Stephen Durkee
Distance Education Committee	Bill Loges
Diversity Council	David Craig
Faculty Economic Welfare & Retirement Committee	Bill Uzgalis
Faculty Grievance Committee	Robin DeSantis

Another routine task of the Committee on Committees is to review proposed changes in the Standing Rules for any Faculty Senate Committee. This year the following committees proposed changes to their Standing Rules:

Academic Advising Council
 Baccalaureate Core Committee
 Budgets and Fiscal Planning Committee
 Computing Resources Committee
 Curriculum Council
 Distance Education Committee
 Diversity Council
 Faculty Economic Welfare & Retirement Committee

Promotion and Tenure Committee

In addition to the review of existing committees in the rotation, this year's committee was tasked by the Faculty Senate with reviewing all Standing Rules. The purpose of this review is to check for outdated references (e.g., to campus offices that no longer exist) and for clarity. Each member of the Committee on Committees was assigned four committees to review, in addition to the committee they were reviewing on the regular rotation (above).

This report will begin with the proposals to revise Standing Rules reviewed by the Committee on Committees this year, then additional comments springing from our special review of existing Standing Rules and, finally, our regular assessments of the six committees.

Review of Standing Rules Proposed Changes:

[Academic Advising Council](#): The proposed change added the head advisor from the new College of Earth, Ocean & Atmospheric Sciences to the Council, recognizing the undergraduate program in CEOAS. This proposal was approved by the Committee on Committees and by the Faculty Senate on April 12, 2012.

[Baccalaureate Core Committee](#): In part, responding to inconsistencies in the Standing Rules and the practice of the BCC noted in last year's Five-Year Review (see the [2011 Committee on Committees Annual Report, Appendix A](#)), the Standing Rules are revised to clarify the role of the BCC in attracting courses to the core, update references to the Writing category and the Writing Advisory Board to reflect current offices, clarify quorum requirements, and outline the role of the BCC in ongoing assessment of the Baccalaureate Core. This proposal was approved by the Committee on Committees and by the Faculty Senate on April 12, 2012.

[Budgets and Fiscal Planning Committee](#): In part, responding to last year's Five-Year Review (see the [2011 Committee on Committees Annual Report, Appendix B](#)), the duties of this committee were pared back, especially membership as non-voting liaisons to various committees. In fact, this committee's time has been consumed with advising on fiscal matters and reviewing Category I proposals, and the proposed revisions are meant to reflect that. The proposal was approved by the Committee on Committees and by the Faculty Senate on April 12, 2012.

[Computing Resources Committee](#): The membership of this committee was revised slightly to allow the Vice Provost for Information Services to designate a representative to serve on this committee if the VPIS is unavailable. This proposal was approved by the Committee on Committees and by the Faculty Senate on April 12, 2012.

[Curriculum Council](#): Reacting to the proposed changes in the Budgets and Fiscal Planning Committee's Standing Rules (see above), the Curriculum Council deleted reference to a BFPC member's liaison status on the CC. This proposal was approved by the Committee on Committees and by the Faculty Senate on April 12, 2012.

[Distance Education Committee](#): The name of this committee is changed to the Online Education Committee (see [Appendix C](#) in this report for more details). The Standing Rules are revised substantially to reflect the actual practice of the committee. What had been detailed and specific tasks that were not regularly performed is replaced with a more general statement of interest in issues regarding online education, more realistically reflecting the role this committee plays. While the Committee on Committees expresses some concern with the vague nature of this change, the [Five-Year Review](#) conducted this year was reassuring as to the potential for this Committee to make good use of the new rules to satisfy its mission, and the proposal was approved by the Committee on Committees and by the Faculty Senate on April 12, 2012.

[Diversity Council](#): The Standing Rules are amended slightly to delete obsolete references to offices and add the appropriate, current office. This proposal was approved by the Committee on Committees and by the Faculty Senate on April 12, 2012.

[Faculty Economic Welfare and Retirement Committee](#): In recognition of changes in reporting relationships as a result of passage of SB 242 in the Oregon legislature, the Standing Rules are amended to be consistent with the law. This proposal was approved by the Committee on Committees and by the Faculty Senate on April 12, 2012.

[Promotion and Tenure Committee](#): A minor edit to eliminate a run-on sentence was proposed, and a clarification of the role of the Office of the Provost in providing a summary of the previous year's actions on tenure and promotion. Neither change represented a substantial change in the committee's duties. This proposal was approved by the Committee on Committees and by the Faculty Senate on June 14, 2012.

Attachments

- [Review of Standing Rules for all committees and councils](#)

Five-Year Reviews:

- [Assessment Guide](#)
- [Appendix A:](#) Academic Regulations Committee (no report submitted)
- [Appendix B:](#) Curriculum Council
- [Appendix C:](#) Distance Education Committee
- [Appendix D:](#) Diversity Council (no report submitted)
- [Appendix E:](#) Faculty Economic Welfare & Retirement Committee (no report submitted)
- [Appendix F:](#) Faculty Grievance Committee

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Committee on Committees

Annual Report 2010-2011

Membership

Roger Rennekamp, Chair '12	Public Health and Human Sciences
Eugene Zhang '11	Electrical Engineering and Computer Science
Louie Bottaro '11	Liberal Arts Student Services
Bill Loges '12	New Media Communications
David Craig '13	University Housing and Dining
Linda Hoyser '13	Food Science and Technology (Resigned)
Student Member	Not Appointed
Anne Gillies	Executive Committee Liaison

The primary purpose of the Committee on Committees is to maintain a continuing study of the structure and effectiveness of University councils and committees, and of their relationship to responsibilities of the Faculty Senate; to propose and review proposals for new Senate standing committees; and to make recommendations on committee reorganization and functions to appropriate Senate and University officers.

Committee Meeting

Members of the Committee on Committees met on January 20, 2011 to review our standing rules, the tasks to be conducted for the current year, and to outline a plan for completing this year's assignments. Committee members agreed to meet face-to-face with relevant committee chairs to conduct the regular five-year reviews that were scheduled for 2010-11. The committees scheduled for review and the lead reviewer for each committee are listed below.

Baccalaureate Core	Bill Loges
Budgets and Fiscal Planning	Louie Bottaro
By-Laws	Bill Loges
Committee on Committees	Roger Rennekamp
Computing Resources	Eugene Zhang
Administrative Appointments	Roger Rennekamp
Academic Regulations	David Craig

Assessment Guide

The following questions were used to guide the interviews with the current committee chairs.

1. Do the Standing Rules clearly reflect the function and composition of this committee?
2. Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?
4. What has been the role/benefit of the student members?
5. What connection is there to the University's strategic plan?
6. To what extent does the committee add value to the university and/or faculty governance?
7. If the chair believes the committee does not add value, please explain and address the question as to whether the committee should continue to exist.
8. Does this committee's work enhance OSU's commitment to diversity? If so, how?

Reports of Scheduled Five-Year Reviews of Faculty Senate Committees

Reports of the Five-Year Committee Reviews are appended to this annual report as follows:

- [Appendix A](#) - Baccalaureate Core
- [Appendix B](#) - Budgets and Fiscal Planning
- [Appendix C](#) - Bylaws and Nominations
- [Appendix D](#) - Committee on Committees
- [Appendix E](#) - Computing Resources
- [Appendix F](#) - Administrative Appointments
- [Appendix G](#) - Academic Regulations

Review of Standing Rules

The Committee on Committees reviewed Standing Rules revisions for two faculty senate committees.

Administrative Appointments Committee - Proposed revisions to the standing rules would require at least one member of the Administrative Appointments Committee to serve on all search committees for administrative positions, including searches for the Athletic Director and those positions that report to the Provost, Senior Vice Provost for Academic Affairs, and all Vice President and Vice Provosts. Revisions also stipulated that within thirty days of the close of an administrative appointments search, the Administrative Appointments Committee member assigned to that search shall submit to the Administrative Appointments Committee chair a summary of the search conduct and results for inclusion in the Administrative Appointments Committee chair's year-end activity report to the Faculty Senate Executive Committee. These changes were supported by the Committee on Committees and passed by the Faculty Senate on June 9, 2011.

Academic Standing Committee - Proposed revisions to the standing rules clarified the process for appeal following the rendering of a decision on academic standing. Specifically, it amended the standing rules to state that "after the Committee's decision has been recorded, an appeal may be submitted to the Senior Vice Provost for Academic Affairs. Should the Senior Vice Provost for Academic Affairs be out of the office on extended travel or have a conflict of interest he/she may refer the decision to the Provost of the University, the Vice Provost for Student Affairs, or the Associate Provost for Academic Success and Engagement." These changes were supported by the Committee on Committees and passed by the Faculty Senate on June 9, 2011.

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Committee on Committees

Annual Report 2009-2010

MEMBERSHIP

Mary Strickroth '10, Chair	Graduate School
Paul Primak '10	International Programs
Louie Bottaro '11	Liberal Arts Advising
Eugene Zhang '11	Electrical Engineering & Computer Science
Bill Loges '12	New Media Communications
Roger Rennekamp '12	4-H Youth Development

Student Member - ASOSU Executive Director of Committees: Brittney Williamson
Executive Committee Liaison - Kim McAlexander

The primary purpose of the Committee on Committees is to maintain a continuing study of the structure and effectiveness of University councils and committees and of their relationship to responsibilities of the Faculty Senate; to propose and review proposals for new Senate standing committees; and to make recommendations on committee reorganization and functions to appropriate Senate and University officers.

COMMITTEE MEETING

Members of the Committee on Committees met on November 2, 2009 to review our standing rules, the tasks to be conducted for the current year, and to outline a plan for completing this year's assignments. Committee members agreed to meet face-to-face with relevant committee chairs in the conduct of the five-year reviews that were scheduled for 2009-10.

Five Faculty Senate Committees were scheduled for review and Committee on Committee members were assigned as follows:

- Academic Regulations - Louie Bottaro
- Academic Requirements - Eugene Zhang and Brittany Williamson
- Academic Standing - Bill Loges
- Administrative Appointments - Roger Rennekamp
- Advancement of Teaching - Paul Primak

The following questions were then used to frame each 5-Year Review discussion with relevant committee chairs:

1. Do the Standing Rules clearly reflect the function & composition of this committee?
2. Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?
4. What has been the role/benefit of the student members?
5. What connection is there to the University's strategic plan?

6. To what extent does the committee add value to the university and/or faculty governance?
7. If the chair believes the committee does not add value, please explain and address the question as to whether the committee should continue to exist.
8. Does this committee's work enhance OSU's commitment to diversity? If so, how?

At the beginning of the year, the chair of the Committee on Committees was asked to meet with the chair of the Faculty Status Committee for the purpose of reaffirming statements made in the prior FSC annual report with regard to issues of redundancy. The CoC chair was also asked to verify the FSC's reported perspective that the FSC should be abolished, and if so, to seek input on two additional points: 1) the appropriate Faculty Senate committee location of responsibility on matters pertaining to academic freedom; and 2) how the subsequent vacancy on the Faculty Consultative Group might be filled if the FSC were to be abolished. On November 13, the CoC chair was asked by the Faculty Senate President-Elect to wait until after the current Faculty Senate President had the opportunity to discuss the issue with the Provost. No further action was taken by the Committee on Committees during the reporting period.

FACULTY SENATE 5-YEAR REVIEW REPORTS

Reports of the Five-Year Committee Review are appended to this annual report as follows:

- [Appendix A](#) - Academic Regulations Committee
- [Appendix B](#) - Academic Requirements Committee
- [Appendix C](#) - Academic Standing Committee
- [Appendix D](#) - Administrative Appointments Committee
- [Appendix E](#) - Advancement of Teaching Committee

REVIEW OF STANDING RULES

The Committee on Committees reviewed Standing Rules revisions for the following Faculty Senate Committees:

- **Diversity Council** - revision included adding language to reflect the Diversity Council's function went beyond simply making recommendations on diversity issues and that the Council could now actually work on such issues in conjunction with the Faculty Senate. The Committee on Committees recommended approval of these changes, noting that Diversity Council members are eager to do more than they have to date and they would like their standing rules to reflect this added function. In addition to the changes proposed by the Diversity Council, the Committee on Committees recommended adding "staff" to the 2nd sentence of the standing rules recognizing that OSU's diversity initiatives affect all members of the campus community. Other minor editorial changes were made for improved readability. Presented to and passed by the Faculty Senate April 8, 2010.
- **Computing Resources Committee** - revision adds an ex-officio member to the CRC from the Technology Across the Curriculum (TAC.) Instructional issues have always been at the core of what the CRC does and inclusion of TAC is essential. Revision also requires the CRC chair to serve as an ex-officio member to the Information Technology Coordinating Committee which provides a forum for sharing among units responsible for deploying and maintaining campus IT infrastructure. The Committee on Committees recommended additional changes to remove unintended redundancy by CRC with regard to ITCC involvement. Presented to and passed by the Faculty Senate April 8, 2010.
- **Curriculum Council** - revision intended to emphasize the Curriculum Council's purpose for ensuring high quality academic programs for students, and the efficiency and effectiveness needed in the curricular review process. Other revisions were made to enable as many academic colleges to be represented as possible such that broad disciplinary perspective would be included on this Council. Presented to and passed by the Faculty Senate April 8, 2010.
- **Promotion & Tenure Committee** - revision intended to clarify the current role the P&T Committee plays in the promotion and tenure process and the timing in which the committee currently is involved with that process. As to the role, the committee's involvement goes beyond mere observation. They actually participate in the discussion with University Administrative Promotion and Tenure Committee, the unit supervisor, and college dean. As to the timing, participation in these discussions takes place before the final P&T decision is made by the University Administrative Promotion and Tenure Committee. Lastly, the P&T Committee has access to read the dossiers. Presented to and passed by the Faculty Senate on May 13, 2010.
- **Academic Standing Committee** - revision is intended to enable the Provost's designee to act on his/her behalf with regard to appeals to the Academic Standing Committee's decisions. Members of the Committee on Committees recommended consideration of clarifying language regarding the following points:
 1. specify two or three administrators close to the provost's level of authority who are the sole available designees. While members of the Academic Standing Committee are not required to be

ranked faculty, we recommend that only people with substantial classroom experience be eligible to serve as the provost's designees; and

- 2. specify the circumstances under which this designation can be made to prevent it from becoming routine such as when the provost is away from campus (due to other work demands, vacation, illness, or disability) or has a conflict of interest with the case under appeal. A designee also would be subject to the same ban if a conflict of interest exists with the appellant.

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Committee on Committees

Annual Report 2008-2009

MEMBERSHIP

Mary Strickroth '10, Chair	Graduate School
Kim Calvery '09	Business Affairs
Margaret Mellinger '09	Libraries
Paul Primak '10	International Programs
Louie Bottaro '11	Liberal Arts Advising
Eugene Zhang '11	Electrical Engineering & Computer Science

Student Member - ASOSU Executive Director of Committees: Meagan Thomas
Executive Committee Liaison - Kim McAlexander

The primary purpose of the Committee on Committees is to maintain a continuing study of the structure and effectiveness of University councils and committees and of their relationship to responsibilities of the Faculty Senate; to propose and review proposals for new Senate standing committees; and to make recommendations on committee reorganization and functions to appropriate Senate and University officers.

COMMITTEE MEETING

Members of the Committee on Committees met on November 12, 2008 to review our standing rules, the tasks to be conducted for the current year, and to outline a plan for completing this year's assignments. Committee members agreed to meet face-to-face with relevant committee chairs in the conduct of the 5-year reviews that were scheduled for 2008-09.

Five Faculty Senate Committees were scheduled for review and Committee on Committee members were assigned as follows:

- Academic Advising Council - Paul Primak
- Research Council - Margaret Mellinger
- Student Recognition & Awards - Kim Calvery & Meagan Thomas
- Undergraduate Admissions Committee - Louis Bottaro
- University Honors Council - Eugene Zhang

Members of the Committee on Committees proposed an additional question about diversity be added to this list of review questions to determine the connection of the Faculty Senate committee to the institution's diversity objectives. The chair of the Committee on Committees met with the Executive Committee to present the rationale for this change. The Executive Committee enthusiastically endorsed adding the diversity question and saw it as a means to connect faculty governance to institutional diversity goals. In addition, the Executive Committee asked that revisions be made to two existing review questions. The following questions were then used to frame each 5-Year Review discussion with relevant committee chairs (revisions and additional question in bold):

1. Do the Standing Rules clearly reflect the function & composition of this committee?

2. Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?
4. What has been the role/benefit of the student members?
5. What connection is there to the University's strategic plan?
6. To what extent does the committee add value to the university **and/or faculty governance?**
7. If the chair believes the committee does not add value, **please explain and address the question as to whether the committee should continue to exist.**
8. **Does this committee's work enhance OSU's commitment to diversity? If so, how?**

At the beginning of the year, the chair of the Committee on Committees was asked to meet with the chair of the Faculty Status Committee for the purpose of reaffirming statements made in the prior FSC annual report with regard to issues of redundancy. The CoC chair was also asked to verify the FSC's reported perspective that the FSC should be abolished, and if so, to seek input on two additional points: 1) the appropriate Faculty Senate committee location of responsibility on matters pertaining to academic freedom; and 2) how the subsequent vacancy on the Faculty Consultative Group might be filled if the FSC were to be abolished. On November 13, the CoC chair was asked by the Faculty Senate President-Elect to wait until after the current Faculty Senate President had the opportunity to discuss the issue with the Provost. No further action was taken by the Committee on Committees during the reporting period.

FACULTY SENATE 5-YEAR REVIEW REPORTS

Reports of the Five-Year Committee Review are appended to this annual report as follows:

[Appendix A](#) - Research Council

[Appendix B](#) - University Honors College Council

[Appendix C](#) - Undergraduate Admissions Committee

[Appendix D](#) - Student Recognition and Awards Committee

[Appendix E](#) - Academic Advising Council

REVIEW OF STANDING RULES

The Committee on Committees reviewed Standing Rules revisions for the following Faculty Senate Committees:

- **Faculty Recognition and Awards Committee** - revisions included deleting the reference that the committee assists the President in making presentation of awards; and approval of proposed changes to add new members: a) one from the OSU Alumni Association Board of Directors for their Distinguished Professor Award; b) a representative from both the Research Office and University Advancement to participate in the OSU Impact Award for Outstanding Scholarship; and c) a member of the Research Council for the selection of the Promising Scholar Award. The Committee on Committees recommended approval of these changes and noted the additional selection committee members would bring added expertise, knowledge, and perspective that closely align with the focus of these awards. Their participation may increase the potential to advance the award program goals more effectively; increase the potential to improve award program guidelines as needs arise; and may bring relevant insight to these selection processes. Presented to and passed by the Faculty Senate June 11, 2009.
- **Faculty Mediator** - revisions included removing language from the Standing Rules that already exist in the current OSU Faculty Handbook and the Oregon Administrative Rule 576-050-0020; adding new language to clarify how the Faculty Mediator becomes engaged in the process, the role and scope of the Faculty Mediator, and the purpose of mediation beyond that which is articulated in the Faculty Handbook and the OAR; and adding language to emphasize the objectivity and confidentiality to be maintained by the Faculty Mediator and directing the mediator to provide both parties a copy of the Faculty Mediation Standing Rules to ensure informed consent regarding the mediator's role and purpose of the mediation. The Committee on Committees recommended approval. Presented to and passed by the Faculty Senate June 11, 2009.
- **Academic Advising Council** - revisions included clarification of the scope of the Academic Advising Council as being limited to issues of undergraduate advising; specifying that a change in Standing Rules would be required to add or delete a voting member; delineating voting membership as including one representative from each academic college that advises undergraduates, as well as a representative from OSU Cascades, the Honors College and University Exploratory Studies Program; and calling for one vote per service unit involved in undergraduate advising or support for undergraduate advising. The Committee on Committees recommended approval noting the revisions align membership structure

to match the university's org chart, eliminate graduate-only colleges as voting members, the number of voting members from 27 to 20 for efficiency purposes, and rebalance the voting ratio to 60% academic units and 40% service units. A five-year review of the AAC was conducted earlier this year and nothing in this proposal contradicts or is incongruent with findings from that review process. Presented to and passed by the Faculty Senate June 11, 2009.

OTHER BUSINESS

Members of the Committee on Committees were asked to provide comment on several revisions to the Academic Regulations:

- AR17 - Grades
- AR25i - Institutional Requirements for Baccalaureate Degrees - Application for the Degree
- AR 20 - Repeated Courses
- AR20 - Repeated Courses (second revision)
- AR23 - Special Examination for Credit
- AR24 - Special Examination for Waiver (Undergraduate Students)
- AR31 - Academic Absolution Policy
- AR31 - Academic Absolution Policy (second revision)

Members of the Committee on Committees also were asked to consider Jon Dorbolo's proposal for solidarity (temporary pay reductions issue).

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Committee on Committees

Annual Report 2005-2006

Membership for 2005-2006:

Larry Flick '06 Chair	Science and Mathematics Education
Michelle Inderbitzin '06	Sociology
Donetta Sheffold '07	Information Services
Sherri Willard Argyres '07	Agricultural Sciences
Cass Dykeman '08	College of Business
Student Member – ASOSU Executive Director of Committees	
Executive Committee Liaison – Mina Carson	

Standing rules for this committee <http://oregonstate.edu/dept/senate/committees/index.html>

Questions that framed our reports:

1. Do the Standing Rules clearly reflect the function and composition of this committee?
2. Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

Committee Review

The following committees were reviewed this year and are submitted under separate files:

- [Computing Resources Committee](#) - Sherri Willard
- [Curriculum Council](#) - Larry Flick
- [Distance Education Committee](#) - Michelle Inderbitzin
- [Faculty Economic Welfare and Retirement Committee](#) - Cass Dykeman
- [Faculty Grievance Committee](#) - Donetta Sheffold

Faculty Mediation Committee

Vickie suggested that we consider examining both Grievance and Mediation together. The committee agreed that these were two separate committees and deserved two separate reviews.

Standing Rule Review

The Committee reviewed standing rule changes for the following committees and submitted them to the Faculty Senate on June 8, 2006:

Diversity Council
Library Committee
Student Recognition and Awards Committee

The Committee also reviewed the standing rules for

Academic Requirements Committee

And the proposed rules were returned to Academic Requirements for further clarification.

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Committee on Committees

Annual Report, 2004-2005

July 10, 2005

1. The Committee on Committees (C on C) is charged with reviewing proposed Standing Rules changes. The Committee's recommendations are submitted to the Faculty Senate. During the 2004-2005 year, the C on C reviewed proposed changes to the Standing Rules of the Academic Requirements, Academic Standing, Curriculum Council, Faculty Recognition and Awards, Library and Undergraduate Standing committees to allow the possible membership of retired OSU employees who are still employed part time by the University on these committees. The C on Cs' recommendation to approve these changes was presented to the Faculty Senate on May 12, 2005. In addition the C on C reviewed additional proposed changes to the Standing Rules regarding the composition of the Curriculum Council and approved these changes.
2. The Committee on Committees is charged with reviewing all Faculty Senate Councils and Committees on a rotating basis; usually performing five reviews per year. The Committee on Committees was charged by the Faculty Senate Executive Committee to begin a five-year review of the following Committees/Councils during 2004-2005 The reviews are attached to this report:
 - Advancement of Teaching Committee
 - Baccalaureate Core Committee
 - Budgets and Fiscal Planning Committee
 - Bylaws and Nominations Committee
 - Committee on Committees
3. The Committee met once on December 15, 2004 to discuss the charge to the committee and to make assignments for the year. The bulk of the discussions and communications for the remainder of the year was conducted via e-mail.
4. Committee on Committees members for 2004-2005:

Darrel Ross, Forest Science
Larry Flick, Science and Mathematics Education
Michelle Inderbitzin, Sociology
Donetta Sheffield, Information Services
Sherri Willard Argyres, Agricultural Sciences
Dominic Olvera, Student Member
Sue Tornquist, Chair, Veterinary Medicine

Submitted by S. Tornquist, Chair, on behalf of the Committee

Five-Year Review
Advancement of Teaching Committee
Faculty Senate Committee on Committees
May 2005

This review of the Advancement of Teaching Committee is submitted in accordance with the duties of the Committee on Committees to review each Faculty Senate Committee at five-year intervals, using the following five criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function and composition of this Committee?
2. Have the Committee's actions/function, as reported in the annual reports and by consulting with the current Chair and Committee, been consistent with their Standing Rules?

3. Do the annual reports provide a memory of the issues this Committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. The Advancement of Teaching Committee's standing rules and membership were updated and adopted in March 2002. The Standing Rules state: The Advancement of Teaching Committee formulates and evaluates statements of policy that influence the teaching process, including (1) teaching effectiveness and efficiency, (2) support, (3) dissemination of information, (4) encouragement of innovation and experimentation, and (5) appropriate recognition of good teaching. The Committee seeks information and opinions from students, faculty, and administrators in formulating statements of policy, and presents to the Faculty Senate recommendations and perspectives useful to that body in determining appropriate actions and positions to be taken in support of the advancement of teaching. In addition, the Committee shall serve in an advisory capacity to the L. L. Stewart Faculty Development Award, the Faculty Recognition and Awards Committee, or to other committees or individuals as designated, in the granting of awards in the field of teaching. The full committee shall participate in the review and recommendations relating to the L. L. Stewart Faculty Development Award. A member of the Committee shall participate in the selection of the Elizabeth P. Ritchie Distinguished Professor Award, the OSU Faculty Teaching Excellence Awards, the OSU Extended Education Faculty Achievement Award, and the Richard M. Bressler Senior Faculty Teaching Award. The Committee consists of five Teaching Faculty, three Students, one of whom must be a graduate student and one of whom must be an undergraduate student, and the Provost and Executive Vice President or designee, ex-officio. The Standing Rules for the Advancement of Teaching Committee accurately and clearly reflect the function and composition of the council.
2. The Advancement of Teaching Committee's actions are available in annual reports every year from 1997-1998 through from 2003-2004. The primary duty is to promote and reward teaching effectiveness and efficiency. Members of the committee made recommendations for funding L.L. Stewart Faculty Development Awards and served on committees for virtually all of the university's teaching awards. A large part of the committee's job over the past several years has been to examine and make recommendations about the revised Student Evaluation of Teaching forms. The Advancement of Teaching Committee is also working on revising the Extension based Evaluation of Teaching form, and creating a bank of questions for faculty to draw from in order to customize their SET forms. According to the annual reports and information from committee members, the committee has been meeting these functions.
3. The annual reports of the Advancement of Teaching Committee provide a relatively detailed memory of the issues the council addressed, their activities, and their outcomes. The Committee has also posted some agendas and detailed minutes from their meetings over the past five years (although the postings end in July 2004; the Committee reports the minutes from 2004-2005 will soon be posted). In addition, the Committee has archived the enormous amount of data they have gathered on the Student Evaluation of Teaching forms and revisions over the past several years. All things considered, there is a clear memory of the issues addressed and the activities of the Advancement of Teaching Committee.
4. There are currently two graduate student members on the Advancement of Teaching Committee and one unfilled spot for an undergraduate student. While they have had undergraduate student members in the past, the Committee reports that they have had some difficulty filling those spots and they actively recruit student members every year. Student members offer a useful perspective to the committee, and have been particularly helpful over the last three years as they have worked to revise the Student Evaluation of Teaching Forms.
5. The Advancement of Teaching Committee recognizes that strong teaching is critical to student success and retention. As such, the Advancement of Teaching Committee is closely connected to Goal 2 of Oregon State University's Strategic Plan, to "provide an excellent teaching and learning environment and achieve student access, persistence and success through graduation and beyond that matches the best land grant institutions in the country." The Advancement of Teaching Committee contributes to this goal through their work supporting and providing needed information to the units and individual instructors on campus.

Submitted by Michelle Inderbitzin, OSU Department of Sociology, for the Committee on Committees.

**Five-Year Review
Baccalaureate Core Committee
Faculty Senate Committee on Committees
March 14, 2005**

This review of the Baccalaureate Core Committee is submitted in accordance with the duties of the Committee on Committees to review each Faculty Senate Committee at five-year intervals, using the following five criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function and composition of this committee?
2. Have the Committee's action or function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. Overall the Standing Rules for the Baccalaureate Core Committee reflect the function and work of the committee and are written broadly enough to cover most changes that may occur in the future that would affect the baccalaureate core. However, there is one procedural change in the Standing Rules that needs revision and four areas that may affect the Standing Rules that committee needs to address. The process for handling baccalaureate core submission dealing with writing skills requires revision. The present process, A.4., states ***All submissions that deal with writing skills must be routed to the Writing Advisory Board, which consists of the English Department's Composition and Professional Writing Coordinators, and the Writing Lab Coordinator, and this Board will consult with faculty to develop and implement proposals.***
Four questions the committee needs to address this year that may affect the Standing Rules are as follows:
 - a. Should the committee review preexisting baccalaureate core courses subsequently offered on line? Presently, the university does not require previously approved on-campus courses to undergo Category II Proposal review when they are revised for on line delivery.
 - b. To what extent should the committee work on a university initiative to assess learning objectives? The committee believes this is outside the charge of their committee and it would be more appropriate for the faculty to address the issue, with participation from the committee.
 - c. Should the committee review transfer course work or transfer "blocks" that may align with the DPD requirement in name and number but not in content?
 - d. Should there be a Cascades campus representative on the committee?
2. Annual reports are available on the Faculty Senate web site for each academic year since 1997-1998. The actions and functions reported in the annual reports are consistent with the committee's Standing Rules.
3. The committee's annual reports outline the issues addressed by the committee and the committee's activities and outcomes. The reports also provide subsequent committees with information about broad, outstanding issues that the committee may choose to address. However, small pieces of unfinished work may or may not be included in the annual report. For this reason and for continuity, the chair recommends that the previous year's chair be allowed to continue on the committee an additional year even if his or her initial term of service has expired. The chair also recommends creating a mechanism for conveying to subsequent committees the committee's methods of operation. The committee might consider writing Guidelines for this purpose.
4. The committee is already at a good size and has good balance. The only gap is student membership. Despite efforts to find student members for the committee, no students have come forward to serve. The committee is very active, has a significant workload, and meets every other week, which makes it difficult for students to serve. The committee chair doesn't perceive the absence of student members as a problem, but adds that one might not know what a student presence might bring to the committee.
5. The committee's work is connected to Goal 2 of the university's Strategic Plan: ***Provide an excellent teaching and learning environment and achieve student access, persistence and success through graduation and beyond that matches the best land grant universities in the country.*** More specifically the work of the committee, the baccalaureate core, . . . ***promotes a diverse***

educational community . . . promotes student development, encourages a broad and diverse educational experience, and supports student success

**Five-Year Review
Budgets and Fiscal Planning Committee
Faculty Senate Committee on Committees
February 2005**

I reviewed the standing rules, read the reports from Budgets & Fiscal Planning available on the Faculty Senate web site, and met with the chair, Mike Quinn, professor of computer science, to discuss how the committee is currently functioning.

Do the Standing Rules clearly reflect the function and composition of this Committee?

As indicated in the report below, several aspects of the Standing Rules either are not directly followed or that the operation of the university has changed.

Have the Committee's actions/function, as reported in the annual reports and by consulting with the current Chair and Committee, been consistent with their Standing Rules?

The reports are consistent with my discussion with the current chair. The primary function of the Committee is to (a) oversee the fiscal implications of programs and make sure the deans provide the appropriate resources and (b) explain budget matters to the faculty.

Do the annual reports provide a memory of the issues this Committee addressed, their activities, and any outcomes?

Again the annual reports are consistent across time. Issues that have been raised are (a) the effort to review Category I proposals takes considerable time and sometimes the Curriculum Council and Graduate Council have already approved the proposal therefore not benefiting from the review and (b) objection to the \$2000 fee being charged to the proposing unit and should be paid by the administration.

What has been the role/benefit of student members?

Student members do not attend meetings.

What connection is there to the University's strategic goals?

The chair commented that the Strategic Plan will begin having an effect on relative funding of academic units and this will be the source of future discussions within the Committee.

Report on Discussion with the Chair

The following is a discussion of the issues and observations that Mike raised concerning the standing rules shown in italics.

The Budgets & Fiscal Planning Committee assists the Faculty Senate in development of recommendations to the President regarding the University's budget and fiscal priorities.

No recommendations are given to the President. This is done by the University Budget Committee.

The Committee reviews the adequacy of resources allocated to existing programs and the fiscal implications of proposed changes in programs, enrollment, and budgetary priorities and procedures.

Not done. This is done in periodic program reviews conducted by the Curriculum Council. However, one of the main functions of the Committee is to vet Category I proposals. The Committee sees its function as overseeing the fiscal implications of programs and making sure the deans provide the appropriate resources. The Committee advises the Provost to oversee programs after they have been implemented to assure that they are doing what they proposed to do.

The Committee participates in the facility planning process and reviews campus building priorities.

Not done. This is done by the Campus Planning Committee.

The Committee consults with administrative officers of the University and is empowered to make recommendations to them during the preparation of the Institution's budget.

The Committee does not deal directly with the administration. Instead the Committee gives recommendations to the Executive Committee of the Faculty Senate and has the role of explaining budget matters to the faculty.

The Committee consists of six Faculty and three Student members, one of whom shall be a graduate student, and the Director of the Office of Budgets and Planning, ex-officio, non-voting.

Very difficult to get any student member to attend meetings. Having the Director of the Office of Budgets and Planning as an ex-officio member is critical to the Committee. This person brings a deep understanding of central administration.

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

This is done and is very useful.

Further, a member of the Budgets and Fiscal Planning Committee, appointed by its Chair, shall be a liaison member, non-voting, on the Space Committee

The Committee is not even sure if the Space Committee exists. However they do have a representative on the Distance Education Committee.

The Chair of the Budgets & Fiscal Planning Committee shall serve as an observer on the University Budget Committee.

Yes, the chair has in fact been made a regular member of the University Budget Committee.

**Five-Year Review
Bylaws and Nominations Committee
Faculty Senate Committee on Committees
May 2005**

This review of the Bylaws and Nominations Committee is submitted in accordance with the duties of the Committee on Committees to review each Faculty Senate Committee at five-year intervals, using the following five criteria established by the Faculty Senate:

1. Do the standing rules clearly reflect the function and composition of this committee?
2. Have the committee's actions/function, as reported in the annual reports and by consulting with the current chair and committee, been consistent with their standing rules?
3. Do the annual reports provide a memory of the issues this committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. The standing rules for the Bylaws and Nominations Committee do accurately reflect the current function and composition of this committee. However, the Bylaws and Nominations Committee recommends that at least two of the members of this committee should have extensive historical and campus-wide knowledge of the Faculty Senate and OSU. Also, the Committee suggests that a statement be added to the standing rules to require an annual report be prepared each year.
2. Based on consultation with the Bylaws and Nominations Committee and review of the annual reports that are on file, the actions of this committee have been consistent with the standing rules. However, as noted below, there are no annual reports on the Faculty Senate website for this committee for the past two years.
3. Annual reports describing the actions of the Bylaws and Nominations Committee are available on the Faculty Senate website for the years 1998-1999, 1999-2000, 2000-2001, and 2001-2002. Apparently, no reports were prepared for the years 2002-2003 and 2003-2004. The annual reports that are on file do provide a thorough description of the issues addressed by this committee, their activities, and outcomes.
4. Student members are not included on the Bylaws and Nominations Committee.
5. The Bylaws and Nominations Committee monitors the Bylaws of the Faculty Senate, reviews proposals for changes, and recommends amendments for changes. They also nominate candidates for Faculty Senate President-Elect, the Faculty Senate Executive Committee, and the Interinstitutional Faculty Senate. By ensuring the relevance and integrity of the Faculty Senate this committee is connected to all three of the University's strategic goals - to create a compelling learning experience for our students, staff and faculty; to be recognized as a top-tier university on all scales of measurement; and to treat the State of Oregon as the campus of Oregon State University.

Submitted by Darrell Ross, OSU Department of Forest Science, for the Committee on Committees.

**Five-Year Review
Committee on Committees
Faculty Senate Committee on Committees
May 2005**

Standing Rules

The Committee on Committees maintains a continuing study of the structure and effectiveness of University councils and committees and of their relationship to responsibilities of the Faculty Senate; proposes and reviews proposals for new Senate standing committees; and makes recommendations on committee reorganization and functions to appropriate Senate and University officers.

The Chair of each Committee/Council of the Faculty Senate shall, at five-year intervals, report to the Committee on Committees about its activities. This report must demonstrate activities which have enhanced the functions and objectives of the Senate. When no clearly useful functions can be identified, the abolishment of the Committee/Council shall be recommended. The Committee is composed of six Faculty and the ASOSU Executive Director of Committees.

1. Do the Standing Rules clearly reflect the function and composition of this Committee?

The standing rules clearly state the composition of the committee, six faculty and the ASOSU Executive Director of Committees.

The function of the committee is not as clearly defined. The question is how does one maintain a continuing study of the structure and effectiveness of University councils and committees and of their relationship to responsibilities of the Faculty Senate?

The Committee's standing rules state the Committee on Committees proposes and reviews proposals for new Senate standing committees, and makes recommendations on committee reorganization and functions to appropriate Senate and University officers.

Currently, the Committee on Committees reviews the standing rules and functions of 5 standing committees each year. The review is based on annual reports and minutes of the committee as well as conversation with

the current and sometimes past committee chair as to the adherence of the committee function to the standing rules. While this provides a periodic review (roughly every 5 years) of each committee, it does not necessarily result in a coordinated review of the relationship of one committee to another. Some committees fail to post an annual report of committee work, and many lack meeting minutes. The C on C does review proposed changes to the standing rules of other committees.

In order to effectively perform the work suggested by the standing rules Committee members should have an orientation to the entire Faculty Senate structure and the purpose and relationship of each of the committees that they are charged to review. This is necessary because committee members do not necessarily have prior knowledge or experience of the Faculty Senate operation.

A review of committee reports this year, suggests that the structure and composition of the committee system may be larger than necessary due to changes in the structure and the lack of annual report information and minutes. Perhaps there should be guidelines for how many annual reports can be missed before the committee is removed from the roster. Also, each committee should be required to submit, at least, the minutes for one meeting each year.

2. Have the Committee's actions/functions, as reported in the annual reports and by consulting with the current Chair and Committee, been consistent with their Standing Rules?

The way the standing rules are written the answer to this question is yes.

3. Do the annual reports provide a memory of the issues this Committee addressed, their activities, and any outcomes?

The annual reports document the committees reviewed each year. The reports also list any changes suggested by the Committee on Committees, the membership of the committee and any other activities for the year.

4. What has been the role/benefit of the student members?

It is difficult to evaluate the role/benefit of the student members. The student member of the committee has not been active in the last few years. Although some have been initially enthusiastic, they do not participate in email discussions nor committee reviews.

For the most part, no mention is made of the member's individual work performed, or assignments, unless it is noted in the minutes. Only two years of minutes are posted for the Committee on Committees.

5. What connection is there to the University's strategic goals?

The three strategic goals adopted by Oregon State University are:

- To create a compelling learning experience for our students, staff and faculty;
- To be recognized as a top-tier university on all scales of measurement; and
- To treat the State of Oregon as the campus of Oregon State University.

The Committee on Committees works to continuously improve the committee structure of the Faculty Senate who in turn helps create and assure the students will have a compelling learning experience.

The work of the Faculty Senate, and all of its committees, should be performed with the goals of a compelling learning experience for everyone; having OSU be recognized as a top-tier university; and working for the entire State of Oregon.

Faculty Senate

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Committee on Committees

Annual Report, 2003-2004
July 5, 2004

1. The Committee on Committees is charged with reviewing proposed Standing Rules changes. The Committee's recommendations are submitted to the Faculty Senate. During the 2003-2004 year, the Committee has approved proposed changes to the standing rules of the following committees:
 - Academic Standing Committee
 - Computing Resources Committee
 - Faculty Grievance Committee (not endorsed by Executive Committee)
 - Graduate Admissions Committee
2. The Committee on Committees is charged with reviewing all Faculty Senate Councils and Committees on a rotating basis; usually performing five reviews per year. The Committee on Committees was charged by the Faculty Senate Executive Committee to begin a five-year review of the following Committees/Councils during 2003-2004. The reviews are attached to this report:
 - [Academic Advising Council](#)
 - [Academic Regulations Committee](#)
 - [Academic Requirements Committee](#)
 - [Academic Standing Committee](#)
 - [Administrative Appointments Committee](#)
3. The Committee met once on December 10, 2003 to discuss the charge to the committee and to make assignments for the year. The bulk of the discussions and communications for the remainder of the year were conducted via e-mail.
4. Some considerations/recommendations of the 2003-2004 Committee on Committees are:
 - Add the date of Committee on Committee review of standing rules to each committee's standing rules page on the web site.
 - Add information to the Faculty Senate committee volunteer form regarding commitment required, e.g. committees that work 12 months/year, number of hours per week. This may reduce the problems with committee members who are unable or unwilling to be active members of their assigned committees.
 - On review of the Academic Regulations Committee and Academic Requirements Committee, it appears that, while these committees do serve functions that are related, they do not overlap. The committees serve as checks and balances to one another. We do not recommend combining them at this time.
 - The Administrative Appointments Committee has expressed concern that they are not functioning according to their Standing Rules. This may not reflect a change needed in the Standing Rules, but rather a need to have them followed more closely in searches for administrators. The annual report (attached) indicates that the committee chair will address this issue with the Executive Committee.
5. Committee on Committees members for 2003-2004:

Kevin Bokay, Valley Library
Larry Flick, Science and Mathematics Education
Michelle Inderbitzin, Sociology

Kerry Kincanon, University Exploratory Studies Program
Dan McCarthy, Student Member
Darrel Ross, Forest Science
Sue Tornquist, Chair, Veterinary Medicine

Submitted by S. Tornquist, Chair, on behalf of the Committee

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Committee on Committees

Annual Report, 2002-2003

June 23, 2003

1. The Committee on Committees is charged with reviewing proposed Standing Rules changes. The Committee's recommendations are submitted to the Faculty Senate. The Committee on Committees has approved proposed changes for the five committees listed below, and forwarded them to the Faculty Senate, where they will be considered during fall term 2003:

Academic Advising Council
Academic Requirements Committee
Faculty Status Committee
Graduate Admissions Committee
Student Recognition and Awards Committee

2. The Committee on Committees is charged with reviewing all Faculty Senate Councils and Committees on a rotating basis, usually taking up five reviews per year. The Committee on Committees was charged by the Faculty Senate Executive Committee to begin a five-year review the following Committees/Councils during 2002-2003; the reviews are attached to this report:

- [University Honors College Council](#)
- [Promotion and Tenure Committee](#)
- [Research Council](#)
- [Student Recognition and Awards Committee](#)
- [Undergraduate Admissions Committee](#)

3. The Committee met once in the fall term to organize itself and divide assignments for the year. The rest of the year's discussion and consultation was conducted through e-mail.

4. Committee on Committees Members for 2002-2003:

Kevin Bokay, Valley Library
Erik Haluzak, Student Member
Karin Hardin, Nutrition & Food Management
Kerry Kincanon, University Exploratory Studies Program
David Robinson, Chair, English
Darrell Ross, Forest Science
Sue Tornquist, Veterinary Medicine

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Committee on Committees

Annual Report, 2001-2002

1. As part of the Committee on Committees' charge, proposed Standing Rules changes are reviewed, if required the changes are discussed with the submitting Committee or Council, and recommendations for either acceptance or rejection are submitted to the Executive Committee and the Faculty Senate. The Committee on Committees received requests for Standing Rules changes from:

Administrative Information Systems Advisory Council
Advancement of Teaching Committee
Academic Regulations Committee
Budgets & Fiscal Planning Committee
Faculty Grievance Committee
Library Committee
Promotion and Tenure Committee
Undergraduate Admissions Committee

After discussion at the committee level, and presentation to the Faculty Senate, each committee/council's standing rules changes were approved. Please see each committee's site on the web or the Faculty Senate office for Standing Rules for these and all committees.

2. As stated in the Committee on Committee's Standing Rules, "The Chair of each (Faculty Senate) Committee/Council shall, at five-year intervals, report to the Committee on Committees about its activities. This report must demonstrate activities that have enhanced the functions and objectives of the Senate. When no clearly useful functions can be identified, the abolishment of the Committee/Council shall be recommended." The Committee on Committees was charged by the FS Executive Committee to begin five-year reviews, for 2001-2002, the following Committees/Councils:

- [Faculty Recognition and Awards Committee](#)
- [Library Committee](#)
- [Graduate Admissions Committee](#)
- [Faculty Status Committee](#)
- [Graduate Council](#)

The reviews were completed and are available for review through the Faculty Senate Office.

3. Topics of discussion this year were 1) whether or not to continue having a Student Recognition and Awards Committee and 2) whether or not to continue having a Faculty Status Committee
1. In consultation with the current and past chairs of the Student Recognition and Awards Committee, it was agreed that faculty recognition of student achievement is very important. However, it became clear that the Student Recognition and Awards Committee is mainly concerned with the annual awards ceremony. Both the past chairs of the Student Recognition and Awards Committee and the Committee on Committees agree that the Student Recognition and Awards Committee should be abolished. However, this recommendation was made with the clear stipulation that the Office of Student Affairs should acknowledge and assume full responsibility for the current duties of the Student Recognition and Awards Committee. This recommendation was forwarded to the Executive Committee of the Faculty Senate.

2. In speaking with committee members and past chairs of the Faculty Status Committee, the question was raised as to whether the Committee should be abolished or not. Currently, the Faculty Status Committee receives assignments from the Executive Committee of the Faculty Senate. Thus, they are as busy as the Executive Committee makes them. Some years there are no duties or assignments given. However, it was pointed out that when an assignment is given, this committee is truly the only standing committee that is charged with handling these assignments. For example, this committee recently conducted a study on the role of Faculty Research Assistants at the University. This was timely and necessary. It was also pointed out that many of the members of this committee serve on other committees and they thus bring a wealth of knowledge to those issues that are brought up for study. Given these reasons, the Committee on Committees recommended that the Faculty Status Committee continue on as a standing Faculty Senate Committee. This recommendation was forwarded to the Executive Committee of the Faculty Senate.

4. In response to a request from the Executive Committee of the Faculty Senate, the Committee on Committees drafted Standing Rules for a new Faculty Senate Committee. The Distance Education Committee Standing Rules were presented to the Faculty Senate and adopted.

5. Committee on Committees - Members for 2001-2002:
Robert Mason, Chair, Zoology
Susan Shaw, Women Studies
Karin Hardin, Nutrition & Food Management
David Robinson, English
Kevin Bokay, Valley Library
Kerry Kincanon, UESP
Jim Helget, Student Member

6. The committee recommended that David Robinson serve as chair in 2002-2003.

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Committee on Committees

Annual Report 2000-01

I. As part of the Committee on Committees' charge, proposed Standing Rules changes are reviewed, if required the changes are discussed with the submitting Committee or Council, and recommendations for either acceptance or rejection are submitted to the Executive Committee and the Faculty Senate (FS). The Committee on Committees received requests for Standing Rules changes from:

- Research Council
- Faculty Status Committee
- Baccalaureate Core Committee
- Diversity Council
- Computing Resources Committee

This year, the Committee on Committees also revised its own Standing Rules to include the addition of the ASOSU Executive Director of Committees as part of the membership.

After discussion at the committee level, and at the Faculty Senate, each committee/council's standing rule changes were approved. Please see each committee's site on the web or the FS office for Standing Rules for these and all committees.

II. As stated in the Committee on Committee's Standing Rules, "The Chair of each (Faculty Senate) Committee/Council shall, at five-year intervals, report to the Committee on Committees about its activities. This report must demonstrate activities that have enhanced the functions and objectives of the Senate. When no clearly useful functions can be identified, the abolishment of the Committee/Council shall be recommended."

The Committee on Committees was charged by the FS Executive Committee to begin five-year reviews, for 2000-2001, the following Committees/Councils:

[Baccalaureate Core Committee](#)
[Computing Resources Committee](#)
[Curriculum Council](#)
[Faculty Economic Welfare and Retirement Committee](#)
[Faculty Grievance Committee](#)
[Faculty Mediation Committee](#)

III. Topics of discussion this year were 1) the student recognition and awards committee coordination issue and 2) student participation on committees/councils.

1) We feel that student recognition and awards are important to the University community, faculty can play an important role in this function through reviewing nominations and making decisions based on academic merit, and coordinating the awards ceremony should be covered through staff support to the appropriate University channel, possibly Student Affairs.

2) This issue is very interesting and challenging. We suggest that an email go to ASOSU Executive Director of Committees, plus each committee chair, suggesting that they announce that any student can serve on many of these FS Committees. Maybe then, the committees could recruit students directly and forward them to ASOSU to formally sign up.

IV. The Committee/Councils scheduled to be reviewed in 2001-2002 are:

- Faculty Recognition and Awards Committee
- Faculty Status Committee
- Graduate Admissions Committee
- Graduate Council
- Library Committee

V. Committee on Committees - Members for 2000-2001:
Flaxen D.L. Conway, Chair, Extension Sea Grant/Dept. of Sociology
Mike Mallery, Budgets and Planning
Michael Witbeck, English Language Institute
David Robinson, English
Robert Mason, Zoology
Rob Banning, ASOSU Ex. Director of Committees

Robert Mason has been recommended to chair in 2001-2002.

Faculty Senate

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Committee on Committees

Annual Report 1999-00

As part of the Committee on Committees' charge, proposed Standing Rule changes are reviewed, if required the changes are discussed with the submitting Committee or Council, and recommendations for either acceptance or rejection are submitted to the Executive Committee and the Faculty Senate. The Committee

received requests for Standing Rule changes from:

- * Academic Advising Council
- * Curriculum Council
- * Faculty Economic Welfare and Retirement Committee

Action taken on the proposed Standing Rule changes are reported below (taken from the June 1 Faculty Senate meeting minutes):

Note: Proposed additions are in bold; proposed deletions are in brackets

Academic Advising Council

The Academic Advising Council furnishes support and information to those units on campus that provide academic advising for 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.

One member of the Council shall participate on the Faculty Recognition and Awards Committee in selecting the recipient of the Dar Reese Excellence in Advising Award.

There was no discussion on motion 00-558-02 which passed by voice vote with no dissenting votes.

Curriculum Council

The Council consists of nine Faculty and two Student members. In addition, the following are to be members: A member of the Budgets & Fiscal Planning Committee, appointed by its chair, serves as a liaison member, non-voting. The Director of Undergraduate Academic Programs, ex-officio, non-voting, serves as the Council's Executive Secretary. Three Information Services faculty members, non-voting, are appointed annually by the Associate Provost for Information Services; one represents the library, one represents distance education, and one represents instructional technology. The Catalog Coordinator **and Coordinator**

of Assessment and Academic Programs shall also serve as [an] ex-officio, non-voting members.

After confirming that the individual currently serving in the position proposed to be added is Gary Beach, motion 00-558-03 passed by voice vote with no dissenting votes.

Faculty Economic Welfare and Retirement Committee

The Faculty Economic Welfare and Retirement Committee formulates statements of policy and advises on matters of salaries, [deferred compensation] and Tax Deferred [Annuity] **Investment** programs, retirement programs, retirement benefits, insurance, and other programs which affect the economic benefits of both active and retired faculty. It shall make information related to retirement and retirement options available to the faculty. When appropriate, recommendations and findings are made to the Faculty Senate. The Committee shall also formulate recommendations to the Faculty Senate Executive Committee for possible submission to the Legislature for amendments to the retirement system.

The Committee consists of nine [members] **Faculty**; two or three shall be retired faculty. In addition, the OSU [Staff] **Employee** Benefits Manager shall be an ex-officio, non-voting member.

Senator Schuster, Associated, proposed an amendment to include at least one professional faculty in the composition; motion 00-558-04 was seconded. The amended version would read "The Committee consists of nine Faculty, including at least one Professional Faculty member..."

Motion 00-558-05, as amended, passed by voice vote with no dissenting votes.

As stated in the Committee on Committee's Standing Rules, "The Chair of each Committee/ Council shall, at five-year intervals, report to the Committee on Committees about its activities. This report must demonstrate activities which have enhanced the functions and objectives of the Senate. When no clearly useful function can be identified, the abolishment of the Committee/ Council shall be recommended." The Committee conducted reviews for the following:

- * Advancement of Teaching Committee
- * Baccalaureate Core Committee(1)
- * Budgets & Fiscal Planning Committee
- * Bylaws and Nominations Committee
- * Committee on Committees(2)

(1) Review was not completed - will be completed during 2000-2001.

(2) Margaret Niess, Past President of the Faculty Senate and non-member of the Committee on Committees, acted as Chair of the ad hoc committee reviewing the Committee on Committees. The reports were forwarded to the Executive Committee.

The Committees/Councils scheduled to be reviewed in 2000-2001 are:

- * Baccalaureate Core Committee (complete review from this year)
- * Computing Resources Committee
- * Curriculum Council
- * Faculty Economic Welfare and Retirement Committee
- * Faculty Grievance Committee
- * Faculty Mediation Committee

Perhaps the most interesting charge for the Committee over the past year was to develop Standing Rules for

a newly proposed Diversity Council. The Chair and Members received help from several people during this activity and would especially like to thank Phyllis Lee, Multicultural Affairs, for her help and guidance. After several meetings and many revisions, the proposed Standing Rules were forwarded to the Executive Committee. The Committee members are interested in observing how the Standing Rules change over the next few years as the Diversity Council defines its membership and role in the University.

Committee on Committees - Members for 1999-2000:

Jim Reeb, Chair, Forest Products

Bob Burton, Mathematics

Flaxen Conway, Extension Sea Grant

Denise Lach, Sociology

Mike Mallery, Budgets & Planning

Mike Witbeck, English Language Institute

Bruce Sorte, EC Liaison, Agricultural Sciences

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Committee on Committees

Annual Report 1998-99

The Committee was charged with reviewing all Committees'/Councils' Standing Rules to consider appropriateness given a new budget model and University goals. A letter was sent to the Chair of each Committee/Council that asked them and their members to examine their Standing Rules and Committee function based on the above criteria and report back to the Committee on Committees.

Written or oral responses were received from:

- * Academic Standing Committee
- * Administrative Appointments Committee
- * Advancement of Teaching Committee
- * Committee on Committees
- * Faculty Grievance Committee
- * Faculty Status Committee
- * Graduate Admissions Committee
- * Graduate Council
- * Research Council
- * Undergraduate Admissions Committee

The reports were forwarded to the Executive Committee.

The Committee received requests for Standing Rule changes from:

- * Academic Requirements Committee
- * Bylaws and Nominations Committee
- * Committee on Committees
- * Faculty Status Committee
- * Graduate Council
- * Library Committee
- * Promotion and Tenure Committee
- * Research Council
- * Student Recognition and Awards Committee
- * Technology Resources Committee (Instructional Development & Technology Resources Committee)

With several minor revisions, all changes were accepted during the June 3, 1999 Faculty Senate meeting.

As stated in the Committee on Committee's Standing Rules, "The Chair of each Committee/Council shall, at five-year intervals, report to the Committee on Committees about its activities. This report must demonstrate activities which have enhanced the functions and objectives of the Senate. When no clearly useful functions can be identified, the abolishment of the Committee/Council shall be recommended." The Committee was charged by the Executive Committee to start conducting 5-year reviews. Five of the 25 Committees/Councils will be reviewed each year. During 1998-1999, the following Committees/Councils were reviewed:

- * Academic Advising Council
- * Academic Regulations Committee
- * Academic Requirements Committee
- * Academic Standing Committee
- * Administrative Appointments Committee

The reports were forwarded to the Executive Committee.

Finally, the Committee submitted four general recommendations to the Executive Committee:

- * Annual reports should be consistent within Committees/Councils through the years.
- * All Committee/Council members should be listed in the Annual Report. Often, only the Chair is identified.
- * Drop the following language from all Standing Rules. "Appointed by the EC" or "Appointed for a 3-year term". It would be the exception not to be appointed by the EC for a 3-year term. Members of Committees/Councils are appointed by the Executive Committee for 3-year terms is listed in the by-laws and could be placed in the preamble to the Standing Rules.
- * Every Chair receive a letter from EC about encouraging, when appropriate, students to participate on Committees/Councils. Instructions on how student members are appointed/chosen should be included in the letter. The Chair can pass the information along to other members and encourage them to recruit students they think would benefit from this service.

Committee on Committees - Members for 1998-1999:

Jim Reeb, Chair, Forest Products
Flaxen Conway, Extension Sea Grant
Denise Lach, Sociology
Mary Powelson, Botany & Plant Pathology
Ron Wrolstad, Food Science & Technology
Bruce Sorte, EC Liaison, Ag Science

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Committee on Committees

November 2 , 2009 Agenda

2:00–2:05 – Introductions, Terms of Appointment, Meeting Protocol

2:05–2:10 – Review Standing Rules

2:10–2:40 – Committees to be Reviewed – Process & Assignments

- Academic Regulations
- Academic Requirements
- Academic Standing
- Administrative Appointments
- Advancement of Teaching

2:40-2:50 – Review Questions

1. Do the Standing Rules clearly reflect the function & composition of this committee?
2. Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?
4. What has been the role/benefit of the student members?
5. What connection is there to the University's strategic plan?
6. To what extent does the committee add value to the university and/or faculty governance?
7. If the chair believes the committee does not add value, please explain and address the question as to whether the committee should continue to exist.
8. Does this committee's work enhance OSU's commitment to diversity? If so, how?

2:50-3:00 – Other Business

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Committee on Committees

November 12 , 2008 Agenda

Introductions, Terms of Appointment, Meeting Protocol (10:00 – 10:05am)

Review Standing Rules (10:05 – 10:10am)

Committees to be Reviewed – Process & Assignments (10:10 – 10:40am)

- Academic Advising Council
- Research Council
- Student Recognition & Awards
- Undergraduate Admissions Committee
- University Honors Council

Review Questions:

- Do the Standing Rules clearly reflect the function & composition of this committee?
- Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?
- Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?
- What has been the role/benefit of the student members?
- What connection is there to the University's strategic plan?
- To what extent does the committee add value to the university?
- If the chair believes the committee does not add value, please specify why it does not and if the committee should continue to exist.

Faculty Status Committee (10:40 – 10:50am)

Other Business (10:50 – 11:00am)

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Committee on Committee

March 15, 2013

Minutes

Attending: Dave Craig, Robin DeSantis, Jane Nichols, Stacy Smith

COC Proposed Review Process

By March 22, 2013:

- Dave Craig to send an email to committee chairs regarding the COC charge from the Faculty Senate to review the listed committees in the 2012/2013 fiscal year.
- Dave Craig to send chairs a web survey with the eight proposed review questions asking for a response return by 4/12.

By April 12, 2013:

- Committee chairs to respond to review questions and return to Dave Craig.

By April 17, 2013:

- COC members to receive aggregated report listing all committee chair responses to survey.
- COC members to connect in person with their assigned committee to review survey responses for further input/clarification.

By May 3, 2013:

- COC members to return reviewed committee survey responses to Dave Craig for merging and inclusion in COC report.

By May 10, 2013:

- Dave Craig to submit finalized COC report to Faculty Senate Executive Committee; copies to COC members.

Committee Review Assignments:

Graduate Admissions Committee	Jane Nichols
Graduate Council	Stephen Durkee
Academic Regulations Committee	Robin DeSantis
Diversity Council	Stacy Smith
Faculty Economic Welfare & Retirement Committee	Bill Uzgalis
Faculty Mediator	Dave Craig
Faculty Recognition & Awards Committee	Dave Craig
Faculty Status Committee	Dave Craig

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Committee on Committees

November 12, 2008 Minutes

1. Introductions, Terms of Appointment, Meeting Protocol

The committee members introduced themselves. Mary Strickroth, committee chair, pointed out the terms of appointments of each of the members on the committee. She also informed the group that Kim McAlexander is our liaison with the Executive Committee.

As a matter of practice, the Committee on Committees (COC) members agreed to not schedule regular meetings. Should a specific item emerge that cannot be adequately addressed electronically, then the chair will convene a meeting.

2. Review Standing Rules

A copy of the COC's standing rules and membership were distributed.

COC members were informed of the scope of our charge, including responsibility for ongoing assessment of all Faculty Senate committees; consideration of proposals to establish new committees and/or recommend reorganization of committees; review of all proposed standing rules changes and subsequent recommendations; and presentation of our recommendations to the Faculty Senate for their consideration and action.

3. Committees to be Reviewed – Process & Assignments

Members of the COC agreed that each committee member will take responsibility for reviewing one of Faculty Senate Committees scheduled for a 5-year review. COC committee members will meet in person with the chair of the faculty senate committee under review. Prior to the review meeting, the COC member will distribute copies of the current standing rules and review questions so that the chair of the committee under review has appropriate opportunity to consider his/her response.

The following assignments were made:

- Academic Advising Council – Paul Primak
- Research Council – Margaret Mellinger
- Student Recognition & Awards – Kim Calvery and Meagan Thomas
- Undergraduate Admissions Committee – Louie Bottaro
- University Honors Council – Eugene Zhang

Review reports are to be completed by May 1 and submitted to the COC chair for inclusion in the COC annual report.

4. Review Questions:

The seven review questions listed below were discussed with the group:

- Do the Standing Rules clearly reflect the function & composition of this committee?
- Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?
- Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?
- What has been the role/benefit of the student members?
- What connection is there to the University's strategic plan?

- To what extent does the committee add value to the university?
- If the chair believes the committee does not add value, please specify why it does not and if the committee should continue to exist.

Paul Primak suggested that an additional question about diversity be added to determine the connection of the committee to the institution's diversity objectives. Paul will circulate a proposed question for COC consideration. If all members concur, the chair of the COC will forward the list of questions to the EC for their consideration.

5. Faculty Status Committee

Mary Strickroth circulated a copy of the 2007-08 Faculty Status Committee (FSC) review report. She highlighted the last two paragraphs that report the FSC has no function aside from the chair's participation on the FCG. She stated that she has been asked by the EC to meet again with Carol Mallory-Smith to see if she still concurs with this report, specifically with regard to issues of redundancy with other committees. If Carol believes that the FSC should be abolished, COC will need to make a recommendation based on Carol's input as to where the academic freedom points should reside and how the subsequent vacancy on the Faculty Consultative Group should be filled (e.g., by either the chair of P&T, chair of Faculty Economic Welfare and Retirement, etc.)

Whatever changes Carol proposes will be circulated among our group for approval before sending to the EC.

6. Other Business

No other business was discussed.

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Committee on Committees

March 10, 2008 Minutes

Present: Dorbolo, Sullivan, Pederson, Gunadi, Williams, Greaves, Howell

1. Blackboard Review Update

- The faculty and student surveys are happening
- List for conversations with various units
 - Disability Access Services
 - Enterprise Computing Services
 - Outreach and Engagement
 - Ecampus
 - Valley Library
 - Registrar
 - ASOSU (heavy user of communities)
 - Colleges
 - Greek Life
 - Athletics
 - KidSpirit (as representative of communities)
 - Alumni
- We need to work on pulling together some information about the Blackboard experience at other universities for comparison. (Williams? taking the lead?)

2. Jon will respond back to Lisa Templeton with the message that CRC encourages Ecampus to find a way to help Ecampus faculty share their best practices with their Ecampus faculty peers.

3. Update on blogging for the educational community

- Learned from OSUWrite grant pilots that there are several Models
 - Informational posts with privileges for outside comment
 - Individual student blogs with RSS feeds into the instructor's course blog
 - In this model students have a copy of their online work/ submissions
- Started a discussion on how campus computing services complement 3rd party services. Especially free and low-cost web applications that may be effective for instruction (e.g. Google apps, Yahoo Pipes, etc.)

4. Rick Brand will come to the May CRC meeting to update the committee on their evaluations of classroom capture technologies. Podcast Producer (from Apple) is currently being piloted.

-- April Meeting - Week of April 14.

PLEASE RESPOND WITH YOUR AVAILABILITY (or conflicts)

April Agenda –

- Discussion of University hosted computing services and 3rd party Web apps
- Howell will invite Tammy Barr to update the committee on campus plans for Microsoft software updates
 - Vista and Office 2007

- Pederson will update the committee on the "pressure" for an OSU Second Life presence. Haris Gunadi and Jon Dorbolo replied their respective units are already exploring Second Life for educational value. They agreed to compare objectives to consider a joint effort.

Check it out at: <http://secondlife.com>

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Committee on Committees

February 7, 2008 Minutes

In attendance:

Kin Calvery - Kim.Calvery@oregonstate.edu
Margaret Mellinger - Margaret.Mellinger@oregonstate.edu
Mark Meyers - meyerss@geo.oregonstate.edu Mary Strickroth - Mary.Strickroth@oregonstate.edu
Meagan Thomas - ASOSU.execsec@oregonstate.edu

These are committee review assignments:

Faculty Recognition and Awards - Meagan Thomas
Faculty Status Committee - Mary Strickroth
Graduate Admission Committee - Margaret Mellinger
Graduate Council - Kim Calvery
Promotion and Tenure Committee - Cass Dykeman

We agreed that we will make a least make one face to face appointment to interview the target committee chair. Prior to the interview, the chair of target committee will receive, via e-mail, a copy of our mission (standing rules) and the review questions.

We agreed to review the questions asked in our committee reviews (see attached). The Executive Committee requested that the Committee on Committee respond to the following question for each committee reviewed:

"To what extent does the committee add value to the university?"

We agreed not to have any more committee meetings. We will conduct the reminder of our business via e-mail.

Committee reports will be due May 1, 2008.

The Chair's final report will be completed and submitted to the Faculty Senate by mid May, 2008.

For new members, you can find examples of past reports on the committee's website at:

<http://oregonstate.edu/dept/senate/committees/coc/index.html>

Let me know if I have left anything out. If you have questions of other committee business, please post them to the entire committee for discussion.

Thank you,

S. Mark Meyers, Chair
Committee on Committees

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Committee on Committees

October 24, 2005 Minutes

Present: Larry Flick- Chair, Michelle Inderbitzin, Donetta Sheffold, Sherri Willard Argyres

Absent: Cass Dykeman- Student Member, Mina Carson

We discussed the standing rules for this committee based on the Senate web site.

<http://oregonstate.edu/dept/senate/committees/index.html>

We discussed the questions that frame our report and Larry consulted Mina Carson on an update of what the Senate wanted to know. She has referred me back to Jeff Hale and Vickie. I am waiting for a reply.

1. Do the Standing Rules clearly reflect the function and composition of this committee?
2. Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The committees to review and the assignments are as follows:

Computing Resources Committee - Sherri Willard

Curriculum Council - Larry Flick

Distance Education Committee - Michelle Inderbitzin

Faculty Economic Welfare and Retirement Committee - Cass Dykeman

Faculty Grievance Committee - Donetta Sheffold

Faculty Mediation Committee

Vickie suggested that we consider examining both Grievance and Mediation together. The committee agreed that these were two separate committees and deserved two separate reviews.

Reports on these committees are due before spring break, March 24, 2006.

Minutes Reported by Larry Flick

October 25, 2005

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Committee on Committees

December 15, 2004 Minutes

Present: Sue Tornquist, Darrel Ross, Larry Flick, Michelle Inderbitzin, Donetta Sheffold and Sherri Willard Argres

Absent: Dominic Olvera, student member

1. The committee's charge was reviewed. Members were told that we are expecting some proposed changes to standing rules in 2005.
2. Assignments were made for reviewing standing rules for the following committees:
Advancement of Teaching- Michelle
Baccalaureate Core- Sherry
Budgets and Fiscal Planning- Larry
Bylaws and Nominations- Darrell
Committee on Committees- Donetta

The review should include evaluation of the committee's Standing Rules as shown on their web-site as well as annual reports available for the committee. It was recommended that the chair of the committee be contacted for comments and critique of the standing rules. Summaries of the reviews should be completed by the first day of Spring quarter, 2005 (March 28, 2005). They will be distributed to the whole committee for comments/approval. Following final committee approval, they will be sent to the Faculty Senate.

3. No additional meetings of this committee are anticipated as it is likely that all business can be conducted electronically. Another meeting can be scheduled if necessary.

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Committee on Committees

February 8, 2002
Minutes

The Committee on Committees met on 8 February 2002 and has a number of business matters that we would like to report to the Executive Committee of the Faculty Senate they are listed below. All seven of our committee members were present and all of the items below were voted on and passed unanimously.

1. Proposed Standing rules changes were approved as recommended for the following committees: Advancement of Teaching, Academic Regulations, Budgets and Fiscal Planning, Faculty Grievance, Library Committee, and Undergraduate Admissions.
For the Promotion and Tenure Committee we approved all of the changes except that on line 6, the sentence that starts "The Committee provides input on the promotion" we changed to "The Faculty Senate Promotion and Tenure Committee provides input on the promotion" In the second paragraph, line 3 which reads "service who reflect the diversity of the University." should be changed to read "service and who reflect the diversity of the University." Basically, leave the and in as it was originally. The first change makes clear that the committee being referred to is the Faculty Senate one and not the committee from the previous sentence.
2. Bill Uzgalis has not contacted me as of yet. If he agrees, we would like to amend their Standing Rules as follows: after the sentence that begins "It acts to advise other committees and Information Services....." we would like to insert the following sentence. "One member of the Computing Resources Committee serves as the designated Faculty Senate representative to the Administrative Information Systems Advisory Council."
3. We concluded our discussion regarding the continued existence of the Faculty Status Committee and the Student Recognition and Awards Committee. The Committee on Committees chair, Bob Mason, spoke with the chairs and several members of both committees. The Committee on Committees concluded that the Faculty Status Committee should continue to operate. Although we agreed that it's work load is sporadic, due to its role of responding to requests from the Executive Committee, its continued existence is warranted. The issues the committee does work on are of great importance to the welfare of the University faculty. Especially with these trying times at the University with budget cuts and layoffs, the idea of sunseting this committee met with little or no support.

The discussion on the Student Recognition and Awards Committee concluded that this Committee should be discontinued but with a stipulation. The Committee on Committees agreed that the duties of the Student Recognition and Awards Committee could be more expeditiously handled by the Office of Student Affairs. However, the Committee on Committees members wanted to be sure that the student awards are given the due diligence that they deserve. Thus, the stipulation agreed upon was that the Faculty Senate President, Nancy Rosenberger, discuss with Vice Provost Larry Roper the transfer of the responsibilities of the Student Recognition and Awards Committee to the Office of Student Affairs. Once a formal agreement is negotiated in writing, the Committee on Committees unanimously recommends that the Student Recognition and Awards Committee be dissolved.

4. We unanimously approved the following proposed Standing Rules for a new Faculty Senate Committee to be called the Distance Education Committee.

DRAFT DRAFT DRAFT DRAFT DRAFT

8 February 2002

Proposed Standing Rules for a New Faculty Senate Committee

Distance Education Committee

The Distance Education Committee reviews and recommends policy on matters pertaining to distance education that promote the educational mission of the University. It provides recommendations regarding faculty relations as they pertain to the creation, implementation, delivery, rewards, and intellectual property rights related to distance education courses and programs. It assists in the long-term planning and financing of distance education courses and programs, including student marketing, recruitment and retention issues in order to ensure a sustainable student base. It advises on distance education curriculum priorities, development, standards and evaluation, and reviews certificate programs to insure high quality offerings. The Committee monitors standards of academic quality for all distance education courses to insure the quality and uniformity of degree offerings. The Committee maintains a continuing examination of the impact of distance education on the educational mission of individual programs, departments, colleges and the University. It provides reports and recommendations to the Faculty Senate and operates in an advisory role to the Dean of Distance and Continuing Education. The Committee consists of six faculty and two students, one of whom shall be a graduate student, ideally providing a broad representation of academic disciplines. In addition, a representative each from the Library, Curriculum Council, Graduate Council, Budgets and Fiscal Planning Committee, and the Dean of Distance Education shall serve as ex-officio, non-voting members.

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Five-Year Review – Academic Regulations Committee

Do the Standing Rules clearly reflect the function & composition of this committee?

The Standing Rules for the Academic Regulations Committee would benefit from revision. The current description could be clarified to better describe the purview and purpose of the ARC, and to remove some activities that are not currently relevant. For example, the current description places a key focus on "improving the evaluation of scholastic performance of students" which is not really the goal of the ARC or of the Academic Regulations.

Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?

In the past three years the ARC has primarily focused on making recommendations in response to questions and/or requests for revision of academic regulations to address problems that have emerged. The ARC has not focused on a full "study of the effect of current ... regulations" as listed in the Standing Rules. In sum, the ARC has been primarily responsive, and less pro-active in review/revision of the AR's. Presently, the ARC is beginning discussion about inconsistencies in the regulations and language used therein. The annual reports do a good job of leaving a trail of actions and discussions to assist with continuity and history.

Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?

The annual reports do a good job of leaving a trail of actions and discussions to assist with continuity and history.

What has been the role/benefit of the student members?

We have not been successful in having student members participate on the ARC. We would welcome the perspective of students in the discussion.

What connection is there to the University's strategic plan? How does the committee add value to the University?

The Academic Regulations are related to the strategic plan in that they are designed to assist advisors, faculty, and the registrar's office to support student achievement of their educational goals. We have recognized that in some situations the systems (such as MyDegrees) that are in place confound opportunities for out-of-the-box thinking/inter-disciplinary activities, such as dual degrees and the like.

The ARC makes a concrete contribution to university and faculty governance by convening member faculty and the Registrar in meaningful conversation and problem solving around the topics covered by the AR's. I have found that the

current and former Registrar have been very interested in discussing situations where the AR's seem to lead to inequitable outcomes for students. They have welcomed the recommendations of the ARC and sought guidance for the Registrar's Office through Academic Regulations revisions. In turn, the Registrar has provided input to proposed changes in the AR's that may lead to problems for students, or problems in the MyDegrees program related to tracking student progress toward graduation. In sum, the ARC seems an example of a committee whose charge is ideally situated for shared governance.

If the chair believes the committee does not add value, please explain and address the question as to whether the committee should continue to exist.

As above; all is well.

Does this committee's work enhance OSU's commitment to diversity? If so, how?

The Academic Regulations are designed to outline common understandings of the principles and procedures for navigating certain processes related to the attainment of a degree. As a result, the ARC enhances OSU's commitment to diversity as it deliberates about the impacts of current and proposed regulations, with the goals of communicating the AR's with clarity and minimizing current or potential inequities.

Five-Year Review – Faculty Recognition and Awards Committee

Do the Standing Rules clearly reflect the function & composition of this committee?

Function- yes. / Composition- mostly. The composition discussed in the standing rules does reflect the faculty composition. However, the standing rules mention external members who are to participate in the selection of specific awards. FRAC has always reached out to the groups mentioned, but the groups do not always provide a member to participate in the deliberation. To my memory, FRAC has not always been successful finding a student to volunteer as well.

Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?

Yes

Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?

Yes

What has been the role/benefit of the student members?

Student members have helped select award recipients. Valuable to have student input.

What connection is there to the University's strategic plan? How does the committee add value to the University?

I would suppose that awarding and recognizing outstanding faculty will help with achieving components of the strategic plan that relate to faculty/programs/reputation/etc

See above

If the chair believes the committee does not add value, please explain and address the question as to whether the committee should continue to exist.

Not answered.

Does this committee's work enhance OSU's commitment to diversity? If so, how?

Not answered.

Five-Year Review – Graduate Admissions Committee

Do the Standing Rules clearly reflect the function & composition of this committee?

Yes, except that the Rules state that "The Committee consists of eight Faculty members." Currently, we have seven members, but the committee collectively does not see the need for an additional member.

Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?

Yes, I believe so.

Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?

Yes, especially the most recent annual report from the past Chair, which was very comprehensive.

What has been the role/benefit of the student members?

By design, there are no student members on this committee. In the past, there have never been student members on this committee.

What connection is there to the University's strategic plan? How does the committee add value to the University?

The goal of our committee is to ensure rigor among students entering graduate school at OSU and to help departments/units make informed decisions about students entering their programs. This fits the strategic plan of boosting not just student numbers (i.e., enrollment), but also the quality/rigor of students.

The committee offers an objective (non-biased) review of incoming graduate students who may not meet the minimum admission criteria. Without this faculty governance and graduate school standards, departments/units could admit low quality students who can sometimes cause problems throughout the university system. As a result, this committee adds tremendous value to OSU and faculty governance.

If the chair believes the committee does not add value, please explain and address the question as to whether the committee should continue to exist.

N/A

Does this committee's work enhance OSU's commitment to diversity? If so, how?

Yes. Several files that we review (and sometimes approve with conditional and/or provisional admit status) are from students of various diversities (e.g., racial, gender, disciplinary foci). Our committee is also diverse with one Asian, two Hispanic, and two female members representing a broad range of disciplinary diversity (e.g., forestry, chemistry, engineering, education, rangeland, marine studies, INTO OSU).

Appendix C: Five-Year Review

Distance Education Committee ([Proposed] Online Education Committee)

Faculty Senate Committee on Committees
March 17, 2012

Interviewed: Professor Roger Nielsen, Chair, Distance Education Committee, March 16, 2012

Interviewer: Associate Professor William E. Loges, Chair, Committee on Committees

This review of the Distance Education Committee is submitted in accordance with the duties of the OSU Faculty Senate Committee on Committees to review each Faculty Senate committee at five-year intervals using the following criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function & composition of this committee?
2. Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?
4. What has been the role/benefit of the student members?
5. What connection is there to the University's strategic plan?
6. To what extent does the committee add value to the university and/or faculty governance?
7. If the chair believes the committee does not add value, please explain and address the question as to whether the committee should continue to exist.
8. Does this committee's work enhance OSU's commitment to diversity? If so, how?

Professor Nielsen and I met in his office. As our interview began, Prof. Nielsen noted that since last year the Distance Education Committee had *de facto* been operating under Standing Rules proposed to the Faculty Senate this year. My interview with him took the 2012 proposed Standing Rules as the basis for answers to the questions above.

The Committee on Committees reports that:

1. The Standing Rules of the Distance Education Committee have been revised and the Faculty Senate (including the Committee on Committees) has been

asked to act on those revisions. As of the time of my meeting with Prof. Nielsen, the Committee on Committees had approved the change in Standing Rules.

Among the changes requested by the Distance Education Committee was to amend its name to the Online Education Committee. In our conversation, Prof. Nielsen explained that among the reasons for this recommendation was that a significant number of students taking courses online are not "distant," they are on OSU's Corvallis campus.

Prof. Nielsen explained that the Standing Rules as revised for 2012 were more reflective of the function of this committee because they reduced the specific tasks to which this committee was assigned in favor of a more realistic and valuable emphasis on this committee's ability to identify issues regarding online education at OSU and alert the stakeholders involved so that action could be taken in a timely manner.

Thus, the revised 2012 rules not only are seen to reflect the function and composition of this committee as presently comprised, but to best reflect the way it has performed in the immediate past.

2. The Distance Education Committee is satisfied that its actions, as described in its annual reports, are consistent with their Standing Rules. Prof. Nielsen emphasized that the last two years' reports were particularly good at reflecting the nature of the work this committee does.
3. As reported in item 2 above, the Distance Education Committee is satisfied that its annual reports provide an accurate and valuable memory of its activities and outcomes, with the caveat that the committee has been acting in the last two years in a manner more closely represented by the proposed 2012 rules than earlier Standing Rules.
4. There are no student members on this committee. It might be valuable to have student insight on this committee's decisions, but at present there are no student members. Neither the past nor the 2012 Standing Rules mandate a student member.
5. There are two ways this committee's activities connect to OSU's Strategic Plan: (1) improving graduate education, and (2) improving assessment. This committee has been attentive to the role graduate students play in online education, with an eye toward maintaining a balance between the quality of the education offered to students and the opportunity offered to graduate students to gain experience teaching. Assessment has also been a high-priority item for this committee. Changes in the OSU administration's assessment personnel might delay some plans to make side-by-side assessment of online and classroom courses feasible in the short term, but this committee is interested in developing a method for such assessment.
6. This committee considers its role to be identifying and, if possible, solving problems and issues related to online education. When problems are identified, the committee brings them to the faculty's attention (e.g., through the Faculty Senate). When solutions are identified, this committee seeks to monitor their implementation. This committee has no enforcement power, so

its primary effectiveness is through alerting the faculty about looming issues and the state of implementation of remedies.

7. N/A

8. Prof. Nielsen noted that the population of students who take courses online (whether they're on campus or not) is more diverse--particularly where gender is concerned--than the population in the OSU classrooms. This committee's attention to maintaining the integrity of online instruction protects students' ability to present their degrees and credentials with confidence that, regardless of how they took their classes, their degrees are vouched for by Oregon State University.

In addition to his responses to the specified questions, Prof. Nielsen noted that there are discussions underway to open a research center focused on online education, perhaps under the university's Research Office. Prof. Nielsen expressed support for this, since it could dovetail very well with the mission this committee has adopted (as reflected in the 2012 proposed rules). This committee could continue to gather information about issues regarding online education that need attention, and allow the research center to investigate them and bring data to the attention of relevant parties. The [proposed] Online Education Committee could then be helpful in briefing the Faculty Senate on the findings of the research center.

Committee on Committees Standing Rules Review of all Faculty Senate Committees

Academic Advising Council

The Standing Rules for the Academic Advising Council appear to be clear and concise. However, there remains a reference to the Academic Planning and Assessment office among the service units that may send a representative to this council. That office no longer exists. It's not clear from the OSU Webpage announcing this (<http://oregonstate.edu/ap/> which office might replace Academic Planning and Assessment (if any) for representation on the Academic Advising Council.

These Standing Rules were last revised in 2007. They may come up for routine Committee on Committees review in the next year or so but, before then, at the least the rules ought to be revised to reflect the loss of the Academic Planning and Placement office.

William E. Loges

Chair, Committee on Committees, January 23, 2012

Edited to add: The reference to an obsolete office noted above was not rectified by the changes to these rules approved this year. WEL, July 2, 2012

Academic Advising Council

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 undergraduate students, and a student representative. Each of the academic colleges and the service units represented shall have one vote on the council. A change in the Standing Rules is required to add or delete a voting member.

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 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 individual cannot fulfill his or her duties, the AAC chair will appoint a replacement.

AAC MEMBERSHIP (voting members, limited to one (1) vote/unit):

Head Advisors: Includes each of the academic colleges that advise undergraduate students, as well as University Honors College, University Exploratory Studies Program, and the OSU-Cascades Campus:

- College of Agricultural Sciences
- College of Business
- College of Education
- College of Engineering
- College of Forestry
- College of Liberal Arts
- College of Pharmacy
- College of Public Health and Human Sciences
- College of Science
- OSU-Cascades Campus
- University Honors College
- University Exploratory Studies Program

One vote representing each of the following service units involved in advising (or providing support for advising). One or more representatives may attend.

- Academic Success and Engagement
- Academic Planning and Assessment
- Enrollment Management
- Intercultural Student Services
- International Programs
- Office of the Dean of Student Life
- OSU Extended Campus
- Student Representative

Non-voting members: The non-voting membership of the AAC consists of units whose work supports academic advising, but whose mission, goals, or responsibilities largely lie outside of academic advising. 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.

(06/09; 06/07)

Academic Requirements Committee

The Standing Rules for the Academic Requirements Committee are very crisp and do not appear on their face to be in need of revision. It is clear that this committee has broad discretion to interpret university policy and rules and decide unusual cases when petitioned. Appropriate representation of stakeholders is clearly indicated.

This committee is capable of making recommendations to the Academic Regulations Committee, which is up for its routine evaluation by the Committee on Committees this year. If there are any problems with that recommendation process, we will have an opportunity to be made aware of it this year.

These Standing Rules were last revised in 2005. There doesn't appear to be any obvious need to revise them presently, but the committee might benefit from using its experience to evaluate them before the routine Committee on Committees review.

William E. Loges

Chair, Committee on Committees, January 23, 2012

Academic Requirements Committee

Standing Rules

The Academic Requirements Committee considers and acts on Student Petitions referred to the Committee by the Office of the Registrar. Such petitions normally request approval of deviations from Academic Regulations or procedures and, in special cases, may require interpretations of the regulations. In considering academic matters or problems, the Committee consults with appropriate individuals, committees, or academic units. The Committee may recommend changes for improvement of regulations or procedures to the Academic Regulations Committee. The Committee consists of seven Faculty, one of whom may be retired on a 1039-hour appointment, with at least one undergraduate academic advisor, two Students (one graduate, one undergraduate) and the Registrar (or representative), ex-officio, non-voting.

(5/05)

Committee on Committees

The Standing Rules for the Committee on Committees are clear and, in my experience on the committee, accurate as to the mission and action of the committee. There is one exception: the composition of the committee is said to include the ASOSU Executive Director of Committees. In my three years on the committee, student participation has been spotty, and I don't believe the ASOSU officer mentioned has ever been the student taking part.

I do believe that a student's view of many of the issues that come before the Committee on Committees is helpful, particularly as they pertain to procedures and committees that most directly affect students (e.g., the Academic Standing Committee). Two courses of action seem available: (1) revise the Standing Rules to allow for recruitment of students willing to serve (which is the *de facto* way we've addressed the need for student input in the last few years) or (2) more actively coordinating with ASOSU to insure participation by the *student* member. My inclination is to try the latter course first.

These Standing Rules were last revised in 2000. Apart from the student participation issue, the rules are quite clear and simple and do not appear to require any other revision.

William E. Loges

Chair, Committee on Committees, February 2, 2012

Committee on Committees

Standing Rules

The Committee on Committees maintains a continuing study of the structure and effectiveness of University councils and committees and of their relationship to responsibilities of the Faculty Senate; proposes and reviews proposals for new Senate standing committees; and makes recommendations on committee reorganization and functions to appropriate Senate and University officers.

The Chair of each Committee/Council of the Faculty Senate shall, at five-year intervals, report to the Committee on Committees about its activities. This report

must demonstrate activities which have enhanced the functions and objectives of the Senate. When no clearly useful functions can be identified, the abolishment of the Committee/Council shall be recommended. The Committee is composed of six faculty and the ASOSU Executive Director of Committees.

(12/00)

Computing Resources Committee

The Standing Rules for the Computing Resources Committee are up-to-date and accurately reflect its tasks and its connections with other administrative entities.

William Uzgalis

Member, Committee on Committees, February 21, 2012

Computing Resources Committee

Standing Rules

The Computing Resources Committee reviews and recommends policy concerning technology as used by faculty in instruction, research and service on campus and off-campus. It assists in planning and advocating for the necessary technology to maximize student learning and enhance faculty research and service activities to OSU and the wider community. It acts to advise other committees and Information Services as well as providing leadership in adoption and effective use of computing for instruction, research and service. The Committee shall consist of six faculty, at least four of whom must be teaching faculty, two students and the following ex-officio, non-voting members: the vice provost for Information Services, and a representative from Technology Across the Curriculum (TAC). The vice provost for Information Services may recommend a resource person from Information Services as another ex-officio, non-voting member. The CRC chair serves as an ex-officio member of the Information Technology Coordinating Committee (ITCC).

The Executive Committee is encouraged to look for broad representation in the appointments to the committee in order to provide disciplinary diversity.

(04/10; 05/08; 04/06)

Curriculum Council

"The Curriculum Council modified their Standing Rules slightly last year to better reflect the functions and composition of the committee. Their self-assessment and these changes bring the Standing Rules in line with the stated objectives." (See Appendix B, Question 1). [\(link underlined text to Appendix B\)](#)

Curriculum Council

Standing Rules

The Curriculum Council reviews the University curriculum in an effort to implement the long-range educational mission of the University and to ensure high quality academic programs for students. Through careful study, it recommends establishment of new programs and/or changes in existing programs, including major and minor curricular changes proposed by the academic units of the University. It attempts by coordination to bring about a suitable and rational balance of academic programs. It formulates curricular policy and publishes, in cooperation with the Office of Academic Programs, Assessment and Accreditation, a

Curricular Procedures Handbook. It has an ongoing responsibility to assure that appropriate curricular policies are implemented efficiently and effectively without becoming unduly burdensome to faculty or disadvantaging students. Also, in cooperation with the Office of Academic Programs, Assessment and Accreditation, it conducts periodic reviews of all undergraduate programs and reports the results of these reviews to the Provost.

The Council consists of at least nine and up to thirteen Faculty members and two Student members. Breadth of disciplinary backgrounds is important for the work of the Council so membership shall come from many different colleges. In addition, the following shall be ex-officio members, non-voting: One Academic Affairs representative appointed by the Senior Vice Provost for Academic Affairs and one person appointed annually to represent the following: Registrar's Office, University Libraries, and Extended Campus. The following areas shall be represented by liaison members, non-voting, and appointed annually: OSU-Cascades Campus, Academic Advising Council, and Instructional Technology.

(Rev 04/10; 05/05; 04/12)

Distance Education Committee

The Standing Rules of the Distance Education Committee have been revised and the Faculty Senate (including the Committee on Committees) has been asked to act on those revisions. As of the time of my meeting with Prof. Nielsen, the Committee on Committees had approved the change in Standing Rules.

Among the changes requested by the Distance Education Committee was to amend its name to the Online Education Committee. In our conversation, Prof. Nielsen explained that among the reasons for this recommendation was that a significant number of students taking courses online are not 'distant', they are on OSU's Corvallis campus.

Prof. Nielsen explained that the Standing Rules, as revised for 2012, were more reflective of the function of this committee because they reduced the specific tasks to which this committee was assigned in favor of a more realistic and valuable emphasis on this committee's ability to identify issues regarding online education at OSU and alert the stakeholders involved so that action could be taken in a timely manner.

Stephen Durkee

Member, Committee on Committees, February 21, 2012

Thus, the revised 2012 rules not only are seen to reflect the function and composition of this committee as presently comprised, but to best reflect the way it has performed in the immediate past." (See [Appendix C](#), Question 1) [\(link underlined text to Appendix C\)](#)

William E. Loges

Chair, Committee on Committees, March 17, 2012

Distance Education Committee (Online Education Committee) Standing Rules

The Online Education Committee considers and provides recommendations to the Faculty Senate on a wide range of philosophical and technical issues considered

important to faculty and students related to the role of online education in meeting the academic mission of Oregon State University.

The Committee consists of six Faculty, at least three of whom shall be from units or programs with existing or developing distance education courses, and two Students (preferably with distance education experience), one of whom shall be a graduate student, ideally to provide a broad representation of academic disciplines. In addition, ex-officio, non-voting members shall include one representative from each of the following: Budgets and Fiscal Planning Committee, Curriculum Council, Graduate Council, Valley Library, and the Associate Provost of OSU Extended Campus, or designee.

(Rev 03/02; 04/12)

Faculty Grievance Committee

Reviewed by Robin DeSantis, Member, Faculty Senate Committee on Committees

- A) Clarity: concise
- B) Accuracy
 - a. Agendas have not been posted since February 25, 2010
 - b. There is no minutes information
 - c. Missing Annual Reports after 2008-2009
 - d. "Grievance Procedures" link to the beginning of the Faculty Handbook and not directly to the grievance procedures within the handbook:
<http://oregonstate.edu/admin/aa/faculty-handbook-grievance-procedures>

Faculty Grievance Committee ***Standing Rules***

The Faculty Grievance Committee, as an instrument of the "Faculty Grievance Procedure," shall meet with University faculty members to consider grievances that are not resolved through informal processes. The role, activities, and responsibilities of the committee are defined in the "OSU Faculty Grievance Procedure," referenced in the Oregon Administrative Rules. The Committee consists of five academic employees, with faculty rank or professional title, at least one of whom shall be female and one faculty member from an underrepresented population, chosen by the Faculty Senate Executive Committee. Any academic employee with Faculty rank or professional title may submit nominations to the Executive Committee for consideration. The Chair of the Committee shall be selected by the Executive Committee of the Faculty Senate. Three members of the Faculty Grievance Committee shall constitute a quorum.

(It is recommended that at least one member of the Committee should have legal training.)

(Note: OAR 576-50-015 and -020 provide for separate mediation and grievance processes which require two separate committees.)

(03/02)

Faculty Mediator

Reviewed by Robin DeSantis, Member, Faculty Senate Committee on Committees

- A) Clarity: could be clearer when outlining who uses this “committee”
 - a. Makes no reference to being part of the formal grievance procedure to find a resolution unless you look up the specific OAR that outlines the grievance procedure. May want to specify the Faculty Mediator is for this specific purpose and not for any party trying to negotiate a resolution.
 - i. Suggestion for second line: “The decision to mediate is completely voluntary for all involved, and according to the Oregon Administrative Rules, either the faculty member going through the grievance process or the Chair of the Grievance Committee, with the faculty member’s concurrence, may request mediation.
- B) Accuracy
 - a. Scheduled meetings are extremely outdated. The last meeting was March 12, 2001.
 - b. There is no agenda information
 - c. There is no minutes information
 - d. Missing Annual Reports after 2008-2009

Faculty Mediator

Standing Rules

Mediation is an informal process in which an impartial third party assists opposing parties to reach a voluntary, negotiated resolution. The decision to mediate is completely voluntary for all involved, and according to the Oregon Administrative Rules, either the faculty member or the Chair of the Grievance Committee, with the faculty member's concurrence, may request mediation. Mediation gives each party the opportunity to discuss the issues raised in the complaint, clear up misunderstandings, determine the underlying interests or concerns, find areas of agreement and, ultimately, to incorporate those areas of agreements into resolutions. A mediator does not impose a decision on the parties. Instead, the mediator helps the parties to agree on a mutually acceptable resolution.

The Faculty Mediator and all parties to the mediation shall keep all information learned in the mediation process confidential to the maximum extent permitted under the law. One important exception to this rule is that the faculty mediator and alternate may share with each other information obtained from an ongoing mediation during professional consultation. The purpose of such consultation is that she or he may most effectively facilitate the mediation process.

With concurrence of all parties involved in the dispute or grievance, the Faculty Mediator may meet with either or both parties involved in the dispute to review and attempt to resolve disputes on an informal basis. The mediator will maintain a neutral and objective stance and will not attempt to coerce or pressure involved parties toward a resolution. The mediator will provide parties with a copy of the Faculty Mediation Standing Rules so as to ensure informed consent regarding the mediator's role and the purpose of mediation. The mediator cannot advocate for any particular party outside the scope of the mediation process.

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.

(06/09; 06/07)

Faculty Recognition and Awards Committee

Reviewed by Robin DeSantis, Member, Faculty Senate Committee on Committees

- A) Clarity: good but there are a lot of awards and other committees/offices that are mentioned within the Standing Rules that need to be kept up to date
 - a. University Advancement – should be University Relations and Marketing
 - b. OSU Extended Education Faculty Achievement Award – should be named OSU Outreach and Engagement Award
 - c. There are a number of additional awards with the same contact person as the ones mentioned in the Standing Rules, should these be included in the list of awards that are mentioned within the Standing Rules or does the committee not review these?
- B) Accuracy
 - a. Minutes have not been posted since March 31, 2000
 - b. Website is multilayered, cyclical, and confusing

Faculty Recognition & Awards Committee

Standing Rules

The Faculty Recognition and Awards Committee formulates policies concerning the recognition of outstanding persons, including deserving Faculty members, solicits and suggests candidates for recognition, and makes its recommendations to the Executive Committee of the Faculty Senate and to the Executive Office. The Committee shall consist of six Faculty members, one of whom may be retired, and one Student representative.

A member of the Advancement of Teaching Committee shall participate in the selection of the Elizabeth P. Ritchie Distinguished Professor Award, the OSU Outreach and Engagement Award, the Richard M. Bressler Senior Faculty Teaching Award, and the OSU Faculty Teaching Excellence Award; a member of the Academic Advising Council shall participate in the selection of the Dar Reese Excellence in Advising Award and the OSU Academic Advising Award; a member of the awards committee from the OSU Alumni Association Board of Directors shall participate in the selection of the OSU Alumni Association Distinguished Professor Award; a representative from both the Research Office and University Advancement shall participate in the selection of the OSU Impact Award for Outstanding Scholarship; and a member of the Research Council shall participate in the selection of the

Promising Scholar Award.

(06/09; 05/05)

Faculty Status Committee

The goals of the Faculty Status Committee are clear and its Standing Rules concise. The other Faculty Senate group mentioned does still exist.

William Uzgalis

Member, Committee on Committees, February 21, 2012

Faculty Status Committee

Standing Rules

The Faculty Status Committee serves to protect the rights of all faculty, including teaching and research faculty, professional faculty, instructors, courtesy appointees and adjuncts. It examines existing policies and processes relevant to academic freedom, shared governance, appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, termination, and procedures for review, appeals, and other grievances associated with employment. The committee makes recommendations to the OSU Faculty Senate, works collaboratively with other faculty-oriented committees, and represents faculty rights on task forces.

The chair of the Faculty Status Committee serves as a representative on the Faculty Consultative Group. Generally, the full Committee meets quarterly; subcommittees may meet more frequently depending on the nature of issues under consideration. The Committee is composed of nine Faculty members representing the broad spectrum of faculty appointments as identified in the OSU Faculty Senate Bylaws.

(04/01)

Graduate Admissions Committee

Standing Rules

The Graduate Admissions Committee acts on appealed applications for admission to the Graduate School. Candidates are considered on the basis of the undergraduate record and the preparation for graduate work, with special reference to the particular field desired. The Committee consists of eight Faculty members, at least seven of whom are Graduate Faculty members from different colleges, with the Director of Admissions, ex-officio, non-voting. The committee members should be selected to ensure adequate representation of international education. The Chair of the Graduate Admissions Committee shall be a liaison member, non-voting, on the Graduate Council.

(04/06)

Graduate Council

The Standing Rules for the Graduate Council appear to be clear and concise. There are no outdated references in the Standing Rules and these duties do not appear to be replicated by other committees. The only note to add is that the Standing Rules were reviewed and/or updated in May 2008. The previous review was June 1999. It would be recommended that the Graduate Council adopt a timeframe to review and

reapprove the Standing Rules, so that there is a frequency established for their review that is less than nine years apart.

*Stephen Durkee, Research Office, IACUC Administrator
November 9, 2011*

Graduate Council

Standing Rules

The Graduate Council has jurisdiction over the policies, procedures, and requirements of graduate education. The Council establishes and reviews admission standards, basic degree requirements, and general policies; approves all graduate faculty members, new programs, and courses; and periodically reviews all existing graduate programs. The creation, design, and specific requirements of graduate programs and of individual student's programs are the responsibilities of the academic units; however, no academic unit has authority to waive or supersede the general policies of the Graduate Council. As needed, the Graduate Council reviews applications and nominations for specific university-level graduate student awards and recommends award recipients. Upon request, the Council also reviews university-level proposals for extramural funding of graduate training and education programs.

The Council consists of one graduate faculty member from each College and one graduate student. The Chair shall be a faculty member with immediate prior experience on the Council. The Dean and Associate Dean of the Graduate School and the Chair of the Graduate Admissions Committee shall be ex-officio, non-voting members.

(06/99, 05/08)

Library Committee

The Library Committee Standing Rules seems to precisely identify the tasks of the committee.

The only one of these that seems unclear is 4) identifying issues regarding scholarly communication and the examples offered (e.g. print and electronic journals and books) do not seem to make it much clearer. Perhaps this could be rewritten to make it clear what is the intended task.

*William Uzgalis
Member, Committee on Committees, February 21, 2012*

Library Committee

Standing Rules

The Library Committee advises the University Librarian in (1) meeting the learning, instruction, and resource needs of students, faculty and staff; (2) formulating library policies in relation to circulation, budgets, services, and development of resources for instruction and research; (3) interpreting the needs policies of the library to the University; and 4) identifying and addressing issues regarding scholarly communication (e.g. print and electronic journals and books). The Committee consists of nine Faculty members, ideally providing a broad representation of academic disciplines, and three Student members, including at least one undergraduate and one graduate student, and the University Librarian, or

designee, as an ex-officio, non-voting member. One faculty member may be retired.

(06/06)

Promotion & Tenure Committee

Reviewed by Robin DeSantis, Member, Faculty Senate Committee on Committees

A) Clarity: concise

B) Accuracy

- a. The agendas and minutes for each of the scheduled meetings are not posted yet
- b. There are a number of resource materials that are currently posted as links from the committee's homepage instead of being posted within the "Resources Materials" link, making the page look cluttered and inconsistent with other committee pages. All of the links work, but some are links to emails or documents with 2011-2012 specific information, these will need to be kept updated regularly or moved into the resource materials area once they are out dated.

Promotion & Tenure Committee

Standing Rules

The Faculty Senate Promotion and Tenure Committee reviews University Promotion and Tenure Guidelines and observes and advises on matters pertaining to the promotion and tenure process. In promotion and tenure cases where there is a negative or split recommendation at either the unit or college level, the University Promotion and Tenure Committee invites the relevant unit supervisor and college dean for discussion. Representatives from the Faculty Senate Promotion and Tenure Committee will have access to the dossiers and participate in these discussions, although they are not voting members of the University Promotion and Tenure Committee. The Faculty Senate Promotion and Tenure Committee provides input on the promotion and tenure decision process through its annual report to the Faculty Senate Executive Committee and to the Provost's Office. The annual report also includes a summary of the previous year's promotion and tenure actions provided by the Office of the Provost.

The Faculty Senate Promotion and Tenure Committee shall consist of six Faculty who have been granted tenure at OSU and who reflect the diversity of the University. Whenever a committee member is under consideration for promotion, he or she will be ineligible to serve on the Committee during the year in which the review is scheduled.

The Faculty Senate Promotion and Tenure Committee provides leadership for campus-wide educational programs related to the promotion and tenure process and facilitates on-going dialogue about these matters. Members of the Committee are available to respond to procedural and interpretative questions from faculty, department heads/chairs, deans, and department and college committees.

(06/12; 05/10)

Research Council

The Standing Rules for the Research Council appear to be clear and concise. The reference to the “comprehensive conflict of interest policy” was not discernible from the information on the website. A brief discussion with Research Office leadership clarified that Research Council members will be recused from review rounds in which they are connected (e.g., member submission, collaborator, colleague, etc.) to submitted applications. There are no outdated references in the Standing Rules and these duties do not appear to be replicated by other committees. The Standing Rules were reviewed and/or updated in May 2008. The previous review was April 2001. It would be recommended that the Research Council adopt a timeframe to review and reapprove the standing rules, so that there is a frequency established for their review that is less than seven years apart. There is mention of a comprehensive conflict of interest policy of the council, but this information was not readily available on the committee’s website.

*Stephen Durkee, Research Office, IACUC Administrator
November 9, 2011*

Research Council *Standing Rules*

The Research Council establishes policies for matters pertaining to sponsored research activities. It recommends priorities for distribution of various internal funding programs and for external solicitations that require limited submissions from the institution. The Research Council also reviews proposals for Centers, Institutes, and Research Programs (CIP), and is advisory to the Vice President for Research on matters related to CIP. The Council consists of fifteen Faculty members, preferably at least one from each college. The Administrator of the Research Office, or designee, shall be a non-voting, ex-officio member of the Council. The Chair shall be a Faculty member with immediate prior experience on the Council, appointed annually by the Faculty Senate Executive Committee. The membership of the Research Council will adhere to the comprehensive conflict of interest policy of the Research Council.

(04/01, 05/08)

University Honors College Council

Reviewed by Robin DeSantis, Member, Faculty Senate Committee on Committees

- A) Clarity: good
- B) Accuracy
 - a. Missing Annual Reports after 2004-2005

University Honors College Council *Standing Rules*

The University Honors College Council, referred to as the Honors Council, has jurisdiction over the policies and procedures of the Honors College and advises the Dean of the Honors College. The Honors Council is responsible for admission and other academic requirements including degree requirements; criteria for selection of the members of the Honors Faculty; maintenance and regular assessment of program quality; and the curricular structure and content of the Honors College. The Honors Council consists of at least six Faculty members and at least two Students, the students appointed from among the Honors College students.

Administration of the University Honors College rests with the Dean, who shall be an ex-officio, non-voting member of the Honors Council.

(06/95)

No reviews were received from Committee on Committees members for the following committees:

Academic Standing Committee
Administrative Appointments Committee
Advancement of Teaching Committee
Baccalaureate Core Committee*
Budgets & Fiscal Planning Committee*
Bylaws and Nominations Committee
Student Recognition & Awards Committee
Undergraduate Admissions Committee

*Despite no apparent review by the Committee on Committees, these committees did revise their standing rules this year; at least some attention was paid to them by someone.

Regular Five-Year Reviews

Assessment Guide

The following questions were used to guide the interviews with the current committee chairs for the regularly scheduled committee reviews:

1. Do the Standing Rules clearly reflect the function & composition of this committee?
2. Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?
4. What has been the role/benefit of the student members?
5. What connection is there to the University's strategic plan?
6. To what extent does the committee add value to the university and/or faculty governance?
7. If the chair believes the committee does not add value, please explain and address the question as to whether the committee should continue to exist.
8. Does this committee's work enhance OSU's commitment to diversity? If so, how?

Reports of Scheduled Five-Year Reviews of Faculty Senate Committees

Appendix A: Academic Regulations Committee (no report submitted)

Appendix B: Curriculum Council

Appendix C: Distance Education Committee

Appendix D: Diversity Council (no report submitted)

Appendix E: Faculty Economic Welfare & Retirement Committee (no report submitted)

Appendix F: Faculty Grievance Committee

Appendix A: Five-Year Review

Academic Regulations Committee

No report was received from Roger Rennekamp regarding this committee as of July 2, 2012.

Appendix B: Five-Year Review

Curriculum Council

Review conducted by Stephen Durkee, Member, Committee on Committees

Committee on Committee's Review Questions:

1. Do the Standing Rules clearly reflect the function and composition of this committee?

The Curriculum Council modified their Standing Rules slightly last year to better reflect the functions and composition of the committee. Their self-assessment and these changes bring the Standing Rules in line with the stated objectives.

2. Have the committee's actions/function, as reported in the annual report(s) and based on consultation with the current Chair and committee, been consistent with their Standing Rules?

The Curriculum Council actions and functions, as reported in the annual report and in consultation with the committee, through their Chair, are consistent with their Standing Rules.

3. Do the annual reports provide a memory of the issues this committee addressed, their activities, and any outcomes?

The annual reports define the decisions made by the Curriculum Council and provide the results of the Category I and II evaluations. The minutes for this committee provide a very elaborate description of the discussions and decision-making insights for this committee. Minutes are utilized by the committee to clarify these prior decisions and provide the members with a historical perspective to understand past decisions.

4. What has been the role/benefit of student members?

The role of the student member has been treated as any other member of the committee, participating as a full member and providing an excellent student perspective to the committee functions and decisions. The current student is Ben Tribelhorn, who has proven to be a great resource and an excellent participant.

5. What connection is there to the University's strategic plan?

The Curriculum Council is connected to the overall University strategic plan by enhancement of the teaching and learning environment, in addition to ensuring that courses contribute to academic excellence that the institution strives to achieve.

6. To what extent does the committee add value to the University and/or faculty governance?

As stated previously, the functions of this committee contribute to the overall objective of academic excellence. Through ongoing assessment of curricular policy, they ensure that policies are not unduly burdensome for faculty or result in disadvantaging students. Specifically, this relates to consistency in course quality and value to students, both on the main campus and through represented liaison members for OSU-Cascades Campus and Instructional Technology.

7. If the Chair believes the committee does not add value, please explain and address the question as to whether the committee should continue to exist.

The Curriculum Council Chair confirms that this committee has a high value for the overall educational mission of the institution.

8. Does this committee's work enhance OSU's commitment to diversity? If so, how?

In their course evaluations, all student needs are considered in course evaluation.

Appendix D: Five-Year Review

Diversity Council

No report was received from David Craig regarding this committee as of July 2, 2012.

Appendix E: Five-Year Review

Faculty Economic Welfare & Retirement Committee

No report was received from Bill Uzgalis regarding this committee as of July 2, 2012.

Appendix F: Five Year Review

Faculty Grievance Committee

Interviewed: Guillermo Giannico, Chair, Faculty Grievance Committee

Interviewer: Robin DeSantis, Member, Committee on Committees

Date of Interview: February 13, 2012

This review of the Faculty Grievance Committee is submitted in accordance with the duties of the OSU Faculty Senate Committee on Committees to review each Faculty Senate committee at five-year intervals using the following criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function and composition of this committee?
2. Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?
4. What has been the role/benefit of the student members?
5. What connection is there to the University's strategic plan?
6. To what extent does the committee add value to the university and/or faculty governance?
7. If the chair believes the committee does not add value, please explain and address the question as to whether the committee should continue to exist.
8. Does this committee's work enhance OSU's commitment to diversity? If so, how?

Guillermo was sent these questions prior to our interview.

The Faculty Grievance Committee reports that:

- 1) The Standing Rules clearly reflect the function and composition of this committee. It is mostly outlined by OARs, so it is very concise and encompassing.
- 2) Yes, while there was not an annual report from last year, the function of the committee has been consistent with the Standing Rules and actions have been based on prior annual reports, consultation, and knowledge built among returning members.
- 3) All of the annual reports currently available online provide a memory of the issues the committee has addressed and the outcomes. The report from last

year was not submitted, but the report summarizing this year will be a bi-annual report and include information from the past two years.

- 4) There is not a student member on the Faculty Grievance Committee. A student member would not be useful because they are not invested in the process nor have the knowledge base to contribute to addressing grievances. Unfortunately, there would also be little or no draw for students because they do not gain much from being on such a committee, nor does it relate to any type of work or degree experience.
- 5) This committee does a number of things that align with the University's strategic plan:
 - Ensures the fair treatment of faculty, providing equal opportunity without discrimination, and a great resource for underrepresented populations because they can be referred to/from the Equity and Inclusion Office when addressing concerns.
 - Helps campus climate and faculty retention by providing an outlet for faculty grievances. The committee itself, and being available to address these issues, has really become part of the OSU atmosphere and tradition where faculty can rely on being heard and are aware of the medium available to address concerns.
- 6) The Faculty Grievance Committee provides a safe/neutral space where every voice and issue can be heard and addressed. The committee members themselves are professional and open minded, making a concerted effort to be fair and consistent in their actions and finding resolve for grievances.
- 7) The added value of the committee to the university and faculty governance is not only evaluated through the committee, but through the process the committee is part of. During the interview a concern regarding a potential for bias during the grievance process was brought up, specifically when the committee's decision is appealed. While it has not been a major concern, it has the potential to be.

The idea of an appellant processes is to involve a third party, or higher authority, to review the case and determine whether an error occurred in the determination of the original case. The original reviewers of the case should not be involved as it is their decision being appealed. There could be unintentional bias if they reviewed their own decision again.

The current process at OSU is, the Faculty Grievance Committee does not make a final decision, but makes recommendations to the President, who reviews the recommendations and sends the formal notice to the appellee notifying them of the decision. If the appellee wants to appeal the decision of the President, they will need to make the appeal directly to him/her. The President is, therefore, the decision maker and the appeals authority, giving room for the potential for bias when reviewing his/her own decision again.

There is no perfect solution to this concern, but it does warrant the process to be re-evaluated and discussed. Another option is to do a comparison with other OUS institutions grievance processes. There are options under the

OARs allowing the grievant to appeal to the Chancellor of the Oregon University System, which may be another option to consider.

- 8) This committee absolutely enhances OSU's commitment to diversity by providing a safe space on campus where a voice can be heard and faculty know the committee will advocate for a fair and just outcome, or at least hear their voice and direct them to where their problem can be better addressed.

Appendix A Five-Year Annual Review Baccalaureate Core Committee

Interviewed Vicki Tolar Burton, Mary Cluskey, and Victor Hsu on June 8, 2011
Reviewed by Associate Professor William E. Loges, Member, Committee on Committees

This review of the Baccalaureate Core Committee is submitted in accordance with the duties of the OSU Faculty Senate Committee on Committees to review each Faculty Senate committee at five-year intervals using the following criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function & composition of this committee?
2. Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?
4. What has been the role/benefit of the student members?
5. What connection is there to the University's strategic plan?
6. To what extent does the committee add value to the university and/or faculty governance?
7. If the chair believes the committee does not add value, please explain and address the question as to whether the committee should continue to exist.
8. Does this committee's work enhance OSU's commitment to diversity? If so, how?

Professors Tolar Burton, Cluskey, and Hsu were sent these questions prior to our interview.

The Committee on Committees reports that:

1. The Standing Rules of the Baccalaureate Core Committee may need some revision to accurately reflect the function and composition of this committee. (The standing rules can be found here: <http://oregonstate.edu/senate/committees/bcc/sr/index07.html>) Specifically:
 - a. Rule A1 states that the committee "will solicit courses" for inclusion in the Baccalaureate Core. The committee found that language somewhat misleading, since they rarely actively solicit courses; most are submitted spontaneously by the various departments and schools. The committee will solicit courses when a particular area is lacking in sufficient options for students, but that is not common. The committee recommended replacing "will" with "may" in this rule.
 - b. Rule A4 calls for writing skills courses submitted for consideration for the Baccalaureate Core to be evaluated by the Writing Advisory Board. That board, however, is not accurately described in the rule. This rule should be revised to include the director of the Writing Intensive Curriculum and delete obsolete references.
 - c. Rule B3 was found to be inconsistent with the current operation of the committee, and perhaps obsolete completely. The committee recommended deleting it entirely.

- d. Rule B4 was also found to be inconsistent with the current operation of the committee. The committee recommended that it be deleted.
2. The Baccalaureate Core Committee is satisfied that its actions, as described in its annual reports, are consistent with their Standing Rules, with the exceptions described above.
3. The Baccalaureate Core Committee is satisfied that its annual reports provide an accurate memory of its activities and outcomes.
4. This committee presently has no student members. It has proven difficult to find reliable student members, although when they are available they can be valuable. Student perspectives on the Core and on specific courses can be informative. Student members can also be counted on to conduct basic reviews of syllabi submitted for consideration, checking that they include the minimum information the university requires. To date, it appears that ASOSU has had the role of designating students to this committee. The committee is curious to know if they could recruit student members themselves from those they know personally to be reliable and willing.
5. The strategic plan does not play a large role in this committee's routine work, but of course in the most fundamental sense this committee's work is focused on undergraduate education, a core mission of the university.
6. This committee serves an essential role in faculty governance of the curriculum. The committee was able to specify occasions when the insight and concerns of the faculty differed from the administrative staff's evaluation of courses in ways that protected the integrity of the Baccalaureate Core. This committee's core function is to give faculty a definitive role in shaping the core curriculum.
7. N/A
8. This committee enhances the university's commitment to diversity in part by reviewing courses for the categories in the Core, such as Cultural Diversity and Difference, Power, and Discrimination, that are specifically meant to provide students with an understanding of perspectives and experiences beyond their own.

Appendix B Five-Year Annual Review Budgets and Fiscal Planning Committee

Interviewed Steve Hoelscher, Auxiliary & Activity Business Center, and Carol Babcock, University Administrative Business Center
Reviewed by Louie Bottaro, Member, Committee on Committees

The co-chairs believed the standing rules do not refer to (implicitly or explicitly) reviewing Category I proposals, and that consumes 95% of their time. The broad and appealing BFPC standing rules are perceived as a bait and switch to get members to join, and then members find out reviewing Cat I proposals is the only real task. Student participation in the committee does not reflect what is proposed in the bylaws. This year no members served as liaison on the Curriculum Council.

For this past year, most agendas, minutes, and annual reports dealt with Cat I reviews, but Cat I reviews are not in the standing rules. The co-chairs believe that past annual reports provide a correct and accurate reflection of what has transpired.

Retention of student committee members has been difficult in the past three years. Student committee members tend to be less tolerant of the bait and switch issue noted in above and they quickly burn out from the workload.

The Budgets & Fiscal Planning Committee adds value to the university and faculty governance as a check and balance gatekeeper for the institution. The standing rules of our BFPC have a strong link/connection to Oregon State's strategic plan. The work the committee performs (Cat I reviews not mentioned in the standing rules), have a marginal connection to the strategic plan. Like many Faculty Senate committees, additional professorial rank would enhance the committee. With a more diverse group of perspectives to draw from, the committee would have a greater reflection of the university.

The standing rules of the Budgets & Fiscal Planning Committee have a strong link/connection to Oregon State University's strategic plan. According to the co-chairs, the actual work has a marginal connection to the strategic plan. In theory, the Cat I reviews help give faculty a voice on all the proposals (both related and unrelated to OSU's ongoing reorganization). If there was sufficient time to do Cat I reviews and the items in the standing rules, then the value to the university and to faculty governance would be much greater.

Financial/budgetary reviews generally do not bear directly on OSU's commitment to diversity, but the committee indirectly enhances (and sometimes directly enhances) OSU's commitment to diversity. It is the co-chairs belief that it is absolutely critical that the proposals come through in a state of completion. Spending countless hours reviewing Cat I proposals is not what the committee members believed was the primary purpose of this committee and this function isn't incorporated into the standing rules. There is a disconnect here, and quite a bit of disillusionment for the committee members.

Appendix C Five-Year Annual Review Bylaws and Nominations Committee

Interviewed Professor Paul Doescher, Chair, Bylaws and Nominations Committee on April 27, 2011

Reviewed by Associate Professor William E. Loges, Member, Committee on Committees

This review of the Bylaws and Nominations Committee is submitted in accordance with the duties of the OSU Faculty Senate Committee on Committees to review each Faculty Senate committee at five-year intervals using the following criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function & composition of this committee?
2. Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?
4. What has been the role/benefit of the student members?
5. What connection is there to the University's strategic plan?
6. To what extent does the committee add value to the university and/or faculty governance?
7. If the chair believes the committee does not add value, please explain and address the question as to whether the committee should continue to exist.
8. Does this committee's work enhance OSU's commitment to diversity? If so, how?

Professor Doescher was sent these questions a week prior to our interview.

The Bylaws and Nomination Committee reports that:

1. The Standing Rules of the Bylaws and Nominations Committee clearly and accurately reflect the function and composition of this committee.
2. The Bylaws and Nominations Committee is satisfied that its actions, as described in its annual reports, are consistent with their Standing Rules.
3. The Bylaws and Nominations Committee is satisfied that its annual reports provide an accurate memory of its activities and outcomes.
4. This committee has no student members. Considering the nature of this committee's work, this seems appropriate.
5. The strategic plan does not play a large role in this committee's routine work. In the event that a proposed change to the Bylaws had implications for the strategic plan, it could become a relevant factor, but most such changes are more prosaic than that. The nomination process allows candidates to explain their position regarding policies related to the strategic plan, but candidates are not specifically sought with regard to the strategic plan.
6. This committee, by its nature, represents the essence of faculty governance. In both its role reviewing proposed changes to bylaws and in overseeing the nomination of officers, this committee's mission is part of the everyday practice of faculty governance. The work of this committee adds value to the university by providing analysis and evaluation of proposed amendments to the Faculty Senate's Bylaws. This provides the senate with perspective that

can assist its deliberations. By encouraging potential candidates to consider running for senior positions in the senate, executive committee, and Interinstitutional Faculty Senate, this committee promotes democratic participation in faculty governance.

7. N/A

8. This committee enhances the university's commitment to diversity in part by making that a consideration when reviewing proposed amendments, and particularly by extending candidate recruitment efforts to include the entire community. By deliberately taking pains to encourage a slate of candidates that represents the diversity of the faculty and administration population, this committee seeks to expand opportunities for leadership across the campus.

**Appendix D
Five-Year Annual Review
Committee on Committees**

Reviewed by Roger Rennekamp, Member, Faculty Senate Committee on Committees

1. Do the Standing Rules clearly reflect the function & composition of this committee?

Yes, the Standing Rules appear to appropriately describe the function and composition of the committee. One committee member resigned mid-year indicating a lack of time to serve on the committee.

2. Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?

Yes, there are no inconsistencies.

3. Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?

Yes, there is a complete record of the committee's actions posted on the web.

4. What has been the role/benefit of the student members?

A student member was not assigned to this committee.

5. What connection is there to the University's strategic plan?

It is important that committees align with the strategic priorities of the University.

6. To what extent does the committee add value to the university and/or faculty governance?

The committee helps ensure that the work of the Faculty Senate is distributed in a manner that allows for timely and thoughtful decisions.

7. If the chair believes the committee does not add value, please explain and address the question as to whether the committee should continue to exist.

N/A

8. Does this committee's work enhance OSU's commitment to diversity? If so, how?

Reviews of Committees and Standing Rules always include considerations as to whether they advance diversity priorities

Appendix E Five-Year Annual Review Computing Resources Committee

Interviewed Stefanie Buck, Chair, Computing Resources Committee

Reviewed by Eugene Zhang, Electrical Engineering and Computer Sciences

a) Do the Standing Rules clearly reflect the function & composition of this committee?

The standing rule of the Computing Resources Committee states that the task of the committee is to review and recommend policy concerning technology as used by faculty in instruction, research, and service on campus and off-campus. It assists in planning and advocating for the necessary technology to maximize student learning and enhance faculty research and service activities to OSU and the wider community. It acts to advise other committees and Information Services, as well as providing leadership in adoption and effective use of computing for instruction, research, and service.

According to its standing rules, the Computing Resources Committee consists of six Faculty, at least four of whom must be Teaching Faculty, and two Students, and the Vice Provost for Information Services, ex-officio, non-voting. The Vice Provost for Information Services may recommend a resource person from Information Services as another ex-officio, non-voting member.

This year, the Committee has been meeting regularly. The Committee consists of six faculty members without student members. One of the faculty members, the chair, is from the Disabilities Access Services (DAS), which helps the Committee in making decision by taking into account the diversity of the students' background.

It is also suggested that perhaps future Committees involve more instructors and professors to facilitate discussion and recommendations directly related to classroom teaching.

b) Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?

We note that the annual reports for 2008-2009 and 2009-2010 are not available on the faculty senate's web page. Based on the interview with the Committee's Chair of 2010-2011, it is clear that the committee's action/function has been mostly consistent with the Committee's Standing Rules. On the other hand, it appears that the process can be improved if teaching faculty can be better represented in future Committees. Moreover, the Committee's Chair noted that sometimes it is not clear who is the point of contact in the University when the Committee makes a recommendation, such as types of Clicker devices to recommend.

c) Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?

As mentioned earlier, the annual report for 2008-2009 was not available on Faculty Senate's web page. Furthermore, the annual report for 2009-2010 was never developed according to the Committee's Chair of 2010-2011 who was also a member of the Committee during 2009-2010. The Chair plans to write the report for this year.

d) What has been the role/benefit of the student members?

The student members on the Computing Resources Committee have the same voting right as the faculty members on the Committee. This ensures that the students' viewpoints can be heard and reflected in the decision, which, according to the Chair of the Committee, has made significant differences in the decision of Committees on numerous cases. However, no student members were appointed to the Committee during Year 2010-2011.

e) What connection is there to the University's strategic plan?

The Computing Resources Committee is a key part of the University's strategic plan in sustaining and accelerating improvements in student learning and experience. This is achieved by providing and maintaining classroom and equipment as well as online service software to students such as BlackBoard. This serves another goal from the University's strategic plan: align and strengthen innovative scholarly and research activities to continue discovering new products and technologies that generate economic activity.

f) To what extent does the committee add value to the university and/or faculty governance?

The Computing Resources Committee makes informed recommendations on technology-related issues that are important to the University's strategic plan, as well as the experiences of students and faculty members of the University.

g) If the chair believes the committee does not add value, please explain and address the question as to whether the committee should continue to exist.

The Chair is convinced of the values added by the Computing Resources Committee to the University and does not see any reason for the Committee to discontinue.

h) Does this committee's work enhance OSU's commitment to diversity? If so, how?

The Computing Resources Committee consists of faculty members from a diverse range of background and includes a member from the Disability Access Services. Consequently, when making recommendations, the Committee is sensitive to the diverse backgrounds and needs of the students, such as students who may not be able to afford frequent upgrade of hardware such as Clickers which can be expensive.

**Appendix F
Five-Year Annual Review
Administrative Appointments Committee**

Interviewed Jun Xing, Chair, Administrative Appointments Committee
Reviewed by Roger Rennekamp, Member, Faculty Senate Committee on Committees

1. Do the Standing Rules clearly reflect the function & composition of this committee?

The provost asked the committee to review their standing rules. The committee discussed their current standing rules and proposed changes which are detailed in a separate section of the report. Changes to the Standing Rules were approved by the Faculty Senate on June 9, 2011

2. Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?

Yes, there are no inconsistencies.

3. Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?

This committee has not met for several years prior to the current year. Last report of activity was 2008.

4. What has been the role/benefit of the student members?

A student member was not assigned to this committee.

5. What connection is there to the University's strategic plan?

Strategic realignment and budget reductions have given renewed emphasis to the committee, helping to ensure that the right people are placed into the right positions to advance the strategic plan.

6. To what extent does the committee add value to the university and/or faculty governance?

The committee plays a very significant role to ensure that the faculty voice is represented in selecting leadership from beginning to end of the search process.

7. If the chair believes the committee does not add value, please explain and address the question as to whether the committee should continue to exist.

N/A

8. Does this committee's work enhance OSU's commitment to diversity? If so, how?

There is significant diversity in the composition of the committee. Committee ensures that procedures for the selection of administrators gives adequate consideration to diverse candidates.

Appendix G
Five-Year Annual Review
Academic Regulations Committee

Report not received.

Appendix A
Five-Year Annual Review
Academic Regulations

Review of the Academic Regulations Committee was deferred until 2011-12 because there was no committee chair and no action required by the Academic Regulations Committee during 2010-11.

Appendix B
Five-Year Annual Review
Academic Requirements Committee

Interviewed Sheila Roberts, Academic Requirements Committee Chair – April 12, 2010

Reviewed by: Eugene Zhang, School of Electrical & Computer Engineering;
Brittany Williamson, Executive Secretary, ASOSU

a) Do the Standing Rules clearly reflect the function & composition of this committee?

The standing rules of the Academic Requirements Committee states that the task of the committee is to consider and act on student petitions referred to the Committee by the Office of the Registrar. Such petitions normally request approval of deviations from academic regulations or procedures and, in special cases, may require interpretations of the regulations. Furthermore, the Committee may recommend changes for improvement of regulations or procedures to the Academic Regulations Committee.

According to the standing rules, the Academic Requirements Committee consists of seven Faculty, one of whom may be retired on a 1039-hour appointment, with at least one undergraduate academic advisor, two students (one graduate, one undergraduate) and the Registrar (or representative), ex-officio, non-voting.

This year, the Committee has been meeting weekly for up to two hours, which provides timely feedback to students filing petitions. The Committee consists of seven faculty members, mostly academic advisors from a wide range of programs of the university, as well as a graduate student member and an undergraduate member. Due to schedule conflicts, the appointed undergraduate student member has not been able to attend the meetings. One of the faculty members is from the Disabilities Access Services (DAS), which helps the Committee in making decisions by taking into account the diversity of the students' background.

Roberts' also suggested that perhaps future Committees involve more instructors and professors as well as faculty members representing the Colleges of Engineering and Business.

b) Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?

From the available reports in the last five years (2005-2006 missing) and through the consultation with the Committee's Chair of 2009-2010, it is

clear that the committee's action/function has been consistent with the Committee's Standing Rules. The Academic Requirements Committee has been reviewing petitions from undergraduate and graduate students and making decisions that provide flexibility to the students without sacrificing integrity and consistency. The Committee has also been making recommendations to the various units in the University such as the Office of Registrar on trends they notice. For example, with the new exit interview for students who are withdrawing from the university, the committee recommended wording that would make it clear that students would be allowed to return to OSU.

Guidelines are provided to students who plan to file petitions, which serve to educate both students and faculty. These guidelines include some typical scenarios and their respective ruling from the Committee in the past. The students are required, as part of the petition process, to acknowledge that they have read the guidelines. Such a guideline can make the process more informed to the students. All of the aforementioned activities are consistent with the Committee's standing rules.

c) Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?

The annual reports provide sufficient summaries for the committee's activities as well as the decisions on important cases that could be referred to for future Committees. The committee also makes notes to the external guidelines that record the discussion and reasoning behind these cases. The Chair of the Committee (2009-2010) suggests that these notes be maintained through time and transferred to the Chairs of future committees.

d) What has been the role/benefit of the student members?

The student members on the Academic Requirements Committee have the same voting right as the faculty members on the Committee. This ensures that the students' viewpoints can be heard and reflected in the decision, which, according to the Chair of the Committee, has made significant differences in the decision of committees on numerous cases.

e) What connection is there to the University's strategic plan?

The Academic Requirements Committee is a key part of the University's strategic plan in sustaining and accelerating improvements in student learning and experience. This is achieved by providing flexibility to maximize satisfaction and success while maintaining integrity. This is especially important for graduate students, whose studies are often research driven. This serves another goal from the University's strategic plan: align and strengthen innovative scholarly and research activities to

continue discovering new products and technologies that generate economic activity. The committee also gives extra consideration to students in their first term at OSU, which supports their successful transition to the university.

f) To what extent does the committee add value to the university and/or faculty governance?

The Academic Requirements Committee has access to much data involving student affairs, such as enrollment and withdrawal. This has led to the realizations of certain trends by the Committee, which are transformed into recommendation to appropriate University offices, such as on issues of advising.

g) If the chair believes the committee does not add value, please explain and address the question as to whether the committee should continue to exist.

The Chair is convinced of the values added by the Academic Requirements Committee to the University and does not see any reason for the Committee to discontinue.

h) Does this committee's work enhance OSU's commitment to diversity? If so, how?

The Academic Requirements Committee consists of faculty members from a diverse range of background. The students filing petitions have a wide range of situations and backgrounds, such as single parents with often sick children, as well as students with disability or chronic illness. The Committee includes a member from the Disability Access Services.

Appendix C
Five-Year Annual Review
Academic Standing Committee

Faculty Senate Committee on Committees
May 7, 2010

Interviewed: Professor Todd Palmer, Chair, Academic Standing Committee,
March 9, 2010

Interviewer: Associate Professor William E. Loges, Member, Committee on
Committees

This review of the Academic Standing Committee is submitted in accordance with the duties of the OSU Faculty Senate Committee on Committees to review each Faculty Senate committee at five-year intervals using the following criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function & composition of this committee?
2. Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?
4. What has been the role/benefit of the student members?
5. What connection is there to the University's strategic plan?
6. To what extent does the committee add value to the university and/or faculty governance?
7. If the chair believes the committee does not add value, please explain and address the question as to whether the committee should continue to exist.
8. Does this committee's work enhance OSU's commitment to diversity? If so, how?

Professor Palmer shared these criteria questions with the committee in a meeting shortly before he was interviewed. His comments to me reflect his own thoughts and those of the committee.

The Committee on Committees reports that:

1. The Standing Rules of the Academic Standing Committee, as revised in May, 2005, clearly and accurately reflect the function and composition of this committee. The Standing Rules provide broad discretion to the Academic Standing Committee, which is necessary given the nature of the work this committee does.
2. The Academic Standing Committee is satisfied that its actions, as described in its annual reports, are consistent with their Standing Rules.

3. The Academic Standing Committee is satisfied that its annual reports provide an accurate and valuable memory of its activities and outcomes. The committee provides annual reports that detail the number of students reinstated due to appeals to this committee, and breaks down these reinstatements by the grounds on which they were granted.
4. Student members provide very valuable insight into the cases brought before the Academic Standing Committee. They shed light on their contemporaries' situations and can, at times, detect implausible claims. However, Professor Palmer noted that it is difficult to retain steady student involvement on the committee. Student membership is purely voluntary (i.e., there is no ex-officio student member from ASOSU or other student body), and the committee's meetings regularly occur in the week or so just prior to a new term, when students are harder to find and quite busy.
5. This committee, by its very nature, is central to the strategic plan of any university. This committee offers students whose academic performance and standing have not met university standards to seek reinstatement. The university's commitment to providing "improvements in student learning and experience" rest both in the continued integrity of its academic standards, but also providing students an opportunity to overcome barriers they've encountered to meeting those standards so they can return to OSU as soon as they can.
6. This committee also, by its nature, represents the essence of faculty governance. Ultimately, it is the faculty on this committee that represents the shared commitment of OSU's faculty to high standards of academic accomplishment. The committee adds value to the university by showing students who have experienced barriers to meeting those standards that they are welcome here when they believe they are better prepared to succeed at OSU.
7. N/A
8. To the extent that students from populations that have not historically made up the college population encounter unexpected obstacles to succeeding at OSU, the Academic Standards Committee offers them an opportunity to appeal for early reinstatement to the university when they believe they can demonstrate preparation for success.

Other issues raised during the interview:

The process by which the committee receives petitions for reinstatement was a cause for some concern. Presently, the petitions are not received by the committee until the day it meets to hear the petition presented orally by the student. As it is, none of the material supporting a student's petition for early return to the university is received by the committee until the hearing begins. Apparently many of the petitions are prepared hastily following a suspension (e.g., a student learns he is suspended after winter grades are submitted and immediately applies to return in spring, a week later), and that might make it impractical to distribute the material earlier. There may be confidentiality rules involved as well. Nonetheless, this aspect of the committee's routine can be an obstacle to its members' satisfaction with their service.

The committee receives no follow-up information about the students they reinstate, so it's not clear to them how successful their evaluation is. Their recommendations are communicated to the Registrar, and accompanied by comments about the circumstances that would most improve the petitioner's chances of success following reinstatement. Professor Palmer noted that the committee doesn't know how widely their comments are shared beyond the Registrar's Office. For instance, if the committee believes that a student's success rests on regular meetings with an academic advisor to make sure the student is enrolling in courses appropriate to her degree plan, it's not clear if this is communicated to any academic advising office.

The Academic Standing Committee meets more frequently than most university committees (12-15 times per year, including summer), and each meeting is high stakes for the petitioners, making this a demanding committee on which to serve. Nonetheless, Professor Palmer expressed confidence that all who take part in the hearings take each case very seriously, deliberate intelligently, and come to fair decisions. The meeting schedule makes it rare that the entire committee, including student members, is present at any single meeting. Given the nature of the task and the schedule on which its decisions are needed, this may be unavoidable; Professor Palmer communicated that members can find service on this committee as daunting as it is rewarding.

Appendix D
Five-Year Annual Review
Administrative Appointments Committee

Review of the Administrative Appointments Committee was deferred until 2011-12 because the committee chair was on sabbatical leave and no recent activity had been undertaken by the Administrative Appointments Committee during 2010-11.

Appendix E
Five-Year Annual Review
Advancement of Teaching Committee

Interviewed Kurt Peters, Chair, AOT Committee on April 29, 2010
Reviewed by Paul Primak, Director, OUS International Programs

1. Do the Standing Rules clearly reflect the function and composition of this committee?

The Chair of the AOT committee believes that the function and composition of this committee are accurately reflected in the Standing Rules of the committee; however, with recent proposed realignment changes, the committee was poised to review the Standing Rules. Faculty Senate President Burns then requested the AOT committee to undertake a review of the electronic Student Evaluation of Teaching implementation. The proposed university realignment also poses uncertainties as to how the AOT would function in the future, specifically related to the Center for Teaching and Learning and its proposed merger with other units in Academic Affairs.

2. Have the committee's actions/functions, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?

To date, the Standing Rules accurately portray the committee's work of formulating and evaluating statements of policy that influence the teaching process, including: (1) teaching effectiveness and efficiency, (2) support, (3) dissemination of information, (4) encouragement of innovation and experimentation, and (5) appropriate recognition of good teaching.

3. Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?

Yes. Those reports can be accessed at

<http://oregonstate.edu/senate/committees/aot/ar/index.html>.

The annual reports are complete and thoroughly describe the activities of the committee.

4. What has been the role/benefit of the student members?

Though there are three student representative slots on the AOT committee, Chair Kurt Peters lamented that no students have participated actively in the deliberations of the committee. This appears to be a problem for many faculty committees.

5. What connection is there to the University's strategic plan?

Quoting from the OSU Strategic Plan, this connection is clear:

"Oregon State University is committed to a rigorous focus on academic excellence in all aspects of its mission: teaching, research, and outreach and engagement. The OSU Strategic Plan rests on a set of three fundamental goals: provide outstanding academic programs, enhance the teaching and learning environment, and increase investment in academic priorities."

6. To what extent does the committee add value to the university and/or to faculty governance?

The value added to the university and faculty governance through the work of the AOT committee is measured by its consistent efforts to improve the student academic experience by enhancing and rewarding examples of excellence in teaching. The members of this committee display a deep commitment to their work in developing policies and processes that improve teaching, but also in selecting deserving faculty members for recognition.

7. If the chair believes the committee does not add value, please explain and address the question as to whether the committee should continue to exist?

This question is not relevant to this review.

8. Does this committee's work enhance OSU's commitment to diversity? If so, how?

The committee's chair indicates that the work of the AOT committee is applied without consideration of race, class, gender, sexual orientation, and other institutionalized systems of inequality. Faculty recognition and rewards are based on merit. Chair Peters indicated that the AOT committee is balanced in its composition.

Appendix A Five-Year Annual Review Research Council

Faculty Senate Committee on Committees
March 20, 2009

Interviewed Alan Herlihy, Research Council Chair 2008—2009
Submitted by Margaret Mellinger, OSU Libraries

This review of the Research Council is submitted in accordance with the duties of the OSU Faculty Senate Committee on Committees to review each Faculty Senate committee at five-year intervals using the following criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function & composition of this committee?
2. Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?
4. What has been the role/benefit of the student members?
5. What connection is there to the University's strategic plan?
6. To what extent does the committee add value to the university and/or faculty governance?
7. If the chair believes the committee does not add value, please explain and address the question as to whether the committee should continue to exist.
8. Does this committee's work enhance OSU's commitment to diversity? If so, how?

The Committee on Committees reports that:

1. The Standing Rules of the Research Council, last revised in May, 2008 clearly reflect the function and composition of this committee.
2. The Research Council's actions as reported in available annual reports and in consultation with the current chair are consistent with the Standing Rules.
3. The committee has regularly submitted annual reports, which are available on the Faculty Senate web site for the committee. The annual reports from the past five years include a listing of the members of the Research Council, a summary of the research proposals reviewed each year, and a summary of any reviews of Centers, Institutes and Programs (CIPS). Annual reports also cover the additional issues faced by the group. One of the issues addressed in the past five years was how to increase the efficiency of the Research Council. Alternate members of the committee now participate fully in the work of reviewing, effectively increasing the

number of reviewers. Additionally, in 2007, the Research Council implemented new policies for both GRF and RERF reviews and instituted procedures for conducting reviews that streamline the work of the committee.

4. There are no student members on this committee.

5. The University's Strategic Plan is not used as an explicit criterion for evaluating and prioritizing GRF and RERF proposals. However, reviewers consider it positive when proposals make effective connections to the strategic plan.

6. This committee adds value to university and faculty governance by supporting the reasonable internal allocation of research funds at this institution. The Research Council also strengthens potential NSF proposals by filtering and offering input on NSF pre-proposals.

7. N/A

8. Research Council's work enhances OSU's commitment to diversity by providing a non-discriminatory, merit-based process for reviewing research proposals.

Appendix B
Five-Year Annual Review
University Honors College Council

Interviewed Robert K. Paasch, UHCC Chair 2008—2009

Submitted by Eugene Zhang, School of Electrical Engineering & Computer Science

- a) Do the Standing Rules clearly reflect the function & composition of this committee?

The University Honors College Council (UHCC) has jurisdiction over the policies and procedures of the Honors College and advises the Dean of the Honors College on issues such as recruiting and retention of students, academic requirement, and maintenance and assessment of program quality. Both faculty and students are involved in important decisions regarding the Honors College.

The aforementioned function and composition of the UHCC is clearly reflected in the Council's Standing Rules.

- b) Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?

We note that the annual report of the UHCC for the following years cannot be found on the Faculty Senate web page: 2003-2004, 2005-2006, 2006-2007, and 2007-2008. It is not clear whether these reports were not filed or they have not been uploaded onto the web page. The Chair of this year's Council is planning to submit the annual report at the end of the academic year.

From the available report (2004-2005) and through the consultation with the Council's Chair of 2008-2009, it is clear that the committee's action/function has been consistent with the Council's Standing Rules. The UHCC has been reviewing current policies and procedures of the Honors College and will make recommended changes if needed. The Council has also made suggestions concerning the strategic planning of the Honors College to the Dean.

- c) Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?

We again note that annual reports as well as minutes for a number of years cannot be located on the Oregon State University Faculty Senate's web page. When they are available, the annual report provides an adequate record of the committee activities and outcomes.

- d) What has been the role/benefit of the student members?

The UHCC includes at least two and up to four student members from the Honors College. These students are full members of the committee with equal voting rights as the faculty members on the Council. Such an arrangement places the UHCC in a rather unique position which allows more inputs and therefore impacts on the students than committees where direct student input is less extensive and direct. Indeed, the student members of the Council have been providing insightful comments and suggestions.

- e) What connection is there to the University's strategic plan?

The UHCC is a key part of the University's strategic plan in sustaining and accelerating improvements in student learning and experience. This is achieved by defining policies and procedures that allow the Honors College (and therefore the University) to attract the most talented students from Oregon and keep them in Oregon for their college experience.

In addition, a higher percentage of students from the Honors College are engaged in undergraduate research than the overall student body of the University. The UHCC plays an important role in this process, which serves another goal from the University's strategic plan: align and strengthen innovative scholarly and research activities to continue discovering new products and technologies that generate economic activity.

- f) To what extent does the committee add value to the university and/or faculty governance?

The input and discussion from both faculty and student members of the UHCC who belong to different domains add tremendous value to the success of the Honors College and therefore the University.

- g) If the chair believes the committee does not add value, please explain and address the question as to whether the committee should continue to exist.

The Chair is convinced of the values added by the UHCC to the University Honors College and the University and does not see any reason for the Council to discontinue.

- h) Does this committee's work enhance OSU's commitment to diversity? If so, how?

In 2008-2009, the UHCC discussed issues related to diversity such as the recruiting and retention of students from underrepresented groups. Recommendations regarding these topics were made to the dean of the Honors College to be included as part of strategic plans for the College.

Appendix C

5-Year Annual Review

Undergraduate Admissions Committee

Faculty Senate Committee on Committees
May, 7 2009

Interviewed Jack Higginbotham, Chair 2008—2009
Submitted by Louis Bottaro, College of Liberal Arts

During the 2008-2009 academic year, the Faculty Senate Committee on Committees was charged to perform five-year reviews of several Faculty Senate committees, including the Undergraduate Admissions Committee (UAC). Using the UAC's standing rules and the last five annual reports as the basis for a conversation, Louie Bottaro, member of the Committee on Committees, arranged a discussion with Jack Higginbotham, UAC chair, to gain the chair's perspective of the effectiveness and purpose of the Faculty Senate Committee. This discussion took place May 6, 2009.

The chair confirmed that the standing rules of the UAC reflect the current function and composition of the committee. He was even able to discuss this with the current committee and the consensus was that there should be no need to alter the language as currently written. The chair agreed that the committee has been consistent with their following of the guidelines and the annual reports reflect this. No recommendations for revision to the standing rules were made.

The chair explained that the Undergraduate Admissions Committee has meetings every two weeks to review undergraduate admissions applicants who have been denied through the regular admissions process. The annual cycle works well for the committee. New members join the committee in the fall when there are less files to review. As the committee members gain confidence and competence, the applications increase. The committee liaison from Admissions is quite helpful and supportive of the committee. The Admissions office is in the process of gathering data to track students who have been admitted by the committee to determine what predictors of success have been common. The chair is eager to see the results of this data, to see if it could possibly enhance or shape future decision-making.

The chair felt that the annual reports provide a correct and accurate reflection of the issues that the committee addresses. Student members rarely participate, if at all, on this committee. Currently there is not a student member on the committee, and even when there have been students in the past, they come once or twice and that is about it.

The Undergraduate Admissions Committee adds value to the university and faculty governance by acting as a collaborative gatekeeper for the institution.

Working closely with Admissions, the Undergraduate Admissions Committee feels that the admission policies and intents are met. Like many Faculty Senate committees, additional professorial rank would enhance the committee. With a more diverse group of perspectives to draw from, the committee would have a greater reflection of the university and be a portal into the work of the Undergraduate Admissions Committee.

The Undergraduate Admissions Committee supports the University's strategic plan in its support of student success and engagement. When the committee admits a student, one of the main reasons has to do with stated support from Educational Opportunities Program, Disability Access Services, Student-Athlete Academic Services or academic colleges. This adheres to the goal of controlled growth in student enrollment at Oregon State University. The percentage of students from diverse backgrounds is higher from students that go through the Undergraduate Admissions Committee process, than the percentage of underrepresented groups that go through the main admissions process. With this information, the chair feels that the Undergraduate Admissions Committee supports Oregon State University's commitment to diversity.

Finally, the chair believes that the Undergraduate Admissions Committee absolutely adds value to the institution; it should remain in its current rules and is functioning well. This committee is part of the shared governance that is valued and necessary at Oregon State University.

Appendix D
Five-Year Annual Review
Student Recognition and Awards Committee

Faculty Senate Committee on Committees
June 1, 2009

Interviewed: Troy Snow, Co-Chair, Student Recognition & Awards Committee
Janet Nishihara, Co-Chair, Student Recognition & Awards
Committee

Submitted By: Kim Calvery, Assistant Director Business Affairs Office of Post
Award Administration

This review of the Recognition & Awards Committee is submitted in accordance within the duties of the OSU Faculty Senate Committee on Committees to review each Faculty Senate committee at five-year intervals. The criteria are used as the subheadings of the report.

1. Do the Standing Rules clearly reflect the function and composition of this committee?

The Student Recognition & Awards Committee requested a revision of the standing rules last year. The revised and approved standing rules now more clearly reflect the actual duties of the Student Recognition & Awards Committee. Financial and non-financial awards are given to recipients.

2. Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?

Yes, they are consistent with the revised and approved standing rules. The co-chairs attend all committee meetings. The committee selects the award winners and honorable mentions. There is an annual event where awards are presented to recipients.

For the first time this year, Event Services was used to plan the event. The committee is currently going under evaluation as to whether or not the actual event should be planned by the committee. Meetings will be underway this summer with Kate Peterson, Luanne Lawrence, Paul Doescher and the committee co-chairs to decide. There could be a separation between the selection of the award recipients and the actual event presentation. There seems to be a power struggle with administration, as to who will coordinate and control the event. Troy and Janet don't believe the committee will be negatively impacted if the event coordination is removed from the committee's purview.

Troy will be leaving as the co-chair this year. Janet will continue on, with the selection of another co-chair next year. Troy plans to stay involved with the committee to add historical value.

3. Do the annual reports provide a memory of the issues this committee addressed, their activities, and any outcomes?

Yes, the annual reports do reflect the committee selections of the award winners. The committee is divided into sub-committees. The division is by class level. The divisions are Freshman, Sophomore, Junior and Senior. There are prior year annual reports posted on the Faculty Senate website. Since the annual awards event just took place, the annual report has not been completed yet. It will be completed by the end of June.

4. What has been the role/benefit of student members?

Students are actively involved in the review and selection of award recipients. Students have a vested interest and play a part in the selection of the award recipients. The co-chairs organize the meetings, and everyone on the committee participates equally.

5. What connection is there to the University's strategic goals?

Student engagement and success are goals in the strategic plan. President Ray and Provost Randhawa attend the award event. They have complimented the committee on their activities and success. This is a platform to be engaged with the students and they are building relationships.

6. To what extent does the committee add value to the University and/or faculty governance?

There is not much of a connection with faculty governance. This committee is building relationships and connections with the student community. As these students graduate, they remember the activities of the award committee. College Deans and the OSU Foundation highlight the Faculty Senate and strategic plan connections of this committee. The Faculty Senate president has made award presentations at the award event. It is a fun committee and they make people happy!

7. If the chair believes the committee does not add value, please explain and address the question as to whether the committee should continue to exist.

n/a

8. Does this committee's work enhance OSU's commitment to diversity? If so, how?

Yes. Many award winners are from under represented groups. Some award winners return to native countries and help that country to prosper. Connections are made with OSU that change people. They are making a difference in people's lives and changing directions. There was a student recipient that didn't think that diversity really mattered. She didn't believe that she stood a chance at being selected, but applied at the encouragement of her peers. She did, in fact, get selected, and it made such a difference in her life. After she graduated, she went on to pay back the community by representing the Habitat for Humanity organization. Troy and Janet are quoted as stating "Stories are very humbling. They both feel fortunate to be part of this committee and so many outstanding students."

Appendix E

Five-Year Annual Review

Academic Advising Council

Faculty Senate Committee on Committees
December 22, 2008

Interviewed Gene Newburgh, Chair, Academic Advising Council
Reviewed by Paul Primak, Director, OUS International Programs

1. Do the Standing Rules clearly reflect the function and composition of this committee?

The Academic Advising Council Standing Rules underwent substantial change during this academic year. The focus of the changes dealt with changes in membership and in voting composition. Gene Newburgh and the Standing Rules Task Force did an excellent job of working through the membership and voting issues to most effectively reflect the function and composition of this council. The changes in the Standing Rules have been recommended for approval by the Committee on Committees. Specifically, those changes are to reduce the number of meeting attendees from 41 to 37, and to reduce the number of voting members from 27 to 20. The voting membership consists of the head advisor from each college, the Cascades campus, UESP and eight service units that have an important stake in the academic advising process. Removed from membership were the Graduate School, the College of Veterinary Medicine, and the College of Oceanic and Atmospheric Sciences since they are not involved in undergraduate advising.

2. Have the committee's actions/functions, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?

A review of past annual reports and consultation with the current chair indicates strong correlation and consistency with the Standing Rules. The work of the AAC is focused on the issues and policies surrounding undergraduate advising and annual reports reflect a multitude of issues that have been successfully dealt with.

3. Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?

Yes. Those reports can be accessed at
<http://oregonstate.edu/senate/committees/aac/ar/>.

4. What has been the role/benefit of the student members?

Though a student representative is named as one of the eight non-academic unit voting members, nothing in a review of recent minutes indicates involvement of a student representative.

5. What connection is there to the University's strategic plan?

The AAC's connection to the University's strategic plan is fundamental and direct as it focuses on student learning and experience. Quoting from the OSU Strategic Plan, this connection is clear:

"Sustain and accelerate improvements in student learning and experience through creation of outstanding academic and student engagement programs."

6. To what extent does the committee add value to the university and/or to faculty governance?

The value added to OSU through the work of the AAC is measured by its consistent efforts to improve the undergraduate student academic experience. The members of this council, both voting and non-voting, display a deep commitment to their work in advising students and to improving the policies and practices that contribute to student success.

7. If the chair believes the committee does not add value, please explain and address the question as to whether the committee should continue to exist?

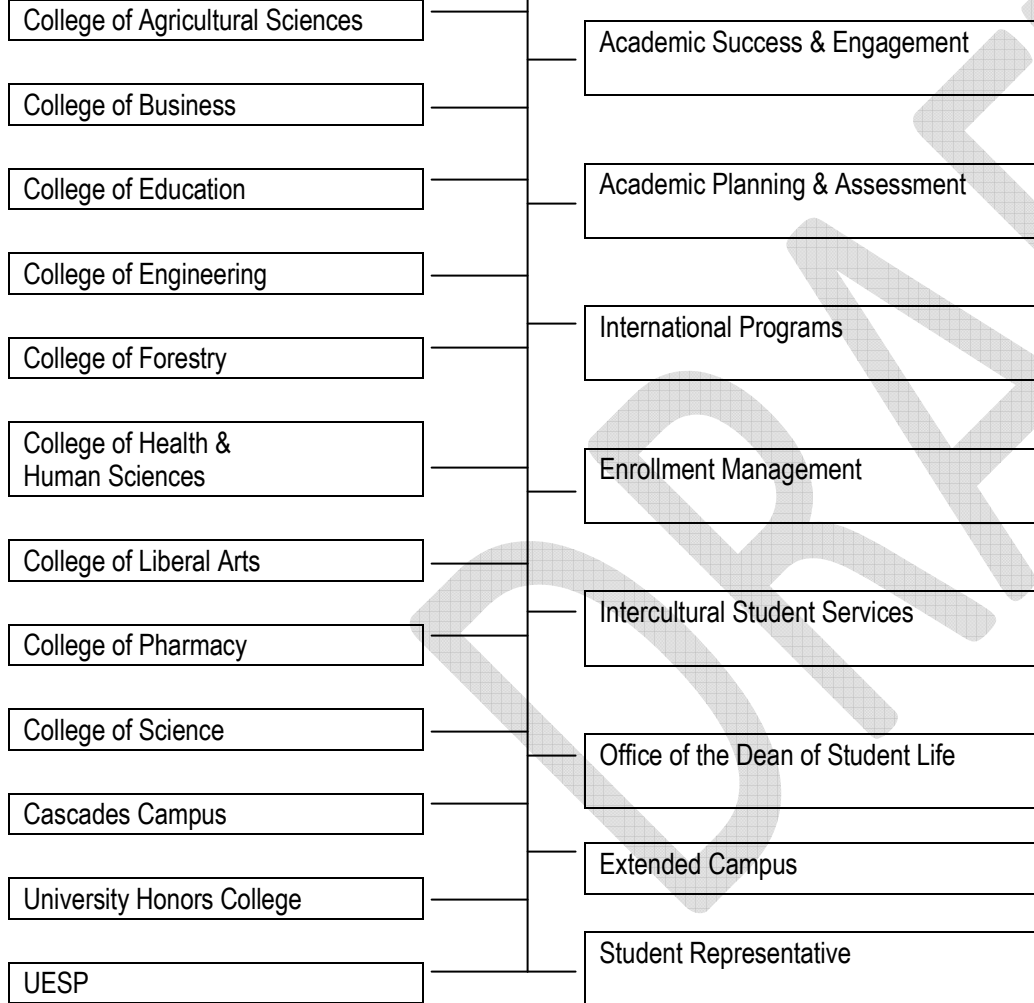
This question is not relevant to this review.

8. Does this committee's work enhance OSU's commitment to diversity? If so, how?

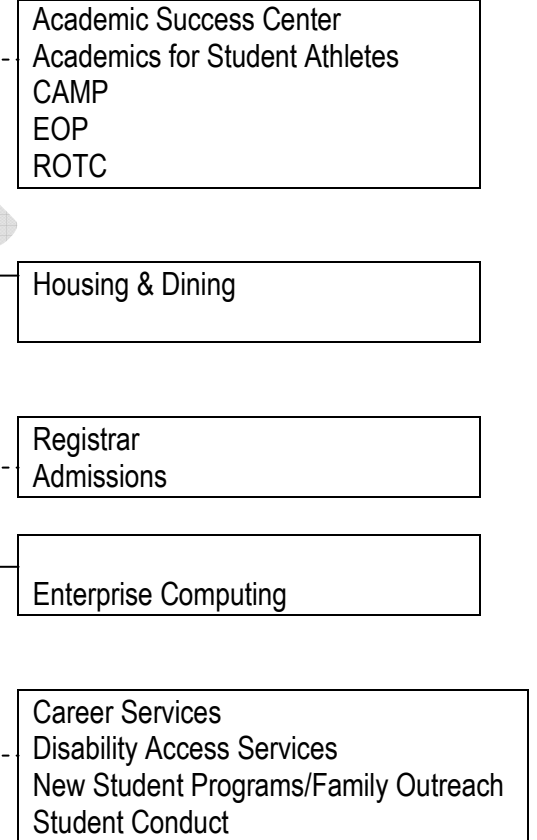
By developing advising policies and addressing issues that affect student academic success, the AAC provides broad support to OSU students and its commitment to diversity.

Academic Advising Council Membership

Voting Membership-



Non-Voting Membership-



COMMITTEE ON COMMITTEE'S REVIEW OF THE COMPUTING RESOURCES COMMITTEE

This review of the Computing Resources Committee is submitted in accordance with the duties of the Committee on Committees to review each Faculty Senate Committee at five-year intervals, using the following five criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function and composition of this committee?
2. Have the Committee's action or function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. The Computing Resources Committee, which meets about three times a year, met on January 23 of this year and reaffirmed that their Standing Rules still reflect the charge of the committee. The committee's members see their role as liaison to the academic faculty and their focus to be on computing technologies that affect the teaching, learning, and research environment, rather than those involving administrative computing, such as OSCAR. In the past, the committee has even more specifically focused its attention on classroom activities and access to computer labs.

The committee's meetings have been more issue driven, and the committee functions more reactively than proactively. For example, a committee member may hear of a project that may be of interest to faculty members and invite the project's manager to talk to the committee about the project. However, this approach may mean committee members miss reviewing projects that haven't risen to their attention, such as occurred several years ago with the Blackboard project, as it is not a requirement or university expectation that computing projects be brought before the committee.

During the course of my conversation with the chairs, I discovered there are several campus computing projects I am aware of that the committee is not. This suggests the committee—which, except for a representative from Information Services, is composed of teaching faculty and students—may need to strengthen links with the computing branches of the university, which are largely administrative.

The committee chairs noted they would like other committees to become more aware of the Computing Resources Committee and to use the committee as a “sounding board.” The committee also would like to have a greater role in long-range IT planning.

2. The committee has regularly submitted annual reports. Annual reports for each of the last six years are available on the Faculty Senate web site for the committee. The committee's actions or functions have been consistent with the committee's standing rules.
3. The committee's annual reports outline the issues addressed by the committee and the committee's activities and outcomes. The reports also provide subsequent committees

with information about broad, outstanding issues that the committee may choose to address.

4. While the committee has had student representatives over the years, it has been difficult for students to attend meetings. The committee has addressed this by sending meeting minutes to the student members. Another issue has been the timely appointment of student members. This year, the committee has had difficulty in getting the ASOSU to confirm committee appointees, leading to months' delay in appointment of student members.
5. The committee chairs noted the committee hasn't been approached about helping to forward the university's strategic goals and that the committee's goal is to help academic faculty; however, the chairs would like others to approach the committee. Nevertheless, I can see that the committee could help further any of the three goals listed in the strategic plan:
 - Provide outstanding academic programs that further strengthen our performance and pre-eminence in the five thematic areas.
 - Provide an excellent teaching and learning environment and achieve student access, persistence and success through graduation and beyond that matches the best land grant universities in the country.
 - Substantially increase revenues from private fundraising, partnerships, research grants, and technology transfers while strengthening our ability to more effectively invest and allocate resources.

March 4, 2006
Committee on Committees
Five-Year Review of Curriculum Council

By Larry Flick, chair Science & Mathematics Education
Interviewed Marv Pyles, co-chair, Curriculum Council

This review of the Curriculum Council (CC) is submitted in accordance with the duties of the OSU Faculty Senate Committee on Committees to review each Faculty Senate committee at five-year intervals. The criteria are used as the subheadings of the report.

1. Do the Standing Rules clearly reflect the function and composition of this committee?

The work load of the CC is large and relies on complete participation of a full committee membership. Because the Colleges of Liberal Arts and Science generate the bulk of the Category II proposals, committee membership could stand to have a greater balance from these colleges. The standard operating policies of the CC have had members review proposals from their home colleges. The thinking is that the role of the CC is to thoughtfully criticize the proposals and this is best done if one is in the same college.

A major concern of this committee as expressed by co-chairs Marv Pyles and Mary Cluskey is that the structure, procedures, and authority of the CC are not sufficient for complete fulfillment of the following clauses in the Standing Rules: "implement the long-range educational mission of the University" and "bring about a suitable and rational balance of academic programs". The problem is outlined as follows. In these times of budgetary constraints, President Ray counseled all units to narrow their focus on what we do well and stop doing what can not be done as well. We can't continue to do all that we have been doing. That means when the CC receives a Category II proposal to add a course, for example, the following questions are a sample of ones that become important: Does this fulfill President Ray's charge? Is this a programmatic and fiscally responsible move to make? If this course is being added, what course is being dropped or where are the additional FTE coming from? If additional students are being attracted, what unit(s) is projected to lose students?

There is nothing in the Category II process that allows the CC to see a big enough picture to fulfill critical aspects of the CC's Standing Rules. Further, if the CC acts to hold Category II proposals to these more rigorous standards required by budgetary constraints, are there potential problems with non-tenured faculty on the CC maintaining this position with their own college colleagues? Finally, because of the vagueness of the Standing Rules and the University's strategic goals, the CC members are faced with considerable challenges of interpretation. There is nothing in the Standing Rules upon which to base a denial of a Category II. Denial comes primarily in liaison statements that challenge the proposal and that rarely happens.

The attached memo from Cluskey and Pyles to Boggess, as Faculty Senate president, (March 2, 2006) recalls their discussion of this matter and suggests a coordinated effort to communicate with faculty the intention to address this problem*.

2. Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?

The report of 2004-2005 only serves to underscore the major concern described above. Last year the CC held 20 meetings and approved 383 Category II proposals, a slight increase from the previous year. This is a significant work load for a volunteer committee and reinforces the need for full and appropriate membership.

More importantly, the CC found that New Media Communication in the Department of Liberal Studies had apparently attempted an "end-run" around the system of course approval. They were teaching 30-45 courses that had never been approved and had enrolled about 250 students. The CC worked with relevant administration and faculty to allow the 20+ students to graduate in June 2005 with what they had been promised. However, this example raises the issue of how well the Senate, CC, and University are organized to "implement the long-range educational mission of the University" and "bring about a suitable and rational balance of academic programs".

3. Do the annual reports provide a memory of the issues this committee addressed, their activities, and any outcomes?

Given the example just described and the general outline of the more routine work of the CC contained in the reports, there appears to be adequate institutional memory.

4. What has been the role/benefit of student members?

It appears the ASOSU does not act on the issue of finding members. The suggestion of co-chair Pyles is that the colleges rotate through a process of selecting a student to nominate for positions on major committees and communicate that nomination to ASOSU for appointment. By coming through the college, these positions can be presented as the important opportunity they are for exposure to important university issues and valuable experience. The colleges are in a position to nominate students who are interested and capable of participation. This would result in greater motivation and accountability for student participation.

5. What connection is there to the University's strategic goals?

As mentioned above, there is sufficient ambiguity in these goals that they do not often help the CC in fulfilling the Standing Rules. To the extent that OSU will not change size appreciably, the goals and the programs designed to fulfill these goals amount to a zero sum game. The CC is seeking ways to operate with this bigger picture in mind in order to fulfill its charge to the Faculty Senate.

* Attachment: [Memo from Cluskey and Pyles to Boggess, March 2, 2006](#), Subject: Application of Curriculum Council standing rules.

Five-Year Review of the Faculty Economic Welfare and Retirement Committee

Relevant Standing Rules (last revised June, 2000):

The Faculty Economic Welfare and Retirement Committee formulates statements of policy and advises on matters of salaries, and Tax Deferred Investment programs, retirement programs, retirement benefits, insurance, and other programs which affect the economic benefits of both active and retired faculty. It shall make information related to retirement and retirement options available to the faculty. When appropriate, recommendations and findings are made to the Faculty Senate. The Committee shall also formulate recommendations to the Faculty Senate Executive Committee for possible submission to the Legislature for amendments to the retirement system.

The Committee consists of nine faculty, including at least one professional faculty; two or three shall be retired faculty. In addition, the OSU Employee Benefits Manager shall be an ex-officio, non-voting member.

1. Do the Standing Rules clearly reflect the function and composition of this Committee?

Yes. Two members of the committee are retired faculty.

2. Have the Committee's actions/functions, as reported in the annual reports and by consulting with the current Chair and Committee, been consistent with their Standing Rules?

The 2004-2005 annual report did not contain activities by the committee that fell outside of the governing standing rules of the committee.

3. Do the annual reports provide a memory of the issues this Committee addressed, their activities, and any outcomes?

Yes. In addition, they made recommendations for the next year. One suggestion, institutional memory would be further promoted by posting the committee's minutes.

4. What has been the role/benefit of the student members?

n.a.

5. What connection is there to the University's strategic goals?

5.1: Provide outstanding academic programs that further strengthen our performance and pre-eminence in the five thematic areas. Yes, connected. Advocating that faculty compensation at OSU be competitive to comparator/peer institutions maintains a strong faculty and thus strong programs.

5.2: Provide an excellent teaching and learning environment and achieve student access, persistence and success through graduation and beyond that matches the best land grant universities in the country. Yes, connected. Advocating that faculty compensation at OSU be competitive to comparator/peer institutions maintains a strong faculty and thus excellence in learning.

5.3: Substantially increase revenues from private fundraising, partnerships, research grants, and technology transfers while strengthening our ability to more effectively invest and allocate resources. Yes, connected. Advocating that faculty compensation at OSU be competitive to comparator/peer institutions maintains a strong faculty and thus leverages OSU's ability to pursue "soft money."

Report prepared by: Cass Dykeman

Five-Year Review Faculty Grievance Committee

Standing Rules

The Faculty Grievance Committee, as an instrument of the "Faculty Grievance Procedure," shall meet with University faculty members to consider grievances that are not resolved through informal processes. The role, activities, and responsibilities of the committee are defined in the "OSU Faculty Grievance Procedure," referenced in the Oregon Administrative Rules. The Committee consists of five academic employees, with faculty rank or professional title, at least one of whom shall be female and one faculty member from an underrepresented population, chosen by the Faculty Senate Executive Committee. Any academic employee with Faculty rank or professional title may submit nominations to the Executive Committee for consideration. The Chair of the Committee shall be selected by the Executive Committee of the Faculty Senate. Three members of the Faculty Grievance Committee shall constitute a quorum.

(It is recommended that at least one member of the Committee should have legal training.)

(Note: OAR 576-50-015 and -020 provide for separate mediation and grievance processes which require two separate committees.)

(03/02)

1. Do the Standing Rules clearly reflect the function and composition of this Committee?

Yes the standing rules describe the function and form of the committee.

The standing rules clearly state the composition of the committee, five academic employees, with faculty rank or professional title, at least one of whom shall be female and one faculty member from an underrepresented population, chosen by the Faculty Senate Executive Committee. (However, when I went to the website and looked at the membership for the last two years I found a discrepancy. In 2004-2005 the Faculty Grievance Committee had six members and 1 alternate which was listed as TBA. In 2005-2006 the membership list had five members with 1 alternate listed. The standing rules do not mention an alternate member, they clearly state there will be five members.

The function of the committee is very clearly defined in the Faculty Grievance Procedures which have been attached to the paper copy of this report.

2. Have the Committee's actions/functions, as reported in the annual reports and by consulting with the current Chair and Committee, been consistent with their Standing Rules?

The last annual report of the Faculty Grievance Committee was 2002-2003. At that time they made a couple of suggestions for the Promotion and Tenure Guidelines and then a recommendation that the next committee discuss the need for more members. (Note: since there is no annual report from the next committee, it may be where the alternate member idea originated, but I cannot confirm this by review of the reporting structure.)

I would like to recommend the Faculty Senate require a report from the committee, even if it just relates the fact there were no grievances filed in a particular year.

3. Do the annual reports provide a memory of the issues this Committee addressed, their activities, and any outcomes?

The annual reports on the web 1997-2003 document the committee activities and the outcomes they could report, as well as suggested actions for some of the future committees.

The Chair of this committee thinks they are “a very useful way of maintaining an ‘institutional memory’ to share thoughts and experiences across time. This is especially important because committee members are often inexperienced in the tradition and execution of grievance Committee practices.”

Since there were no scheduled meetings listed on the website, I asked the Chair of the Committee if they have scheduled meetings throughout the year and if they discussed the last annual report and the actions suggested in that report.

When I asked this question they said they were continuing in the recent tradition of only meeting when disputes were referred to them and that he thought the time to have a meeting about past reports, etc. would be toward the end of the academic year and part of their annual report preparation.

4. What has been the role/benefit of the student members?

Students are not allowed to serve due to the nature of this particular committee.

5. What connection is there to the University’s strategic goals?

The three strategic goals adopted by Oregon State University are:

- To create a compelling learning experience for our students, staff and faculty;
- To be recognized as a top-tier university on all scales of measurement; and
- To treat the State of Oregon as the campus of Oregon State University.

It is difficult to know how to answer this question regarding a grievance procedure which may or may not end satisfactorily for either party.

When asked this question, the committee chairperson stated they are “a service to both the faculty and OSU Administration in trying to resolve disputes.” Perhaps this “service” in turn relates to the strategic goals when all is said and done, hopefully making the party who filed the grievance at the very least feel heard, thereby helping all of us be able to focus more on creating a compelling learning experience.

Report prepared by: Donetta Sheffold

Five-Year Annual Review Academic Advising Council

Faculty Senate Committee on Committees
May 2004

This review of the Academic Advising Council is submitted in accordance with the duties of the Committee on Committees to review each Faculty Senate Committee at five-year intervals, using the following five criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function and composition of this committee?
2. Have the Committee's actions/function, as reported in the annual reports and by consulting with the current chair and committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. The Academic Advising Council's Standing Rules and membership were updated and adopted by the council during the 2002-2003 session, along with newly developed guidelines for the council. The Standing Rules for the Academic Advising Council accurately and clearly reflect the function and composition of the Council.
2. The Academic Advising Council's actions are available in annual reports from 1998-1999, 2000-2001, and 2002-2003 (the reports for 1999-2000 and 2001-2002 are not posted on the web). The primary duty of this committee is to furnish support and information to those units on campus that provide academic advising for students and to make policy and procedure recommendations to the Faculty Senate for consideration. According to the annual reports and information from committee members, the committee has been meeting this basic function.
3. The annual reports of the Academic Advising Council provide a relatively detailed memory of the issues the council addressed, their activities, and their outcomes. The Council has also posted detailed agendas and minutes from their meetings over the past five years. All things considered, there is a clear memory of the issues addressed and the activities of the Academic Advising Council.
4. There are currently no student members on the Academic Advising Council and there have not been student members for some time. While the Council appreciates input from students, the members also found their presence uncomfortable from time to time because of the sensitive issues they discuss.
5. The Academic Advising Council recognizes that advising is critical to student success and retention. As such, the Academic Advising Council is closely connected to Goal 2 of Oregon State University's Strategic Plan, to "provide an excellent teaching and learning environment and achieve student access, persistence and success through graduation and beyond that matches the best land grant institutions in the country." The Academic Advising Council contributes to this goal through their work supporting and providing needed information to the units on campus charged with the academic advising of students.

Submitted by Michelle Inderbitzin, OSU Department of Sociology, for the Committee on Committees.

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Five-Year Annual Review Academic Regulations Committee

Faculty Senate Committee on Committees
May 6 2004

This review of the Academic Regulations Committee is submitted in accordance with the duties of the Committee on Committees to review each Faculty Senate Committee at five-year intervals, using the following five criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function and composition of this committee?
2. Have the Committee's action or function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. The Academic Regulations Committee revised the standing rules during the SY01/02. The change was submitted and approved by the Committee on Committees and Faculty Senate that year.
2. The committee is charged with studying the effects of current and proposed policies and regulations to the OSU Academic Rules. It recommends changes to improve the evaluation of scholastic performance of students and recommends policies that pertain to admission, resident status, standards for student academic performance and deviations from these standards, review and appeal of academic requirements.
3. The committee posted a comprehensive report that demonstrated compliance with their Standing Rules.
4. This year the committee had one student member. In the past five years, the committee has had at least one and as many as two members from the student body.
5. The committee's charge is connected to the university's strategic goals. Goal 1 of the Strategic Plan states "Provide outstanding academic programs that further strengthen our performance and pre-eminence in the five thematic areas." Administratively facilitating the students' attainment of their degree certainly contributes to this goal. Goal 2 states: "Provide an excellent teaching and learning environment and achieve student access, persistence and success through graduation and beyond that matches the best land grant universities in the country." This is another goal that is explicitly supported by maintaining current, comprehensive, and understandable academic regulations.

Submitted by: Kevin Bokay, OSU Libraries, 6 May 2004

Five-Year Annual Review Academic Requirements Committee

Faculty Senate Committee on Committees
2004

This review of the Academic Requirements Committee is submitted in accordance with the duties of the Committee on Committees to review each Faculty Senate Committee at five-year intervals, using the following five criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function and composition of this committee?
2. Have the Committee's action or function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. Yes, there seems to be a direct correlation between the current work of the committee and the Standing Rules. There are seven faculty and at least one undergraduate advisor. There are no student members, at least that attend the meetings. Also, teaching faculty are significantly underrepresented probably due to the very significant time commitment of two hours every week.
2. The annual reports and the chair confirm that the committee considers petitions from students requesting deviations for Academic Regulations. This past year the committee actively reviewed 1754 petitions with an additional 524 being preapproved by the Registrar's Office. This is approximately 54 petitions per weekly meeting.
3. The reports provide a clear record of committee issues and working procedures. There are several issues that reoccur in the reports of the last five years:
 - a. Audit window too narrow. This rule generates a lot of petitions and the committee does not understand why the window could not be wider. Further, it has been difficult determining the rationale from Academic Regulations reports for keeping the window to two weeks. Therefore it has been difficult to determine guidelines for exceptions.
 - b. There is a recurring concern about medical withdrawals, most recently concerning depression as the reason for withdrawal.
 - c. There is an inconsistency between the Regulation for Incompletes being limited to one year and the practice of granting extensions. Faculty do not follow or enforce the rule for Incompletes.
 - d. There is need for faculty training because the work of the committee is so intense. Also the intensity of the committee seems to result in many absences making it difficult to carry out the high work load.
4. Student members are very beneficial because they have such a different perspective. However, very rarely has a student member actually attended. In the year the current chair has served, there's only been one student she has been aware of as being appointed and they never attended or responded to email. Getting students to serve appears to be a challenge. Part of this may be the demands this committee makes on time.
5. Two relevant goals from the strategic plan document are:
Goal 1. Provide outstanding academic programs that further strengthen our performance and

pre-eminence in the five thematic areas.

Goal 2. Improve the teaching and learning environment and achieve student persistence and success through graduation and beyond that matches the best land grant universities in the country.

The chair reports that it is a constant balance between trying to maintain integrity of the regulations and trying to allow flexibility so that students don't feel unduly penalized by them when there are extenuating circumstances. In this sense, the Academic Requirements Committee has a central role in maintaining the integrity of academic programs yet motivating student persistence and success. That is a tough job

Submitted by Larry Flick, Department of Science and Mathematics Education, Committee on Committees

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Five-Year Annual Review Academic Standing Committee

Faculty Senate Committee on Committees
2004

This review of the Academic Standing Committee is submitted in accordance with the duties of the Committee on Committees to review each Faculty Senate Committee at five-year intervals, using the following five criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function and composition of this committee?
2. Have the Committee's action or function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. The Standing Rules for the Academic Standing Committee that are currently posted on the Faculty Senate web site (dated February 2004) only partially reflect the function and composition of this committee. Debbie Bird, Head Advisor for the College of Forestry and current chair of this committee, reports that she submitted standing rules revisions on behalf of this committee before leaving for a fall term sabbatical in September, but these proposed revisions are significantly different from what is currently posted on the web. The Committee on Committees has not reviewed these standing rules revisions, but once they are implemented, they will better reflect this committee's current activities. The new standing rules include more specificity and amend the number of committee members. The chair has resubmitted them to Vickie Nunnemaker in the Faculty Senate office and has requested that I include their proposed revisions with my report. I have attached them at the end of this document.
2. The Academic Standing Committee actions are available in annual reports from 1998-99, 1999-2000, 2000-2001, and 2002-2003 (the report for 2001-2002 is not posted on the web). The primary duty of this committee is to hear requests for reinstatement by exception from students academically suspended from OSU, and according to the chair and the reports, the committee has been meeting this basic function. The chair reports that the current committee has revisited and clarified the academic guidelines whereby students can be considered for reinstatement by exception. This has led to align more clearly their practice with the guidelines and to make recommendations in the annual reports regarding standing rules and committee membership.
3. The annual reports of the Academic Standing Committee present a detailed chronological history of the Committee's activities and include recommendations and considerations for the subsequent year. As stated above, there is no posted annual report for the year 2001-2002. The report for year 2002-2003, submitted by chair Debbie Bird, chronicles the events that led this committee to revisit its practices, guidelines, and standing rules.
4. Student membership has been a perpetual struggle for this committee. According to the chair, there are two issues that are impediments to having and maintaining student members. The first is the time commitment. This committee convenes for appeal hearings during winter and spring breaks, during the summer prior to school starting, and on multiple occasions during the first two weeks of each term. These appeal hearings occur in 4-hour blocks, so even if the student is on campus, their class schedule may not accommodate such an investment of time. The time obligation actually has proven to be an impediment for faculty membership as well, particularly

those whose 9-month contracts hinder participation in the appeal dates in the summer. The other concern with student membership revolves around the issue of confidentiality. The nature of the appeal process reveals information about the student that is otherwise confidential. The chair reports that there was a student on this year's committee roster, but he/she never showed up to any committee meetings. The chair thinks that having graduate students serve on the committee would be an appropriate and effective solution to the lack of student involvement. There was a graduate student member during the 2000-2001 school year.

5. The Academic Standing Committee is connected to the University's strategic goal of creating a "compelling learning experience" in its efforts to provide students with an avenue whereby they can present extraordinary circumstances that have contributed to their academic difficulty. The formality of the process, which includes drafting a "request for reinstatement" letter and making a personal appearance before the committee, is purposefully constructed to have students review and reconsider the entirety of their academic experience and delineate the educational and personal changes they want to enact in their lives, regardless of whether or not the committee chooses to reinstate them. The Committee is connected to the strategic goal of being a "top-tier university" in that it reinforces the academic rules, regulations, and standards of the university.

Proposed standing rules changes for the Academic Standing Committee

Academic Standing Committee

Current Standing Rules (as posted on the faculty senate web site)

The Academic Standing Committee is charged with the enforcement of the regulations on Satisfactory Academic Standing. In this regard the Committee has developed guidelines for the administration of these regulations. Guidelines are reviewed annually to ensure that they continue to serve the interests of the University community and that they reflect current University policies and procedures. The Committee has discretionary authority to grant exceptions to the regulations on Academic Standing. The Committee hears all requests for reinstatement exceptions following academic suspension. Upon request of the student, the Committee conducts a personal interview to determine the causes of unsatisfactory performance and possible remedies. The Committee meets to consider such requests, as needed, each term prior to the last day to register. The Committee consists of seven Faculty and two Student members, and the Registrar (or representative), ex-officio, non-voting.

Proposed Revised Standing Rules

The Committee on Academic Standing is charged with the enforcement of the regulations on Satisfactory Academic Standing. In this regard the Committee has the authority to develop guidelines for the administration of these regulations. These guidelines are reviewed annually to ensure that they continue to serve the interests of the University community and that they reflect current University policies and procedures. The Committee has discretionary authority to grant exceptions to the regulations on Academic Standing. The Committee hears all requests for reinstatement exceptions following academic suspension, that meet the conditions detailed in Policy Guideline #7. Upon request of the student, the Committee conducts a personal hearing to determine the causes of unsatisfactory performance and possible reinstatement and remedies. These personal hearings occur during Committee meetings to consider requests for reinstatement by exception, as needed each term. Hearings are scheduled prior to the last day to register, when at all possible. Once the Committee makes its decision on a request for reinstatement by exception, and the hearing is completed, the case is considered closed. Appeals to Committee decisions may only be addressed by the Provost of the University after the Committee's decision has been recorded. Appeals must be based solely on the original file reviewed and acted upon by the Committee. The Committee will re-open a case only if significant new information is presented to it. The Committee consists of up to nine Faculty and two Student members, and the Registrar (or representative), ex-officio, non-voting. The committee chair is also a non-voting member, except in the case of a tie vote by Committee. Committee members involved in a student's request for exception may not participate in the vote.

(06/96)

Revised 09/26/03

Submitted by Kerry Kincanon, University Exploratory Studies Program, Committee on Committees

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Five-Year Annual Review Administrative Appointments Committee

Faculty Senate Committee on Committees
May 2004

This review of the Administrative Appointments Committee is submitted in accordance with the duties of the Committee on Committees to review each Faculty Senate Committee at five-year intervals, using the following five criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function and composition of this committee?
2. Have the Committee's actions/function, as reported in the annual reports and by consulting with the current chair and committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. The Standing Rules for the Administrative Appointments Committee do not accurately reflect the current function of this Committee in two ways. First, the Standing Rules state that the Administrative Appointments Committee, "...recommends three faculty members who shall serve on each Search Committee for appointments to vacant or newly created administrative positions." At least for the current school year, the Administrative Appointments Committee has been asked to recommend one faculty member from their Committee to serve on Search Committees. By the time the Administrative Appointments Committee Chair has been contacted to provide representation on the Search Committees, they have been fully formed. It appears that involvement of the Administrative Appointments Committee has been an afterthought rather than including the Committee early in the process of forming Search Committees. Further, the Standing Rules for the Administrative Appointments Committee state that, "...the Administrative Appointments Committee shall confer with the President (or his/her designated representative), review the requirements of the position, and provide advisement concerning composition of a Search Committee and the range and timing of its search." At least for the current school year, this has not been occurring. The chair of the Administrative Appointments Committee plans to discuss the current function of this committee in relation to their standing rules with the Faculty Senate Executive Committee and make any necessary recommendations for revising the Standing Rules.
2. With the exceptions noted above, the actions of the Administrative Appointments Committee have been consistent with their Standing Rules. However, the 2000-2001 annual report indicates that no Administrative Appointments Committee members were included on search committees for the Dean of Veterinary Medicine or the Dean of Business that year. The Committee has been very active this year and currently has members serving on seven search committees.
3. Annual reports describing the actions of the Administrative Appointments Committee are available on the Faculty Senate web site for the years 1997-98, 1998-1999, and 2000-2001. Apparently, no reports were prepared for the years 1999-2000, 2001-2002, and 2002-2003. The current chair, who was a member of the committee last year, reported that the Committee did not meet last year. The inactivity of this Committee and lack of annual reports for two years prior to the current year may be due in part to illness of the previous chair. The reports that are available seem to adequately describe the actions of the Committee. However, the 2000-2001 annual report describes efforts of the previous chair of this committee to increase the membership from

nine to twelve faculty members. There is no record of actions taken in response to his recommendation. Apparently, his efforts did not result in a change in the number of committee members since the current Committee is composed of nine faculty members.

4. Student members are not included on the Administrative Appointments Committee since this committee is responsible for ensuring faculty representation on search committees.
5. The Administrative Appointments Committee serves to ensure that all university policies and procedures are followed in filling administrative positions and recommends necessary changes to those policies and procedures to the Faculty Senate and President. By ensuring the integrity of the selection process for administrative positions, this committee is connected to all three of the University's strategic goals - to create a compelling learning experience for our students, staff and faculty; to be recognized as a top-tier university on all scales of measurement; and to treat the State of Oregon as the campus of Oregon State University.

Submitted by Darrell Ross, OSU Department of Forest Science, for the Committee on Committees.

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Five-Year Annual Review University Honors College Council

Faculty Senate Committee on Committees
May 19, 2003

This review of the University Honors College Council is submitted in accordance with the duties of the Committee on Committees to review each Faculty Senate Committee at five-year intervals, using the following five criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function and composition of this council?
2. Have the Committee's actions/functions, as reported in the annual reports and by consulting with the current Chair and Committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this Committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. The University Honors College Council's (UHCC) Standing Rules were revised and accepted in 1999. The Standing Rules outline responsibilities that are very broad in scope. The responsibility of the Council is to advise the University Honors College (UHC) dean in these areas and not necessarily to develop or propose policy. The Standing Rules will be reviewed as a routine matter next year. The composition and function of the committee are accurately described by the Standing Rules.
2. The committee's responsibilities are listed below. The council is responsible for:
 - admission and other academic requirements including degree requirements;
 - criteria for selection of the members of the Honors Faculty;
 - maintenance and regular assessment of program quality;
 - and the curricular structure and content of the Honors College.

The preceding charges are usually carried out by the administrators of the program; however, all subsequent actions are discussed in the council meetings. The activities of the UHCC are consistent with the Standing Rules. Council members and other volunteer faculty provide significant assistance in evaluating UHC admissions applications.

3. The committee posted a comprehensive annual report that listed all the activities and discussions during the scholastic year. The report gave a detailed account of the college's admission and completion data, and recounted discussions and outcomes on the budget, advising, curriculum, and faculty and the board of regents meeting. The annual reports provide a representative record of UHCC participation in UHC activities, including liaison with the board of regents. Issues surrounding the UHC curriculum and efforts to involve faculty in UHC instruction are a consistent topic of discussion.
4. There are three student members on this committee. The faculty members interviewed stated that the experience was a positive one for the faculty and the students; both groups received insight into the other's frame of reference by their presence on the committee.
5. The Council is obviously connected to the university's goal "To create a compelling learning

experience for students;" and "To be recognized as a top-tier university on all scales of measurement." Connection with the third goal, "To treat the State of Oregon as the campus of Oregon State University" is a little more difficult. The Honors College program does attract top-tier students through the state - and keeps them in Oregon for their university experience. In a straw poll taken among freshman entering in Fall 03, more than half of in-state students and over 80% of out-of-state students indicated that the presence of the UHC was a major factor in their decision to attend OSU. Growth of the University Honors College is part of the 2007 Agenda. UHCC expects that additional resources would be forthcoming to facilitate that growth.

Submitted by Kevin Bokay, OSU Libraries, for the Committee on Committees

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Five-Year Annual Review Promotion and Tenure Committee

Faculty Senate Committee on Committees
March 14, 2003

This review of the Promotion and Tenure Committee is submitted in accordance with the duties of the Committee on Committees to review each Faculty Senate Committee at five-year intervals, using the following five criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function and composition of this council?
2. Have the Committee's actions/functions, as reported in the annual reports and by consulting with the current Chair and Committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this Committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. The Standing Rules for the Promotion and Tenure Committee, were last updated in March, 2002. Changes made at that time were the result of a comprehensive review of the Standing Rules by the Promotion and Tenure Committee. The revised wording more clearly states the actual function and activities of the committee. The changes were made, in part, to clear up perceived confusion between the role of the Faculty Senate Promotion and Tenure Committee and the University Promotion and Tenure Committee. The composition of the committee is generally in accordance with the Standing Rules, however, a large number of retirements from the University in January, 2003 have left the committee one member short at the time of this report (March, 2003).
2. The Promotion and Tenure Committee actions, as reported in the available annual reports from 1996-97, 1997-98, 1999-2000, and 2001-2002, are consistent with the Standing Rules. Reports for 1998-1999 and 2000-2001 were not found at the Faculty Senate web site. Dan Arp, the current chair of the committee was only recently appointed (6 weeks ago) as chair to fill in for a retirement and he suggested that Rakesh Gupta, the previous chair, be contacted regarding the committee's actions. Dr. Gupta indicated that the committee did very closely review the standing rules as well as the charges given the committee by the Faculty Senate President. The result, as outlined in the 2001-2002 Annual Report, is that a number of policies were discussed and recommendations written, including those addressing position descriptions, early tenure, external reviewer letters, post-tenure review, and tenure requirement for instructors. Some of these recommendations have been adopted and others have not. In order to clarify University policies, the committee also put together a flow chart that provides an overview of the P & T process at OSU. This flow chart is listed as Appendix J in the Annual Report.
3. The annual reports of the Promotion and Tenure Committee vary in detail, but are generally well-written and very descriptive of the activities of the committee. They provide a record of issues that were addressed that are sometimes controversial and include recommendations and suggestions for items for future discussion. The most recent annual report (2001-2002) includes 10 appendices that are very helpful in stating recommendations, revisions, and documenting pertinent meetings of the committee.
4. There are no students on the Promotion and Tenure committee. Given the charge and standing rules for this committee, student membership would not be appropriate.

5. The Promotion and Tenure Committee is an integral part of achieving the University's strategic goals: To create a compelling learning experience for our students, staff and faculty; to be recognized as a top-tier university on all scales of measurement; and to treat the State of Oregon as the campus of Oregon State University. The committee is not only responsible for oversight of the process that results in granting tenure and promotion to those faculty with proven accomplishments and skills, but it provides leadership for programs that facilitate, improve, and delineate the process.

Submitted by Susan Tornquist, Department of Biomedical Sciences, and Darrell Ross, Department of Forest Science, for the Committee on Committees.

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Five-Year Annual Review Research Council

Faculty Senate Committee on Committees
February 21, 2003

This review of the OSU Research Council is submitted in accordance with the duties of the OSU Faculty Senate Committee on Committees to review each Faculty Senate committee at five-year intervals, using the following five criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function and composition of this council?
2. Have the Committee's actions/functions, as reported in the annual reports and by consulting with the current Chair and Committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this Committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. The Standing Rules for the Research Council, last updated April 2001, clearly reflect the function of the committee. The composition of the committee is also in accordance with the standing rules.
2. The Research Council actions, as reported in the available annual reports from 1997-98, 1998-99, 1999-2000, 2000-2001, and 2002-2003, are consistent with the Standing Rules. When I contacted the Research Council chair, Professor Machteld Mok, she also reported that the council has discussed with the Research Office general topics related to research at OSU, and has also recently discussed proposal submission and review criteria.
3. The annual reports of the Research Council are detailed and helpful, providing a useful history of the committee's actions.
4. With respect to student participation, it should be noted that the Research Council is involved in the evaluation of research proposals, a task for which students would not have requisite expertise.
5. The Research Council, through its support of research, is obviously central to the university's pursuit of its goal, "to be recognized as a top-tier university on all scales of measurement."

Submitted by David Robinson, OSU Department of English, for the Committee on Committees.

Five-Year Annual Review Student Recognition and Awards Committee

Faculty Senate Committee on Committees
March 18, 2003

This review of the Student Recognition and Awards Committee is submitted in accordance with the duties of the Committee on Committees to review each Faculty Senate Committee at five-year intervals, using the following five criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function and composition of this council?
2. Have the Committee's actions/functions, as reported in the annual reports and by consulting with the current Chair and Committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this Committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. The Standing Rules for the Student Recognition and Awards Committee, last updated June 1999, reflect the function and composition of the committee, with one exception. The Standing Rules state that, "The Committee serves as the Institutional registry for all recognitions and awards within the University; all recognitions that are listed in official publications, or the recipients of which are listed in official publications are registered with the Committee." Karen Kvidt, the Committee Chair, reports that the Committee has not been acting as an Institutional registry, and that the Committee, in consultation with Faculty Senate President Bruce Sorte, has begun the process of revising its Standing Rules to reflect this.
2. The Student Recognition and Awards Committee actions as reported in available annual reports from 1998-99, 1999-2000, 2000-2001, and 2001-2002 are consistent with the Standing Rules, except that it has not been serving as an Institutional registry for recognitions and awards. Chair Karen Kvidt reports that the Committee is currently preparing to notify potential award applicants of their eligibility and will begin reviewing applications at the end of April.
3. The annual reports of the Student Recognition and Awards Committee present a detailed chronological history of the Committee's activities and include recommendations and considerations for the subsequent year.
4. Students play an active role in this Committee. The Standing Rules specify that the Committee have eight students among its members. The Chair reports that these students enjoy equal membership on the Committee, and they are involved in all facets of the Committee's tasks. They learn the rules and regulations of committee work, and they engage in teamwork and decision-making with the faculty members. The Committee has four subcommittees, each of which consists of two faculty and two students who are responsible for evaluating applications for the four different undergraduate class levels, freshmen, sophomores, juniors, and seniors. The Chair reports that this year's Committee currently only has five of the eight required student members, but she expects the Committee to have the final three student members in place prior the application review that begins in late April.
5. The Student Recognition and Awards Committee is connected to the University's strategic goal of creating a "compelling learning experience" in its efforts to recognize students who actively

engage in successful scholarly work. The Committee is connected to the strategic goal of being a "top-tier university" in that it celebrates "the accomplishments of students" and acknowledges excellent academic achievement in our undergraduate student community.

Submitted by Kerry Kincanon, University Exploratory Studies Program, for the Committee on Committees.

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Five-Year Annual Review Undergraduate Admissions Committee

Faculty Senate Committee on Committees
April 2003

This review of the Undergraduate Admissions Committee is submitted in accordance with the duties of the Committee on Committees to review at five-year intervals each Faculty Senate Committee. The following five criteria were used in reviewing this committee:

1. Do the Standing Rules clearly reflect the function and composition of this council?
2. Have the Committee's actions/functions, as reported in the annual reports and by consulting with the current Chair and Committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this Committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. The Standing Rules for the Undergraduate Admissions Committee clearly reflect the general function and composition of this Committee. The Standing Rules were updated in March of 2002. The faculty composition of this Committee is diverse and meets the general criteria set forth in the Standing Rules. The Committee Chair reports that it's hard to get and retain five teaching faculty. Currently there are only four teaching faculty on the Undergraduate Admissions Committee. This Committee has not had consistent student representation as specified in the Standing Rules for the five-year period reviewed. This will be further addressed in section 4.
2. The Undergraduate Admissions Committee's actions, as reported in their annual reports and by consulting with the current Chair, are consistent with their Standing Rules.
3. The annual reports from the past five years are statistical and provide information on how many students requested consideration, how many were admitted, denied or deferred, however how those decisions were made and what criteria was involved in making the decisions is unclear. The Committee also serves as the focal point for discussion and review of policy changes related to undergraduate admissions and makes recommendations to the Assistant Provost for Academic Programs or the Faculty Senate, as appropriate. It appears that recommendations have been made in the past but the reports do not go into detail on what recommendation the Committee had. It would be helpful to have more details in the report.
4. There has not been consistent student representation on the Undergraduate Admissions Committee. The current Chair welcomes any suggestions to recruit and retain a student member. This Committee requires a large time commitment and work during the summer and that has been part of the problem in recruiting a student member.
5. The Undergraduate Admissions Committee reviews files of undergraduate students who do not meet the minimum admission requirements. In doing so, the Committee supports the University's goals of making OSU a statewide campus by extending the campus to all Oregonians and to provide a compelling learning experience to those students.

Submitted by Karin Hardin, Nutrition and Food Management, for the Committee on Committees.

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Five-Year Annual Review Faculty Recognition and Awards Committee

Faculty Senate Committee on Committees
June 7, 2002

This review of the Faculty Recognition and Awards Committee is submitted in accordance with the duties of the Committee on Committees to review each Faculty Senate Committee at five- year intervals, using the following five criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function and composition of this Committee?
2. Have the Committee's actions/functions, as reported in the annual reports and by consulting with the current Chair and Committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this Committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. The Standing Rules for the Faculty Recognition and Awards Committee clearly reflect the general function and composition of this Committee. The Standing Rules have not been updated since June of 1995, however the guidelines for specific awards are continually being updated and clarified. Guidelines for Award Nomination Packets were also established to help this Committee in their nomination ion process. The Faculty composition of this committee is diverse and meets the criteria set down in their Standing Rules. There has been student representation every year except for 1998-1999.
2. The Faculty Recognition and Awards Committee's actions as reported in their annual reports and by consulting with the current chair are consistent with their Standing Rules.
3. The annual reports from the past five years are detailed and were helpful in understanding the issues this committee addressed and the outcomes from those issues.
4. There has been student representation in four of the five years reviewed. In those four years the students attended the meetings and had valuable input.
5. The Faculty Recognition and Awards Committee supports all three of Oregon State University's strategic goals by encouraging and recognizing faculty and staff that contribute to the statewide campus, promote a compelling learning experience and contribute to Oregon State University's aspirations to become a top-tier university.

Submitted by Karin Hardin, Nutrition and Food Management, for the Committee on Committees

Five-Year Annual Review Library Committee

Faculty Senate Committee on Committees
June 7, 2002

This review of the Faculty Recognition and Awards Committee is submitted in accordance with the duties of the Committee on Committees to review each Faculty Senate Committee at five- year intervals, using the following five criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function and composition of this Committee?
2. Have the Committee's actions/functions, as reported in the annual reports and by consulting with the current Chair and Committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this Committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. The Standing Rules for the Library Committee, last updated March 2002, clearly reflect the function of the committee. The faculty composition of the committee is also in accordance with the Standing Rules. The committee has had important recent student participation, as specified in the Standing Rules, but has been able to fill only 2 of 3 places for student members as of the time of this report.
2. The Library Committee's actions as reported in the available annual reports from 1996-97, 1999-2000, and 200-2001, are consistent with the Standing Rules.
3. The annual reports of the Library Committee are detailed and helpful, providing a useful history of the committee's actions.
4. When I contacted her about student participation on the Library Committee, the Chair, Professor Heidi Hackel, reported active and positive participation on the Committee by the graduate student representative for the past two years. The Library Committee would, I believe, welcome further student participation if it could be arranged.
5. The Library Committee, in supporting the university library which is essential to undergraduate and graduate education and to faculty research, is obviously central to the first of Oregon State University's three Strategic Goals, "to create a compelling learning experience for our students, staff and faculty," and is also central to the university's pursuit of its second goal, "to be recognized as a top-tier university on all scales of measurement."

Submitted by Karin Hardin, Nutrition and Food Management, for the Committee on Committees

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Five Year Annual Review Graduate Admissions Committee

Faculty Senate Committee on Committees
June 7, 2002

This review of the Faculty Recognition and Awards Committee is submitted in accordance with the duties of the Committee on Committees to review each Faculty Senate Committee at five- year intervals, using the following five criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function and composition of this Committee?
2. Have the Committee's actions/functions, as reported in the annual reports and by consulting with the current Chair and Committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this Committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. The Standing Rules for the Graduate Admissions Committee were last updated in May of 1997 and clearly reflect the function of the committee. The faculty composition of the Graduate Admissions Committee is diverse and meets the criteria set forth in its Standing Rules.
2. The Graduate Admissions Committee has functioned consistently with its Standing Rules as demonstrated in annual reports.
3. The annual reports of the Graduate Admissions Committee adequately reflect the committee's actions, concerns, and plans.
4. No student members serve on the Graduate Admissions Committee per its Standing Rules.
5. The Graduate Admissions Committee reviews files of Graduate School applicants who do not meet the minimum admissions requirements. In so doing, the committee supports the University's strategic goals by ensuring a capable and prepared body of graduate students who can contribute to the maintenance of a compelling learning environment.

Submitted by Karin Hardin, Nutrition and Food Management, for the Committee on Committees

Five Year Annual Review Faculty Status Committee

Faculty Senate Committee on Committees
June 7, 2002

This review of the Faculty Recognition and Awards Committee is submitted in accordance with the duties of the Committee on Committees to review each Faculty Senate Committee at five- year intervals, using the following five criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function and composition of this Committee?
2. Have the Committee's actions/functions, as reported in the annual reports and by consulting with the current Chair and Committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this Committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. The Faculty Status Committee revised their standing rules during academic year 2000/01. The change in wording was to reflect the inclusion of professional faculty both in representation on the committee and the committee's purview. The new standing rules were approved in March, 2001. The standing rules of this committee are current and clearly reflect the function and composition of the committee.
2. The committee has a charge to examine existing policies regarding academic freedom, tenure, appointment, promotion, termination, and review and appeal procedures. During the academic year 2000/01, the committee reviewed job security, promotion, and other issues pertaining to faculty research assistants. They examined policies at other land grant institutions, surveyed our own faculty researchers, and surveyed the OSU Human Resources office regarding personnel policies of the faculty research assistants. This issue falls within the purview of the committee and the standing rules.
3. The committee posted a comprehensive annual report that clearly showed fulfillment of their charge.
4. There are no student members on this committee. The current chair, Professor Joe Toth of OSU Libraries, has served on the committee for the last two scholastic years and does not recall ever having discussed a student membership on the committee with the group. I spoke with Professor Toth who indicated that the committee deals exclusively with faculty personnel issues and, except for those students entering academia, he does not feel that a student would have an interest in serving on the committee.

5. Being the committee charged with protecting the integrity of tenure, all three stated missions of the university are addressed by: providing high quality academic leadership that can staff a statewide campus; helping faculty develop a compelling learning experience, and making OSU a top-tier university.

Submitted by Kevin Bokay, University Library, for the Committee on Committees

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Five Year Annual Review Graduate Council

Faculty Senate Committee on Committees
June 7, 2002

This review of the Faculty Recognition and Awards Committee is submitted in accordance with the duties of the Committee on Committees to review each Faculty Senate Committee at five- year intervals, using the following five criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function and composition of this Committee?
2. Have the Committee's actions/functions, as reported in the annual reports and by consulting with the current Chair and Committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this Committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. The Standing Rules for the Graduate Council were last updated in June of 1999 and clearly reflect the function of the committee. The faculty composition of the Graduate Council is diverse and meets the criteria set forth in its Standing Rules. The Council has consistently had student representation over the period reviewed except for half of 1999-2000 when the student member resigned and the position remained unfilled.
2. The Graduate Council has completely fulfilled its charge described in the Standing Rules as documented in its annual reports and by consulting with the past Chair.
3. The annual reports were complete, detailed and helpful in reconstructing the issues addressed, their outcomes and the future plans of the Council. In conversation with the current chair of the Council, Vince Remcho, he pointed out that the business of the Council is concentrated in the spring quarter. Graduate program reviews are time-intensive and become burdensome when they all fall at the end of the academic year. Possible solutions would be to distribute the work load of the Council more evenly over the year. In addition, consideration should be given to the prospect of changing the cycle currently being used to review Graduate programs. Finally, it was suggested that former members of the Graduate Council be formally requested to serve as ad hoc members on reviews or follow-up reviews of those Graduate programs that they had reviewed during their original tenure on the Graduate Council.
4. The annual reports of the Graduate Council indicate that there has been consistent student representation on the Council. The student member had a role in the Council's business and decisions.

5. The Graduate Council has jurisdiction over the policies, procedures and requirements of graduate education at Oregon State University. In doing so, the Council is strongly connected to all three of the University's stated goals including: extending the University into every community in Oregon, providing a compelling learning experience, and helping the University become a top-tier institution.

Submitted by Robert Mason, Department of Zoology, for the Committee on Committees

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Five-Year Annual Review Baccalaureate Core Committee

by
David M. Robinson, Committee on Committees
April 2001

This review of the Baccalaureate Core Committee is submitted in accordance with the duties of the Committee on Committees to review each Faculty senate Committee at five-year intervals, using the following five criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function and composition of this Committee?
2. Have the Committee's actions/function, as reported in the annual reports and by consulting with the current Chair and Committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this Committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. The Standing Rules for the Baccalaureate Core Committee, last updated April 1998, clearly reflect the function of the committee. The faculty composition of the committee is also in accordance with the Standing Rules. The committee has not, however, had recent student participation, as specified in the Standing Rules. This issue will be discussed more fully in section 4.
2. The Baccalaureate Core Committee's actions as reported in the annual reports from 1995-2000 are consistent with the Standing Rules.
3. The annual reports of the Baccalaureate Core Committee are detailed and helpful, providing a useful history of the committee's actions.
4. The reports of the Baccalaureate Core Committee did not give an account of student involvement, so I

contacted the committee chair, Professor John Lee, and other members of the committee, about this issue.

It was clear to me from their responses that the committee would welcome student membership and participation, but had not recently had such participation. Prof. Lee reported that there had been no student members for the past three years, and that students had served only sporadically before that. Another member of the committee, Bonnie Avery, added that the committee had sought student input when it saw a need for a student perspective. I would also add that the committee's annual reports note the use of questionnaires, small group meetings, student surveys, and exit interviews with seniors, to learn of student reactions to the Baccalaureate Core. The need for more student membership and participation is not an uncommon problem among university committees. Vickie Nunnemaker in the Faculty Senate Office reported that only about one-third of student vacancies on committees had been filled as of mid-January, 2001. The Baccalaureate Core Committee would, I believe, welcome further student participation if it could be arranged.

5. The Baccalaureate Core Committee, in overseeing the heart of the undergraduate curriculum, is obviously central to the first of Oregon State University's three "Strategic Goals," "to create a compelling learning experience for our students, staff and faculty."

Five-Year Annual Review Computing Resources Committee

by
Robert T. Mason, Committee on Committees
2001

This review of the Computing Resources Committee is submitted in accordance with the duties of the Committee on Committees to review each Faculty Senate Committee at five-year intervals, using the following five criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function and composition of this Committee?
2. Have the Committee's actions/function, as reported in the annual reports and by consulting with the current Chair and Committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this Committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. The Computing Resources Committee was reconstituted in 1998-99 having formerly been called the Instructional Development and Technology Committee. The Standing Rules for the Computing Resources Committee were updated in June 1999, and more recently in May 2001. They clearly reflect the function of the committee. The faculty composition of the committee is diverse and meets the criteria set forth in the Standing Rules of the Computing Resources Committee. The committee has not, however, had student participation, as specified in the Standing Rules, since 1997-98. This issue will be addressed further in section 4.
2. The Computing Resources Committee (formerly Instructional Development and Technology Committee) has completely fulfilled their charge described in the Standing Rules as provided in their annual reports.

No annual report was available for 1995-96.

3. The four annual reports that were available for review were complete, detailed and helpful in reconstructing the issues addressed, their outcomes and the future plans of the committee.

4. The annual reports of the Computing Resources Committee indicate that there have been no student members on the committee since 1997-98. I contacted the current committee Chair, Professor Bill Uzgalis and discussed the issue with him. He made it clear that the committee was aware of this deficiency and that they were eager to have student participation in a committee whose activities greatly impact student life on this campus. There seemed to be genuine frustration in this lack of student participation. In speaking with Vickie Nunnemaker in the Faculty Senate Office, she reported that many of the Faculty Senate Committees had student vacancies and that this seems to be a growing concern. She suggested that I inform the committee Chair that any student can volunteer to serve on these committees and that they should be encouraged to do so. In so informing him, the committee Chair indicated that he would seek to address this issue.

5. The Computing Resources Committee seeks to focus on assisting with integrating technology in instruction and enhancing curriculum change as well as serve as the faculty voice in communicating with Information Services the needs of faculty in teaching, research and service. In doing so, the committee is strongly connected to all three of the University's stated goals including: extending the University into every community in Oregon, providing a compelling learning experience, and helping the University become a top-tier institution.

Five-Year Annual Review Curriculum Council

by
Michael Witbeck, Committee on Committees
2001

This review of the Curriculum Council is submitted in accordance with the duties of the Committee on Committees to review each Faculty Senate Committee at five-year intervals, using the following five criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function and composition of this Committee?
2. Have the Committee's actions/function, as reported in the annual reports and by consulting with the current Chair and Committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this Committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. The Standing Rules for the Curriculum Council, last updated June 2000, clearly reflect the function of the council. The Rules also accurately reflect the composition of the Council except at certain times in regard to participation of student members. See 4 below.
2. The Curriculum Council's actions as reported in the annual reports for 1995-96, 1996-97, 1998-99, 1999-2000 are consistent with the Standing Rules. No report was available for 1997-98.
3. The four annual reports of the Curriculum Council that were reviewed are detailed and helpful, providing a useful history of the committee's actions and ongoing concerns.
4. The Standing Rules mandate two student members for the Curriculum Council. During the period 1995-2000, this mandate has been met occasionally but not consistently. Considerable

efforts have been made to place students on the council, with varying degrees of success. At times there have been two active student members, at times one, at times none. Student member input, though infrequent, has been considered highly useful. In the present year, the council chair reports that one student member participated in the summer but did not attend meetings in the fall and officially withdrew from the council in the winter. The situation in regard to student member participation on the Curriculum Council seems similar to the situation at a number of other senate committees. The current council would welcome further student participation if it could be arranged.

5. The Curriculum Council's work is directly and vitally connected to the first of Oregon State University's three "Strategic Goals," "to create a compelling learning experience for our students, staff and faculty."

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Five-Year Annual Review Faculty Economic Welfare and Retirement Committee

by
Mike Mallery, Committee on Committees
April 2001

As stated in the Committee on Committees Standing Rules, "The Chair of each (Faculty Senate) Committee/Council shall, at five-year intervals, report to the Committee on Committees about its activities. This report must demonstrate activities that have enhanced the functions and objectives of the Senate. When no clearly useful functions can be identified, the abolishment of the Committee/Council shall be recommended."

The Committee on Committees was charged by the Faculty Senate Executive Committee to begin five-year reviews of Committee/Councils starting last year. In 2000-2001 the Committee on Committees chose to review the Faculty Economic Welfare and Retirement Committee using the following criteria:

1. Do the Standing Rules clearly reflect the function and composition of this Committee?
2. Have the Committee's actions/function, as reported in the annual reports and by consulting with the current Chair and Committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this Committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The findings of the Committee on Committees are:

1. The Standing Rules were last updated June 2000. They are clear and succinct reflecting the function and activities of the committee.
2. I reviewed annual reports for this committee from 1996-97, 1997-1998, 1998-99, and 1999-2000. The 1996-97 report verifies the merger of the Retirement Committee and the Faculty

Benefits Committee to form the Faculty Economic Welfare and Retirement Committee. The standing rules charge the committee with providing advice, stating policy, providing information, and making recommendations in reference to the welfare of both active and retired faculty. All actions/functions of the committee appear to be in congruence with their standing rules.

3. The annual reports provide a paper trail of issues addressed, the committee's activities, concerns and outcomes. There seems to be a reoccurring discussion regarding PEBB issues (increasing costs system wide coupled with a loss of medical plan options and coverage area) and faculty salary compensation (lowest among our peers). I can't stress enough the importance this committee provides in understanding issues and presenting information to OUS and PEBB, as well as corresponding with central administration and the Faculty Senate regarding peer analysis of faculty/staff benefit packages, faculty salary compensation, and retirement options.

4. There are no student members on this committee. This seems appropriate.

5. The work on this committee has a direct connection to the University's strategic goals. Faculty compensation and benefits will directly affect the ability of the University to achieve a compelling learning experience, "top-tier" university status, and promote the State as our campus.

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Five-Year Annual Review Faculty Grievance Committee

by
Flaxen Conway, Committee on Committees
March 2001

As stated in the Committee on Committees Standing Rules, "The Chair of each (Faculty Senate) Committee/Council shall, at five-year intervals, report to the Committee on Committees about its activities. This report must demonstrate activities that have enhanced the functions and objectives of the Senate. When no clearly useful functions can be identified, the abolishment of the Committee/Council shall be recommended."

The Committee on Committees was charged by the Faculty Senate Executive Committee to begin five-year reviews of Committee/Councils starting last year. The Committee on Committees chose to review the Committees/Councils alphabetically. For 2000-2001, the following Committees/Councils were chosen for review:

Baccalaureate Core Committee
Computing Resources Committee
Curriculum Council
Faculty Economic Welfare and Retirement Committee
Faculty Grievance Committee
Faculty Mediation Committee

The following criteria were used in reviewing this Committee:

1. Do the Standing Rules clearly reflect the function and composition of this Committee?
2. Have the Committee's actions/function, as reported in the annual reports and by consulting with the current Chair and Committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this Committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The findings of the Committee on Committees are:

1. The Standing Rules were last updated November 1988. They are clear and succinct.
 2. I reviewed annual reports for this committee from 1995-96, 1996-97, 1997-1998, 1998-99, and 1999-2000.
The early reports were very brief; the later reports were more informative. All activities appear to be in congruence with their standing rules.
 3. The later (1998 - 2000) annual reports have been more helpful as they stated specific concerns and recommendations (to the OSU Provost; to the Executive Committee; and to President Risser). However, when I discussed this with the Chair of the committee she informed me that none of these recommendations/ concerns had resulted in actual changes. The Committee on Committees strongly recommends that the Executive Committee review these recommendations, once again, and take the appropriate action as these issues still seem important.
 4. There are no student members on this committee. This seems appropriate.
 5. The work on this committee appears to have direct connection to the University's strategic goals (compelling learning, "top-tier" university, and the State as the campus).
-

Five-Year Annual Review Faculty Mediation Committee

by
Flaxen Conway, Committee on Committees
March 2001

As stated in the Committee on Committees Standing Rules, "The Chair of each (Faculty Senate) Committee/Council shall, at five-year intervals, report to the Committee on Committees about its activities. This report must demonstrate activities that have enhanced the functions and objectives of the Senate. When no clearly useful functions can be identified, the abolishment of the Committee/Council shall be recommended."

The Committee on Committees was charged by the Faculty Senate Executive Committee to begin five-year reviews of Committee/Councils starting last year. The Committee on Committees chose to review the Committees/Councils alphabetically. For 2000-2001, the following Committees/Councils were chosen for review:

Baccalaureate Core Committee
Computing Resources Committee
Curriculum Council
Faculty Economic Welfare and Retirement Committee
Faculty Grievance Committee
Faculty Mediation Committee

The following criteria were used in reviewing this Committee:

1. Do the Standing Rules clearly reflect the function and composition of this Committee?
2. Have the Committee's actions/function, as reported in the annual reports and by consulting with the current Chair and Committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this Committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The findings of the Committee on Committees are:

1. The Standing Rules were last updated June 1995. They are very clear and succinct.
2. I reviewed annual reports for this committee from 1995-96, 1996-97, and 1999-2000. The reports were brief and informative. All activities appear to be in congruence with their standing rules. Note: there were no annual reports available for 1997-1998 and 1998-99.
3. Although some years were missing, the annual reports have been helpful. Their format has been standard over the years.
4. There are no student members on this committee. This seems appropriate.
5. The work on this committee appears to have direct connection to the University's strategic goals (compelling learning, "top-tier" university, and the State as the campus) as this function serves all University faculty, on or off campus.

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From: "Pyles, Marvin R." <marvin.pyles@oregonstate.edu>
Date: March 2, 2006 11:05:05 AM PST
To: "Boggess, Bill" <bill.boggess@oregonstate.edu>
Cc: "Mason, Robert - Biology" <robert.mason@oregonstate.edu>, "Flick, Lawrence B - ONID" <flickl@onid.orst.edu>, "Cluskey, Mary" <cluskeym@oregonstate.edu>, "Nunnemaker, Vickie L" <vickie.nunnemaker@oregonstate.edu>

To: Bill Boggess, Faculty Senate President

Copy to: Bob Mason, Curriculum Council liaison

From: Mary Cluskey and Marv Pyles, Curriculum Council Co-chairs

Subject: Application of Curriculum Council standing rules.

Thank you for your time during our recent meeting. The meeting was very informative and beneficial for us.

We would like to follow up on two aspects of that conversation. The members of the Curriculum Council are no doubt aware of the standing rules of the Council. None the less, it is not apparent that application of those rules, particularly with respect to the conformance of curricular proposals to the long-rang educational mission of the University and a suitable and rational balance of academic programs, is a routine part of the Council's deliberations. We believe it is fair to say that the Council members are thoughtful when making decisions, but that a clear metric for assessing the merit of a proposal with respect to the standing rules is not at hand.

Ambiguity and a lack of uniformity in the process may be acceptable in times of plenty, but, as you pointed out, these are not times of plenty. Your suggestion that new course and program proposals must bear a greater burden of proof that they conform to the standing rules of the Council is compelling. Failure of a Department or College to document why and how a proposal fits into the overall curriculum at the Department, College, and University level puts the Council in a position of having to judge a proposal without the basic information necessary to discharge our duties. In short we must assume that a Department or College has reconciled their proposals vis-à-vis our standing rules.

This said, we are reluctant to change the way we do business and further slow down the curriculum review process with numerous requests for background information and analysis of proposals without putting the faculty and in particular the administration at the Department and College levels on notice that we are going to be raising the bar on the quality of curriculum proposals. We can add material to the "curricular issues" web pages that may better explain what proposals must include, but we also sense a need to communicate directly with the faculty in this regard. To that end, we would like to suggest that you include mention in your next comments to the faculty senate, that you have directed the Curriculum Council to work to improve the curriculum review process by **requiring a higher level of proof of merit for curricular proposals**. Ideally these comments could be linked to the budgetary situation at the University

We can't say at this time what that additional burden of proof might look like, but

maintaining a “suitable and rational balance of academic programs” as indicated in our standing rules cannot very well be done without review well beyond the course syllabus. We believe that in the past, the liaison process was supposed to provide this balancing influence, but as we discussed, it does not appear to do so.

Thank you for your attention to this matter.

Marv and Mary