

Faculty Senate

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1992 Agendas

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Faculty Senate, Oregon State University, Corvallis, OR 97331-6203 · 541.737.4344

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REPORTS TO THE FACULTY SENATE

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331-6203

503-737-4344

FACULTY SENATE OFFICE
Social Science 107

Thursday, February 6, 1992

3:00 pm - 5:00 pm

MU EAST FORUM

Faculty Senate Meeting

AGENDA

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

A. SPECIAL REPORT

John V. Byrne, OSU President

B. ACTION ITEMS

Proposed Changes in Withdrawal Dates and Incomplete Grades (pp. 1-5)

The Academic Regulations Committee is recommending the attached proposed grading changes which appeared as Discussion Items at the January Faculty Senate meeting. An amendment to the second proposal concerning Academic Regulation 17 and information regarding drop and withdrawal deadlines of the PAC-10 schools is attached.

Recommendations to Revise Standing Rules (pp. 6-8)

Mariol Wogaman, Committee on Committees member, will present recommended changes to the Standing Rules of the following committees: Faculty Recognition and Awards, Advancement of Teaching, Academic Advising and Curriculum Council.

C. INFORMATION ITEMS

1993 Honorary Doctorate - The OSU Honorary Doctorate Committee requests nominations for the 1993 Honorary Doctorate degree to be submitted by Friday, February 28, to J.E. Oldfield, Department of Animal Science.

Governor's State Employees Food Drive - February has been designated as the month State of Oregon employees help to provide food to feed hungry Oregonians. A container should be set up in each building where food may be deposited. A recent trend has been to send cash in lieu of food items. OSU will receive credit for six pounds of food for each dollar donated. If you wish to send a tax deductible cash donation to Marilyn Sarff, Office of Development, she will send you a receipt.

D. REPORTS FROM THE EXECUTIVE OFFICE

Roy Arnold, Provost & Vice President for Academic Affairs

E. REPORTS FROM THE FACULTY SENATE PRESIDENT

F. NEW BUSINESS

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

**PLEASE NOTE THAT THE MEETING WILL BE
IN THE MU EAST FORUM**

DECEMBER 1, 1991

To: Faculty Senate Executive Committee

From: Mina R. McDaniel, Chair, Academic Regulations Committee

Subject: Proposed grading changes

The Academic Regulations Committee has developed recommendations to modify the grading structure and wishes at this time to request input from ASOSU, Graduate Council, Advancement of Teaching Committee, Academic Requirements Committee, Academic Deficiencies Committee, the Registrar, Budgets and Fiscal Planning Committee, Academic Advising Committee, and Bruce Shepard. Briefly, we propose to:

1. Extend length of withdrawal time to seven from five weeks

At the request of the Faculty Senate President, the Academic Regulations Committee has considered extending the period of time in which a student can withdraw from a course. Based on all of the information gathered, the committee recommends that the deadline for withdrawal from a course be changed from the end of the fifth week of the term to the end of the seventh week of the term. Academic Regulations 12.b. would be changed as follows:

12.b. After consultation with his or her academic advisor, a student may withdraw from a course with a W grade after the tenth day of classes and through the end of the fifth **seventh** week of classes. In each case, the student must notify the appropriate department by obtaining a signature in the departmental office. One copy of the signed form is retained by the department and the other by the student as evidence that he or she has officially withdrawn from the course. After the fifth **seventh** week of classes, students are

expected to complete the program attempted and will receive letter grades (A, B, C, D, F, E, I, S, U, P, N) for all courses in which enrolled unless they officially withdraw from the University.

Members of the Academic Regulations Committee unanimously support this recommendation based on the following: (1) at the end of the fifth week of a term, many students have not received information about their standing in a course; (2) OSU's five-week deadline for withdrawal from a course is the earliest of all Pac-10 institutions.

2. Change in the incomplete (I) grade. An I grade would go to an F instead of a W if the work is not completed within one calendar year.

The change would reflect that the student has not finished the course requirements and therefore has not passed the class. It would give the student an added incentive to complete the class assignments in a timely fashion or to complete an assigned incomplete once it has been given.

It also takes away the loophole professors use to let a student out of a class at the last moment without going through the petition process; it amounts to the professor assigning a late withdrawal, now accorded only by the Academic Requirements Committee. This is seen by the committee as a very unfair and inequitable practice as students are not treated in the same manner; those students most vocal and persuasive may receive an unfair advantage. Also, professors are pressured unnecessarily to bend the academic regulations.

17. When the quality of the work is satisfactory and the scheduled final examination has been taken but some essential minor requirement of the course has not been completed for reasons acceptable to the instructor, a report of I (**incomplete**) may be made and additional time granted. The instructor states the deficiency and the additional time for completing the deficiency on the grade roster. To remove an incomplete, a student must complete the deficiency within the allotted time and the instructor will submit the appropriate grade. If the deficiency is not removed within the allotted time, the instructor may submit a grade other than I, based on the work that has been completed. An incomplete

not removed within one calendar year following its receipt becomes a W an F.

3. **Add An "IW" grade. This grade would be used when a student does a total withdrawal from the University within the last four weeks of the term because of an emergency.**

When an emergency occurs at the end of the term, the current practice is to allow a total withdrawal from the University with I grades being assigned in all subjects. If the deficiency is not completed within one year, the grades would go to a W under the current system, and to an F under the system suggested above. Practice suggests that this may be too harsh, especially with the extreme nature of some emergencies and the large numbers of incompletes to complete. The IW, an incomplete due to withdrawal from the university, would be used uniquely for this situation. IWs may be removed upon completion of the course work but without any time limitation. Therefore an IW may remain on the record indefinitely.

13. c. When a student's academic progress is interrupted by an emergency situation such as serious illness, accident, or death of a family member, within the last four weeks of the term, and the student submits evidence of such to the Registrar, he or she may withdraw from the University with I IW grades in all subjects. **IWs may be removed upon completion of the course work. An IW may remain on the record indefinitely.**

January 14, 1992

TO: Kathleen Heath, President
Faculty Senate

FROM: John E. Morris, Zoology *John Morris*

RE: Proposal to change Academic Regulations for I grades



OREGON
STATE
UNIVERSITY

Cordley Hall 3029
Corvallis, Oregon
97331-2914

Judging from the questions during the discussion at the Faculty Senate meeting January 9 and from the comments submitted with the information packet sent out in advance of that meeting there appears to be considerable uneasiness, not only with the existing Academic Regulation 17 concerning removal of I, but with the proposed change. The existing regulation stipulates that an I becomes a W if it is not removed within a year; the proposed change (p. 37 of information packet) would have the I become and F. Please place the following amended motion before the Faculty Senate for its consideration as an alternative.

17. When the quality of the work is satisfactory and the scheduled final examination has been taken but some essential minor requirement of the course has not been completed for reasons acceptable to the instructor, a report of I (incomplete) may be made and additional time granted. The instructor states the deficiency, the grade earned based on assigned work completed, and the additional time for completing the deficiency on the grade roster. To remove an incomplete, a student must complete the deficiency within the allotted time and the instructor will submit the appropriate grade. If the deficiency is not removed within the allotted time, the grade listed by the instructor on the grade roster will be assigned, ~~the instructor may submit a grade other than I, based on the work that has been completed. An incomplete not removed within one calendar year following its receipt becomes an F.~~

(underlined words are added; ~~stricken~~ words are deleted from the original)

I note that two Senators at the meeting January 9 indicated that something like this already is being used in their respective departments. This proposal keeps the instructor in charge of the grading process and is fairer to all students in the class. It effectively permits the instructor to extend completion time for some aspect of the course work that has been missed for whatever reason the instructor decides is reasonable. It does not penalize the student and does not permit the I to be used as a late W for vocal students. If this amendment is adopted, it may also be possible to do away with the E grade as well, by deleting the phrase (line one) "and the scheduled final examination has been taken". Note that the instructor has the option of indicating any grade, including F, as the final posted grade, if the student fails to complete the assigned work within the allotted time extension.

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Fax
503-737-0501

Telex
510 596 0682 OSU COVS

DEPARTMENT OF
EXERCISE AND
SPORT SCIENCE

May 15, 1991

TO: Executive Committee of the Faculty Senate

FROM: Anthony Wilcox, Senator
College of Health and Human Performance

RE: Proposal to change the last day to withdraw from a class



OREGON
STATE
UNIVERSITY

Women's Building 120
Corvallis, Oregon
97331-6802

I wish to have the Faculty Senate consider a proposal to extend the period of time in which a student can withdraw from a course. Currently that deadline is the end of the fifth week of the term. I propose that the deadline become the end of the seventh week of the term.

The reason for the deadline extension is two-fold:

1. Although the end of the fifth week of the term is the half-way point in the quarter, many students have not taken or received the grade of their first mid-term by that time, and thus are unaware of their standing in the course. Extending the deadline to the end of the seventh week will provide most students with sufficient information to decide whether to withdraw or stay in a course.
2. The five-week deadline is the earliest of all the PAC-10 institutions. Listed below are drop and withdrawal deadlines of the PAC-10 universities. I compiled the information from phone calls to the registrar's office of the respective institutions.

	Quarter /Semester	Drop	Withdraw
OSU	Q	2 wks	5 wks
U of O	Q	3 wks	7 wks
WSU	S	4 wks	12 wks
UW	Q	2 wks	7 wks
UCLA	Q	4 wks	Last day of term
USC	S	3 wks	12 wks
UC-Berkeley	S	8 wks	After 8 wks w/Dean's approval
Stanford	Q	Up to 24 hrs before final	
UA	S	4 wks	10 wks
ASU	S	4 wks	10 wks Inst. signature, transcript indicates withdraw-passing, withdraw-failing

Telephone
503-737-2631

RECEIVED OCT 30 1991

October 30, 1991

MEMORANDUM

TO: Zoe Ann Holmes
President, OSU Faculty Senate

FROM: Don Olcott, Chair
Committee on Committees

RE: COC Recommendations for Standing Rules



OREGON
STATE
UNIVERSITY

Snell Hall 327
Corvallis, Oregon
97331-1633

Attached is a preliminary draft of recommended revisions by the COC to the standing rules of the Academic Advising Committee, the Advancement of Teaching Committee, and the Faculty Recognition and Awards Committee. These are based on the recommendations submitted to you by Clara Pratt, Chair of the Faculty Recognition and Awards Committee, and Ilsa Kaattari, Chair of the Academic Advising Committee.

I have forwarded copies of the the proposed recommendations to Clara, Ilsa, and members of the COC. I have also sent copies to Norm Lederman, Chair of the Advancement of Teaching Committee, for comment and discussion with our committee and you. I am hopeful that we can achieve concensus among ourselves prior to submission to the Senate.

Finally, the Committee on Committees recommends that the Academic Advising Committee not be dissolved and that committee members be appointed for 1991-92. The COC believes that academic advising is a critical role for all faculty and that the Faculty Senate should continue to maintain a standing committee in this area. Although we recognize some overlap with the AAC and the Academic Advising Council, we still recommend that the Senate continue the AAC.

If I can provide any additional information, please contact me at your earliest convenience.

c: Clara Pratt
Ilsa Kaattari
Norm Lederman
COC Members

Enclosure

Telephone
503-737-2676

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503-737-2734

OSU Faculty Senate

Recommended Revisions to Standing Rules for the

- Faculty Recognition and Awards Committee
- Advancement of Teaching Committee
- Academic Advising Committee

DRAFT REVISIONS IN BOLD TYPE

Faculty Recognition and Awards Committee

The Faculty Recognition and Awards Committee formulates policies concerning the recognition of outstanding persons, including deserving Faculty members, solicits and suggests candidates for recognition, and makes its recommendations to the Executive Committee of the Faculty Senate and to the Executive Office. The Committee assists the President in making presentations of awards. **The Committee shall consist of five faculty members and one student representative. A member of the Advancement of Teaching Committee shall participate in the selection of the Elizabeth P. Ritchie Distinguished Professor Awards and the Burlington Faculty Achievement Awards. A member of the Academic Advising Committee shall participate in the selection of the Dar Reese Advising Award.**

Advancement of Teaching Committee

. . . . In addition, the Committee shall serve in an advisory capacity to the Faculty Recognition and Awards Committee, or to other committees or individuals as designated, in the granting of awards in the field of teaching. **A member of the Committee shall participate in the selection of the Elizabeth P. Ritchie Distinguished Professor Award and the Burlington Faculty Achievement Awards.** The Committee consists of.

Academic Advising Committee

The Academic Advising Committee reviews and recommends policies and programs concerning student progress by orientation, academic advising, student record-keeping, and vocational planning. The Committee will conduct an annual review of the quality of advising activities on campus. The Committee recommends awards for advising. **In addition, the Committee shall serve in an advisory capacity to the Faculty Recognition and Awards Committee, or to other committees or individuals as designated, in the granting of awards in the field of advising. A member of the Committee shall participate in the selection of the Dar Reese Advising Award.** Recommended policy and program changes are submitted to the Faculty Senate for approval for implementation by the University Administration. The Committee consists of four Faculty and four Student members. One faculty member and one student member shall serve as ex-officio members of the Advising Council.



OREGON
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97331-1633

Telephone
503-737-2676

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503-737-2734

January 15, 1992

MEMORANDUM

TO: COC Members

FROM: Don Olcott, Chair
Committee on Committees

RE: Recommendation to Curriculum Council Standing Rules

I have attached a copy of a memorandum submitted to the Faculty Senate Executive Committee by Dr. Ken Krane, Chair, Curriculum Council, and Mr. Craig Wilson, Kerr Library, that proposes having a *permanent ex-officio library faculty member serve on the Curriculum Council*. This member would be appointed annually by the University Librarian to serve as resource person to the Curriculum Council on issues such as collections and services, Category I proposals, and general curricular development issues.

As you know, the Curriculum Council has major responsibilities for the review and approval of academic programs and related curricular issues. The additional library resource person would, in my view, strengthen working relationships between the Council and library administration.

The proposed recommendation would require revision to the current Curriculum Council Standing Rules (4/90). I have drafted this revision for your review.

A permanent ex-officio library faculty member, appointed annually by the University Librarian, shall serve as a liaison member on the Curriculum Council.

Please review and comment on the attached memorandum and proposed revision, and submit your recommendations to me by Friday, January 24th. I am also on CC Mail if this would facilitate the process.

I also wanted to update you on the status of our fall recommendations outlined in my memo of October 30, 1991. These will tentatively be on the Faculty Senate agenda for February 6th. I will keep you advised of this process.

Thank you for your outstanding efforts. Please contact me if you have any questions.

c: Dr. Ken Krane
Dr. Kathy Heath
Mr. Craig Wilson

Enclosure



DEPARTMENT OF
ECONOMICS

January 31, 1992

To: Edward D. McDowell
Industrial & Manufacturing Engineering

From: Richard E. Towey
Economics

Subject: FEWC Motion Concerning Tax Deferred
Annuity Program



OREGON
STATE
UNIVERSITY

Ballard Extension Hall 303
Corvallis, Oregon
97331-3612

This is the motion concerning the OSSHE tax deferred annuity program which was unanimously passed by the FEWC at its meeting on January 30, 1992:

"Whereas participants in the Oregon State System of Higher Education tax deferred annuity program are to be charged an annual fee (now proposed at \$10), the Faculty Economic Welfare Committee requests that the Faculty Senate recommend to the Chancellor that the program be open to any IRS-recognized carrier, without regard to a specific minimum number of statewide annuitants per carrier".

Telephone
503-737-2321

RECEIVED FEB 3 1997

**A Resolution in Support of Changing the Withdrawal
Date From the Fifth to the Seventh Week**

WHEREAS, Oregon State University has the earliest withdrawal date in the Pac-10 and,

WHEREAS, The fact that the University of Oregon's withdrawal date is the seventh week should be a guiding factor for Oregon State University and,

WHEREAS, Additional grading time for professors would convenience their position in providing grades to students before the withdrawal date and,

WHEREAS, The additional time gained through a later withdrawal date would assist and aid professors in getting tests or other project grades back to students and,

WHEREAS, Currently this University does not impose mandatory advising for the student and,

WHEREAS, At least over 50% of all students don't see their advisors before registering, and subsequently take classes beyond their capabilities, this extension would aide these students in their situations and,

WHEREAS, Students have the right to receive an indication of their standing in a class before it is too late to change their enrollment in a class and,

WHEREAS, This is not possible with the current withdrawal date, especially in classes that only have one midterm.

Be it hereby resolved by the 51st ASOSU Senate that we encourage and support the Faculty Senate's proposal to move the withdrawal date to the seventh week of the term.

Sponsored by: Julie Skirvin, Panhellenic Senator

Supported by: Janelle M. Factora, ASOSU Vice President

REPORTS TO THE FACULTY SENATE

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331-6203

503-737-4344

FACULTY SENATE OFFICE
Social Science 107

Thursday, March 5, 1992; 3:00 pm - 5:00 pm
Construction & Engineering Hall
LaSells Stewart Center

AGENDA

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

A. SPECIAL REPORTS

1. Ed Coate, Vice President for Finance and Administration
2. Interinstitutional Faculty Senate

Mary Kelsey, Interinstitutional Faculty Senate Representative, will report on the highlights of the IFS meeting held at OSU in February.

B. ACTION ITEMS

1. Interinstitutional Faculty Senate Letter to Governor Roberts (pp. 1-3)

The Executive Committee proposes the following motion:

The Faculty Senate at Oregon State University affirms the position of the Interinstitutional Faculty Senate (IFS) expressed in their letter of February 10, 1992, in which they urged that a special session of the legislature be called to address the current crisis in state government caused by Measure 5. Additionally, the Faculty Senate sends the message to Governor Roberts that we, as citizens of Oregon, are ready to vote on tax reform.

2. Category I Proposals (pp. 4-96)

Ken Krane will present the following three Category I Proposals for Senate approval:

- 1) Proposal for the Initiation of New Instructional Program Leading to a Concurrent B.A. Degree in International Studies in all Academic Areas
- 2) Proposal for the Initiation of a New Instructional Program Leading to the M.S., M.A., or Ph.D. Degree in Apparel, Interiors, Housing and Merchandising; and
- 3) Proposal for the Initiation of a New Instructional Program Leading to the Master of Arts Degree in English

3. Dual Career Households (pp. 97-101)

Dick Towey, Faculty Economic Welfare Committee Chair, will present a motion from the Committee concerning "Excess Cost of State of Oregon Medical Benefits Coverage for Dual Career Households."

4. I Grade Proposal (pp. 102-105)

Recommended changes to the I grade will be considered, as directed by the Senate last month. A substitute for the change proposed by the Academic Regulations Committee is attached.

C. DISCUSSION ITEM

OSU Vision Statement (pp. 106-107)

Members of the Vision Task Group are requesting your serious, immediate response by March 15, 1992, to the draft document which will be discussed during the March Senate meeting. Please bring your copy which was distributed in the February 20 edition of *OSU THIS WEEK*.

D. INFORMATION

1. Administrative Structure Review

The following individuals have been appointed to a committee to review the administrative structure: Mina Carson, History; John Dunn, Academic Affairs; Bill Edwards, Memorial Union; Dave Gobeli, Business Administration; Andy Hashimoto, Bioresource Engineering; Carolyn Maresh, Liberal Arts; Allan Mathany, Budgets; Russ Meints, Center for Gene Research; Todd Mickey, ASOSU; John Owen, Engineering; Jacque Rudolph, Human Resources; and Bud Weiser, Agriculture.

2. Multicultural Affairs Director Interviews

Four finalists have been selected to interview for the position as director of the Multicultural Affairs Office. While they are on campus, separate open forums will be held for both students and faculty/staff to allow these groups to meet and interview the candidates. The Faculty Senate is hosting the hour for the faculty/staff forums. The schedule for the faculty/staff forums are as follows:

Dana Folz, Assistant Director of the Academic Advancement Program at UCLA

Tuesday, March 3, 2:00 to 3:00, MU Board Room

Jesus Nieto, Assistant Professor of Education, San Diego State University

Thursday, March 5, 4:00 to 5:00, MU Board Room

Carla Gary, Associate Director for the Office of Graduate Minority Affairs at the University of Maryland, College Park - Monday, March 9, 4:00 to 5:00, MU 207

Phyllis Lee, Acting Director of Multicultural Affairs at Oregon State University

Wednesday, March 11, 4:00 to 5:00, MU Board Room

E. REPORTS FROM THE EXECUTIVE OFFICE

Roy Arnold, Provost & Vice President for Academic Affairs

F. REPORTS FROM THE FACULTY SENATE PRESIDENT

G. NEW BUSINESS

PRESS RELEASE

On February 8, 1992 in Corvallis, Oregon, the Interinstitutional Faculty Senate (IFS), representing faculty from State System colleges and universities, voted unanimously to write to the Governor of the State of Oregon asking that a special session of the Oregon Legislature be called immediately to prevent the imminent destruction of higher education in the state caused by Measure 5. As an unintended consequence of Measure 5, higher education has already taken damaging cuts, raised tuition levels, and excluded over 3000 students from the State System. These drastic steps are but the beginning in a chain of events that almost certainly jeopardizes the future of Oregon unless immediate legislative action is taken.

A copy of the IFS letter to the Governor is attached. Faculty groups on each of the campuses will be asked by their statewide IFS senators to discuss the need for a special session.

For further information contact Bonnie Staebler, IFS President, Western Oregon State College, 838-8322. IFS contacts at the other institutions:

UO	Alan Kimball	346-4813
OSU	James Pease	737-1213
PSU	Janice Jackson	725-4024
OHSU	Leif Terdal	494-8320
SOSC	Ed Brierty	552-6707
EOSC	Colleen Johnson	962-3340
OIT	Jack Harris	885-1525

2.



INTERINSTITUTIONAL FACULTY SENATE

OREGON STATE SYSTEM OF HIGHER EDUCATION

February 10, 1992

UNIVERSITY
OF OREGON

OREGON STATE
UNIVERSITY

PORTLAND STATE
UNIVERSITY

OREGON HEALTH
SCIENCES UNIVERSITY

SOUTHERN OREGON
STATE COLLEGE

EASTERN OREGON
STATE COLLEGE

WESTERN OREGON
STATE COLLEGE

OREGON INSTITUTE
OF TECHNOLOGY

Governor Barbara Roberts
State Capitol
Salem, Oregon 97310-0370

Dear Governor Roberts:

The Interinstitutional Faculty Senate (IFS) of the Oregon State System of Higher Education (OSSHE) urges you to call an immediate special session of the legislature to address the crisis in state government caused by Measure 5. For over a year, the IFS has been deliberating with legislative leaders, OSSHE staff, and other statewide educational leaders. We are alarmed by the magnitude of the crisis in higher education and the inadequacy of current measures, taken or suggested, to meet this crisis. As an unintended consequence of Measure 5, higher education has already taken damaging cuts, raised tuition levels, and excluded over 3000 students from the State System. These drastic steps are but the beginning in a chain of events that almost certainly jeopardizes the future of Oregon unless immediate legislative action is taken.

On February 8, 1992, IFS met at Oregon State University and voted unanimously to urge you to call the special session. These considerations, among others, prompted IFS to this extraordinary action:

The Oregon tradition of educational access is being sacrificed. Over 3000 sons and daughters of Oregon citizens have been denied access to OSSHE schools just in the first few months of Measure 5. The next round of cuts will exclude over 10,000 potential students through elimination of programs and higher tuition. Among those who will bear the brunt of the lack of educational access will be the children of families most affected by our current timber related dislocations as they attempt to build new career paths. The short- and long-term economic and cultural results are evident and appalling. Already we have reports of students foregoing higher education or seeking admission to cheaper institutions out of state. How many future Oregon teachers, business managers, or other community leaders have we already lost, and how many hopes and dreams for personal growth and enrichment will we lose in the coming years.

Oregon's economic future is at stake. In tomorrow's economy, education is the foundation for growth and jobs. As Oregon's economy makes its transition to diversification, companies we want to attract demand quality education at all levels. Once dismantled, it will take decades to reconstruct a quality higher education system.

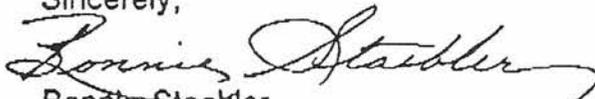
Hopes for effective articulation of the Oregon system of public education are being undermined. As OSSHE enrollment drops by more than 10,000 students, reducing enrollment to levels comparable to the late 1960's, current projections indicate a rise in Oregon high school graduates from 27,000 in June, 1991, to more than 34,000 in June, 2000. Certain measures have been taken to reform the K-12 educational system. How can these reforms be accomplished, and how can we ever hope for a full articulation of public education in this state, without a fully functioning higher education system? Higher education is the capstone of a truly articulated public education system.

The OSSHE Strategic Plan, 1987-1993, calling for quality programs and a commitment to excellence, has been seriously compromised. As a result of the earliest round of Measure 5 cuts, higher education cut approximately 500 staff positions and eliminated nearly 90 degree and certificate programs. We are currently being asked to undertake a cut of 813 non-instructional staff. If there were an additional 15-20% cut, over a thousand faculty could be forced from their positions and the eight institutions would no longer be able to function with excellence. Indeed, Oregon could plunge to the bottom in national academic ranks.

Measure 5 suffers from two major flaws. First, it was designed to reduce property taxes; it has so far failed to do that. Second, it was in no way designed to force a rapid, poorly-coordinated downsizing of the System of Higher Education, yet it is doing that with a vengeance. The system, indeed the whole of state government, appears now like a ship drifting toward the rocks. Once on the rocks---and that will happen very soon---it is too late to take effective measures. We ask that you and the Oregon State Legislature convene a special session, to assume the required role of leadership, and to steer the State clear of catastrophe.

We remain ready to join you and the Legislature in any effort appropriate to our mission, to help the State in this time of extreme peril. We have formed four separate task forces to develop immediate action plans for higher education. We will keep you, your office, Chancellor Bartlett and the Board of Higher Education fully informed of our activities. We thank you for your careful consideration of our request for a special session.

Sincerely,



Bonnie Staebler
President

DEPARTMENT OF PHYSICS



OREGON STATE UNIVERSITY
Weniger Hall 301 · Corvallis, Oregon 97331-6507
Telephone 503-737-4631 Fax 503-737-1683

February 14, 1992

To: Kathy Heath, President, OSU Faculty Senate

From: K. Krane, Chair, Curriculum Council

A handwritten signature in cursive script, likely belonging to K. Krane, positioned to the right of the 'From:' line.

Subj: Category I proposals

The Curriculum Council has approved three Category I proposals that should now be considered by the Senate:

- (1) Proposal to establish M.S., M.A., and Ph.D. in Apparel, Interiors, Housing, and Merchandising.
- (2) Proposal to establish a concurrent B.A. in International Studies.
- (3) Proposal to establish a M.A. in English.

lkb

OREGON STATE UNIVERSITY
PROPOSAL FOR THE INTERNATIONAL DEGREE

INTRODUCTION

Many sectors of our society, including higher education, recognize the internationalization of U.S. citizens as a high priority. Responding to the need for an understanding of global issues and for international/multi-cultural sensitivity in the educational system, Oregon State University is proposing a unique undergraduate International Degree. This new concurrent baccalaureate degree would be obtainable only in conjunction with another undergraduate degree, hereafter referred to as the primary degree, offered by the University. For example, a student could earn both a B.S. in Forestry and a concurrent B.A. degree in International Studies in Forestry.

In addition to departmental and college requirements for the primary degree, the International Degree candidate would take four additional courses from the Baccalaureate Core in the categories of Western Culture, Cultural Diversity, and Contemporary Global Issues. The student would demonstrate achievement or proficiency in a foreign language equal to the completion of the fourth year, spend a minimum of one ten-week term abroad in an approved program, and prepare an integrative senior project.

The Oregon State University concept will enable many students to internationalize their undergraduate degrees. The intent of this format is to provide to all undergraduates the opportunity to develop a global perspective within the context of their chosen academic field.

The goals are: (1) to prepare undergraduate students for the interdependent world in which they will live and work by offering more international education opportunities through an International Degree, and (2) to further internationalize Oregon State University through the expanded global involvement of students and faculty.

The anticipated benefits to Oregon State University are that: (1) the educational scope for all academic areas of the University will be broadened, (2) the institutional commitment to the internationalization of its curriculum, programs, students, faculty, campus, and community will be further supported and strengthened, and (3) the University's curriculum and degree options will be diversified.

6.

EXTENDED OSSHE FORMAT FOR CATEGORY I PROPOSALS

OREGON STATE UNIVERSITY

ALL COLLEGES
ALL DEPARTMENTS

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM
LEADING TO A CONCURRENT B.A. DEGREE IN INTERNATIONAL STUDIES
IN ALL ACADEMIC AREAS

DESCRIPTION OF PROPOSED PROGRAM

1. DEFINITION OF ACADEMIC AREAS

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

The new concurrent baccalaureate degree would be obtainable only in conjunction with another undergraduate degree and would be available in all academic areas or fields of specialization. The Oregon State University concept will enable many students to internationalize their undergraduate degrees. The intent of this format is to provide to all undergraduates the opportunity to develop a global perspective within the context of their chosen academic field.

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

All. If some Colleges decide to not participate when the International Degree becomes operational, they may reverse their decision later by proposing such change to the International Degree Faculty Committee.

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

Perhaps, but only in conjunction with modifications to the current curriculum.

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

No.

- e. When will the program be operational, if approved?
Fall 1992.

2. DEPARTMENT OR COLLEGE RESPONSIBLE

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

The Office of International Education will coordinate and the colleges will administer the program under guidelines established by the proposal and amended and approved by the Provost and Vice President for Academic Affairs [addendum 1].

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

The program will not require a new or reorganized administrative unit within the institution, but it will require a Coordinator within the Office of International Education (0.50 FTE) and classified staff support (0.50) [addendum 1].

3. OBJECTIVES OF THE PROGRAM

a. What are the objectives of the program?

- (1) To prepare undergraduate students for the interdependent world in which they will live and work by offering more international education opportunities through an International Degree, and
- (2) To further internationalize Oregon State University through the expanded global involvement of students and faculty.

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

The Coordinator and the International Degree Committee will assess the International Degree and its evolution and impact by:

- (1) Monitoring students' post-graduate careers,
- (2) Evaluating students' international education by monitoring the increase of students in study-abroad programs, in foreign language classes, and in the Baccalaureate Core classes. They also will conduct an annual review and submit an assessment that will recommend ways in which the program can be improved and enhanced to the Provost and Vice President for Academic Affairs, the Vice President for Research, Graduate Studies and International Programs, and to the Academic Deans [addendum 1].

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

Oregon State University's mission statement includes the following quote: "Oregon State has an inherent commitment to provide a comprehensive array of high-quality educational programs in the sciences, liberal arts, and selected professions. The University encourages students, both on and off campus, to develop an enriched awareness of themselves and their global environment."

The University's mission statement is followed by a number of goals, one of which is to "sustain, coordinate, and sharpen the University's international focus." The International Degree will bring the University close to the fulfillment of the goal's objectives, which are to:

- (1) Strengthen the international dimensions of the university's curriculum.
- (2) Expand the international perspective of the university's faculty.
- (3) Increase students' global awareness and their interest in international educational experiences.

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

While it is impossible to address the employment opportunities for people educated in a proposed degree that includes every department on campus, it is possible to discuss opportunities in a larger sense.

At a 1990 meeting on Internationalizing U.S. Universities, members of a panel on why to internationalize made the following comments: U.S. citizens need to be prepared to relate to other cultures so that our economy will fare well in the context of new global dynamics, according to John Alexander, Director of the Center for International Programs, Office of Post-Secondary Education, U.S. Department of Education. Ilona Hogan of Maryland emphasized, from a perspective derived from concurrent responsibilities as an international lawyer/private sector and university system regent, the importance of international competitiveness and economic development. (Summary, Conference Proceedings, Conference on Internationalizing U.S. Universities, Spokane, Washington, June 5-7, 1990, pp. 10-11)

4. RELATIONSHIP OF PROPOSED PROGRAM TO OTHER PROGRAMS IN THE INSTITUTION

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

Oregon State University is the nation's number one-ranking land grant university in USAID funded overseas research work, both in number of staff abroad and in the amount of USAID contract and grant money administered; in terms of total amount of federal funding for overseas programs, it is surpassed by only Harvard and MIT. The Office of International Research and Development (OIRD) is currently involved in major development projects in Africa, the Middle East, and Latin America. Oregon State University faculty have cooperated on research exchange projects with peer faculty from China, Japan, Korea, Thailand, Australia, Chile and other countries of the Pacific Rim. The Office of International Education (OIE) at Oregon State University, which also houses the OSSHE exchange programs, has research or educational exchange agreements with 73 colleges and universities in 25 countries around the world.

According to national data, the percentage of international students studying at Oregon State University is 11.2%, which ranks 41 among the institutions that have the highest international student enrollment. ("The Chronicle of Higher Education", November 22, 1989.)

OSU's administration and faculty have worked aggressively in the last few years to redesign the basic undergraduate curriculum to take advantage of the expertise on campus and to educate the students to understand the issues of a rapidly changing world. As a result, Fall 1990 saw the implementation of a new Baccalaureate Core. The required classes for the International Degree draw from this new core in the areas of Western Culture, Cultural Diversity, and Contemporary Global Issues [addenda 2 and 3].

5. COURSE OF STUDY

- a. Describe the proposed course of study.

The primary degree is in the student's major department. The International Degree is a concurrent baccalaureate degree.

- (1) General International Degree Requirements for completion.
 - (a) Successful completion of all primary departmental, college, and institutional B.A. or B.S. requirements.
 - (b) Completion of a minimum of 32 hours in residence beyond the primary degree requirements [addendum 4].

- (c) Successful completion of any additional International Degree requirements established by the primary department and approved by the University Curriculum Council and the Faculty Senate.
- (2) Specific International Degree Requirements
- (a) Demonstration of advanced level achievement or proficiency in a single foreign language [addenda 6, 7, and 8].
 - (b) Successful completion of a minimum of four courses selected from the Baccalaureate Core Curriculum, with the approval of the student's departmental International Degree advisors. These courses will be in addition to the University's Baccalaureate Core requirements. The International Degree requirements are as follows [addenda 2 and 3]:
 - b1. One course selected from the Western Culture category;
 - b2. Two courses selected from the Cultural Diversity category; and
 - b3. One course selected from the Western Culture, Cultural Diversity, and/or Contemporary Global Issues categories that do not focus on the same culture(s) used in meeting the requirement in b1. or b2. above.
 - (c) Completion of [addendum 9]:
 - c1. a minimum of one ten-week term abroad in a study-abroad program, or
 - c2. an international internship program, or
 - c3. an approved research project conducted abroad, or
 - c4. a previous international experience (e.g., Peace Corps) approved by the primary academic department.
- More specific guidelines for (c) will be established by the International Degree Faculty Committee [addendum 1].
- (d) Preparation of a rigorous and integrative senior project demonstrating a fundamental and comprehensive understanding of global issues and of the international dimensions of the primary degree.

(3) As is currently true for all degrees, the Academic Deans will verify that students in their respective colleges have completed the International Degree requirements.

(4) Confirmation of the International Degree will be appropriately noted on student transcripts, and they will receive separate diplomas.

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

All.

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

The pool of courses available will eventually be modified as the need for more courses in the Baccalaureate Core increases, which will enrich the international courses available for the International Degree.

6. ADMISSION REQUIREMENTS

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

(1) The International Degree will be available to any undergraduate who meets the following criteria:

(a) meets the minimum requirement of a 2.75 cumulative gpa and is in good standing within both the primary department and the University prior to acceptance into the International Degree program. The Academic Deans of each College may give special consideration to other students.

(b) demonstrates achievement or proficiency in a foreign language equivalent to that attained by the end of a second-year language course at Oregon State University [addendum 6];

(c) meets any/all additional requirements established by the primary degree department and approved by the Curriculum Council and Faculty Senate.

(2) Students will apply to their primary degree department for admission to the International Degree Program. Application procedures will be developed by the participating departments in cooperation with the International Degree Program Coordinator.

- (a) Students who change majors after admission to the International Degree Program will have to reapply for admission to the new primary degree department.
 - (b) Students pursuing two primary degrees will need to apply to only one department.
- b. Will any enrollment limitation be imposed? Please indicate the limitation and rationale therefor. How will those to be enrolled be selected if there are enrollment limitations?

There are no enrollment limitations planned at this time; however, individual departments may do so if they find they do not have the resources to properly advise students. Any policy to limit enrollments requires the approval of the appropriate Dean and the Provost.

7. RELATIONSHIP OF PROPOSED PROGRAM TO FUTURE PLANS

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

The International Degree is a major step in the incorporation of international contents, materials, activities, and understandings into the teaching, research, and public service functions of the institution to enhance its relevance in an interdependent world.

- b. If so, what are the next steps to be if the Board approves the program presently being proposed?
- (1) To increase international awareness and commitment on campus.
 - (2) To create stronger, more effective, and farther reaching study-abroad and exchange programs.
 - (3) To increase faculty and student international development.
 - (4) To increase efforts toward developing cross-cultural programs on campus.
 - (5) To improve the links between the Office of International Research and Development and the rest of the campus.
 - (6) To increase opportunities for international internships.

8. ACCREDITATION OF THE PROGRAM

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

No. The proposed program will be part of the usual accreditation of the institution by the Northwest Association of Schools and Colleges.

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

N/A.

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

N/A.

NEED

9. EVIDENCE OF NEED

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

Despite the dimensions of OSU's international research and development projects, and the fact that more than one in ten students on campus is foreign, only 1% of OSU's students study abroad. In a survey conducted Spring 1990, 60% of OSU students had no plans to study abroad; however, 33% of the 2400 students who responded said they would be interested in study-abroad if some funds were available to help with costs. Nonetheless, it is important to note that 80% of the respondents expressed interest in the proposed International Degree Program [addendum 10]. This survey confirms that students perceive the need of the program. Ernest L. Boyer, President of the Carnegie Foundation for the Advancement of Teaching said in a May address at the National Association for International Student Affairs national meeting in Portland that "the goal for U.S. students studying overseas should be 10 percent by the year 2000." ("Making the Connections," NAFSA Newsletter, Washington, D.C., Summer 1990, p. 20.)

Numerous state and national reports, studies, and surveys have emphasized the importance of expanding the international dimension of education to all academic disciplines. Three good examples are found in the "Cornerstone of Competition" (The Report of the Southern Governor's Association on International Education, November 1986); "Exchange 2000: International Leadership for the Next Century" (A Report to the Nation on the Role of International Exchange Programs in Meeting United States' and Global Needs at the Turn of the Century, September 1989); and, "Educating for Global Competence: The Report of the Advisory Council for International Educational Exchange" (August, 1988, Dr. Thomas Bartlett, Chair).

Additionally, the International Degree complements the new Baccalaureate Core and its emphasis on an international curriculum.

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

The estimated student enrollment for the first five years will be 50 students per year due to funding constraints. However, this is a rough estimate. The academic climate is changing rapidly in ways that will affect the International Degree. Already it has been shown (10) that campus interest is high. The Baccalaureate Core has been changed to reflect the changes in national and global priorities, but the effect of the new requirements is yet to be seen. Foreign language enrollments are up at OSU as they are nationally. Student enrollment will depend in part on how successful we are in obtaining external funds to assist the students' study abroad and on the ability of the Department of Foreign Languages and Literatures to accommodate upper division language students.

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

The purpose of the program is to strengthen the institutional commitment to the internationalization of its curriculum, programs, students, faculty, campus, and community. It will also create an additional option for students interested in OSU, while attracting students who would otherwise not attend.

- c. Identify statewide and institutional service area manpower needs

the proposed program would assist in filling.

While it is possible to answer the question by noting that the State more and more looks to international economic development, it is impossible to address every discipline that would award the degree. As an example, consider forestry: The proposed program would fill manpower needs for the forest products industry, which increasingly is becoming involved in international trade and for companies involved in international forestry consulting and land management. There are Oregon companies and multi-national companies which operate in Oregon that might employ International Degree/Forestry graduates such as Bohemia, Inc., Weyerhaeuser, Vanport, and others. Some of these companies already employ College of Forestry graduates who have obtained international experience.

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

President Charles Ping of Ohio University recently addressed university administrators and said, "I think the new global reality is already there in the discussions which are abroad in the land. Our problem is how to capture the themes and bring them to campus in a forceful way. It's already there in the statements of the national governors' conference insisting on the imperative to internationalize understanding through education. It is increasingly found in the statements of the leaders of the business community. It's there in the press releases which announce the opening of trade offices abroad for state after state. These documents comprise a clear statement of concern for internationalizing the outlook of American life, firmly based in the knowledge that it is the global economy which directs our future." ("Strategies and Leadership Options for Effective Internationalization", Plenary Presentation, Conference Proceedings, Conference on Internationalizing U.S. Universities, June 5-7, 1990, Spokane, Washington, p. 27.)

A Plan of Action was prepared by the Coalition for the Advancement of Foreign Languages and International Studies (CAFLIS) in December 1989. The report was introduced by comments that while "unprecedented political and economic changes in Eastern Europe and the Soviet Union capture the public imagination, other equally profound, if not as dramatic, international realignments are taking place. The emergence of economic superpowers in the Pacific Rim is reshaping the world's economic order. The growing dependence of the United States upon international resources, workers and markets is casting the nation in an uncertain and uncomfortable role.

"If the United States is to successfully meet these security,

diplomatic and economic challenges, we must train a new cadre of internationally competent leaders in government, business, international trade, finance, politics, communications and many other fields. To develop this expertise, we must begin by significantly increasing the number of students motivated and prepared to engage in specialized studies. Our nation needs the educational infrastructure to provide such training."

Referring to specific national needs in the context of the region, we again refer to Forestry as an example: "Oregon companies and multinational companies operating in Oregon are involved in international forest products trade and forestry consulting and land management. Over the past 10 years the field of international forestry has expanded largely as a result of worldwide increases in demand for forest products and as environmental degradation in forest regions has been recognized. The Peace Corps has actively recruited foresters to fill many assignments in developing countries, and USAID has expanded its funding of forestry and agro-forestry projects. During the same time, the Society of American Foresters reports a marked decrease in the number of forestry degrees earned, and the College of Forestry studies suggest that the Pacific Northwest universities are producing fewer graduates than the number of domestic jobs available in the region. Therefore, the proposed International Degree might fill at least two needs: (1) Preparing graduates for work in international aspects of forestry, which are increasingly important to Oregon companies. (2) Attracting new students into forestry as they learn about its international dimensions." (Perry Brown, College of Forestry, Memorandum dated October 16, 1990.)

Shirley Gregory of OSU's Career Planning and Placement Center said that "students with an international background will have an increasingly competitive advantage in the market place." (Phone interview, October 22, 1990.) Tony Van Vliet, Director of Career Planning and Placement until his retirement in late 1990, agreed.

- e. Are there any other compelling reasons for offering the program?
The vast majority of U.S. students do not fare well when international comparisons are made. (Tom Morganthau, "The Future is Now," Newsweek, Fall/Winter 1990, p. 72.) Thomas Bartlett, OSSHE Chancellor, noted that while the U.S. is currently exhibiting less competence in understanding global issues and imparting fewer of the required skills relative to our competitors, an advantage may be that our national sense of competitiveness will motivate our universities and our students to internationalize. (Summary, Conference Proceedings, Conference on Internationalizing U.S. universities, Spokane, Washington, June 5-7, 1990, p. 11.)
- f. Identify any special interest in the program on the part of local

or state groups (e.g., business, industry, agriculture, professional groups.)

The Economic Development Office of the State of Oregon has given high priority to the international dimensions of the economy. Other agencies, such as the Oregon Department of Agriculture, have expressed strong interest in the proposal. Such a priority exists throughout the United States. Sven Groennings, Senior Fellow of the New England Board of Higher Education, said that "the global economy creates international opportunities locally. Local firms are becoming international, and higher education institutions are a factor in attracting international investment locally. In many places, the local business community can become a base of support for the international development of higher education." ("The Empires of the Mind: The Global Economy and Higher Education's Agenda," excerpts from a speech, Anaheim, California, July 1988.)

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

Not at this time.

DUPLICATION OF EFFORT

10. SIMILAR PROGRAMS IN THE STATE

- a. List any similar programs in the state.

None.

Portland State University and the University of Oregon offer very different programs from Oregon State University's proposed International Degree. PSU offers an International Studies Program that is an interdisciplinary B.A. degree combining area and language studies. SOSC and WOSC also offer an International Studies degree similar to PSU.

The U of O offers an interdisciplinary B.A. and M.A. program in International Studies. The bachelor's program requires study in three core areas (international relations, regional cultures and area studies, and global perspectives and issues) and three years of foreign language training. Students must complete a minimum of 45 credits, 24 of which must be upper division, to earn the B.A. degree. The graduate program requires a minimum of 63 credits and an additional 12-credit internship for students with no prior international experience. Students in the graduate program complete a minimum of 18 credits in an interdisciplinary core that focuses on four major areas (cross-cultural understanding and communication, understanding the dynamics of relations between the U.S. and developing countries, understanding major development theories

and approaches, and competence in cross-cultural research methods); 24 credits in an area of professional concentration; and 12 credits in an area of geographical specialty. Students are expected to have proficiency in a foreign language equivalent to three years' training, a policy paper, or an article accepted for publication in a refereed journal.

Within the context of the University of Oregon's strategic planning process initiated in January 1990, the Task Force on the Global Context and International Studies is recommending two major initiatives that will affect the international curriculum; (1) the implementation of an International Certificate program available to students in any major; and (2) the creation of a residential International College with its own curriculum for undergraduate students majoring in any field.

It is doubtful that there is a similar program to OSU's proposed International Degree in the United States, which is suggested in a letter from J. David Edwards, Ph.D. Executive Director of the Joint National Committee for Languages [addendum 11].

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

N/A.

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

No resources of any other institutions will be utilized, with the possible exception of Inter-Library Loan.

RESOURCES

11. FACULTY

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

(1) The faculty members and administrators who worked on the degree proposal are listed in addendum 12.

(2) The number of faculty who will be involved with the International Degree precludes the inclusion of resumes. Each college has numerous faculty involved in international activities. Resumes can be provided upon request.

- b. Estimate the number, rank, and background of new faculty members

that would need to be added to initiate the proposed program; that would be required in each of the first four years of the proposed program's operation, assuming the program develops as anticipated in item 9b. What kind of commitment does the institution make to meeting these needs? What kind of priority does the institution give this program in staff assignment?

None.

N/A.

N/A.

c. Estimate the number and type of support staff needed in each of the first four years of the program [addendum 1].

(1) The position of Coordinator will be filled by a tenured faculty member at 0.50 FTE [addendum 13].

(2) The Coordinator will be assisted by a 0.50 FTE classified staff appointee.

12. LIBRARY

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

No new classes are being added. The International Degree draws on approved classes, all of which have already received Library approval.

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

None.

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

N/A

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

See addendum 14.

13. FACILITIES AND EQUIPMENT

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

See International Language Impact Statement [addendum 5].

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

Please see addendum 5.

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

Please see addendum 5.

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

The coordination of the program and the space involved will be provided from existing institutional resources.

14. BUDGETARY IMPACT

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

The International Degree budget reflects the minimum \$72,500.00 needed to fund the program. The University has allocated \$50,000.00 in recurring funds for the academic year 1992-93. In addition, George Keller, Vice President for Research, Graduate Studies, and International Programs, has guaranteed the remaining \$22,500.00 if the University does not receive appropriate or adequate funding from outside sources. See addenda 15 and 16.

The minimum first-year budget is for the following purposes:

- (1) To provide the Office of International Education with 1.00 FTE for program coordination, to be used as follows:
 - (a) For a 12-month 0.50 FTE appointment for an International Degree Program Coordinator.
 - (b) For a 12-month 0.50 FTE appointment for classified staff support.
- (2) To provide the Department of Foreign Languages and Literatures with .6 FTE to be used for additional language teachers.

- (3) To provide a budget for services and supplies and movable equipment to both the Office of International Education and the Department of Foreign Languages and Literatures.

OSU will seek special donations for the International Degree to support participation of departments and colleges by providing grants to faculty [addendum 16] and funds for student scholarships [addendum 17]. Study-abroad expenses are allowed to be folded into student-need programs administered by the Financial Aid Office. This allows for appropriate financial aid awards for students who are in the program.

The Office of International Education is submitting proposals to the National Endowment for the Humanities (NEH), the Fund for the Improvement of Post-Secondary Education (FIPSE) and to the U.S. Department of Education (Title VI) to help facilitate the initial development, implementation and evaluation of the International Degree. The International Degree Program Coordinator will continue to seek grant funding to provide for continual program development and enrichment. The base budget will be expanded according to the funds received from these proposals.

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

No special legislative appropriation will be required to launch the program. The institution is committed to funding the basic costs of the International Degree.

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

The University will make a major effort to seek additional funding from a variety of private and public sources. The Coordinator of the International Degree is charged with seeking and applying for appropriate private and public grant funds for the continued enrichment of the program. (See b above.)

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

This proposal has been developed with the understanding that it will not be funded from current and/or existing College or Departmental budgets.

- e. If the program will be financed from existing resources, specifically

state:

- (1) what the budgetary unit will be doing as a result of the new program that is not now done in terms of additional activities.

Please see addendum 1, the Coordination and Administration of the International Degree and addendum 5, the Impact on the Department of Foreign Languages and Literatures.

- (2) what these new activities will cost and whether financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution.

Please see Addendum 15. The proposal will not be staffed by shifting of assignments or reallocation of resources.

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

N/A.

ADDENDUM 1 Coordination and Administration

1. The position of Coordinator of the International Degree Program will be filled by a tenured faculty member [addendum 13] who will have the following responsibilities:
 - a. Providing leadership and ensuring substance and accessibility to the program;
 - b. Chairing the International Degree Committee;
 - c. Seeking and applying for appropriate private and public grant funds for the continued enrichment of the program.
 - d. Coordinating student recruitment, including publicizing and promoting the program, ensuring its visibility among the general student body and high school students in Oregon and in neighboring states;
 - e. Serving as the liaison with departments and colleges; for example, assisting in the development, interpretation, and coordination of International Degree guidelines, procedures, and materials; and assisting the Office of International Education in organizing the student's study-abroad experience;
 - f. Serving as the liaison between the Office of International Education and the Office of Financial Aid regarding experience abroad expenses for International Degree candidates;
 - g. Providing orientations for International Degree faculty advisors and other university faculty and staff involved in the program, and facilitating the sharing of information regarding, for example, content of existing and new courses satisfying International Degree requirements, successful advising or mentoring programs; and
 - h. Assisting the International Degree Committee in its assessment of the International Degree and its evolution and impact, for example, by monitoring students' post-graduate careers, evaluating students' international education by pre- and post-degree global awareness inventories.

The International Degree Program Coordinator will be reviewed after one year to evaluate continued need. The International Degree Program Coordinator will be assisted in his/her responsibilities by a 0.50 FTE classified staff appointee.

2. The International Degree Committee will be composed of one faculty member from each college, appointed by the Provost and Vice President for Academic Affairs upon the recommendation of the Academic Deans. Appointments will be for a period of three years, although the initial committee will include appointments for both one and two years. Students will be included on the Committee. The International Degree Committee will have three primary responsibilities:
 - a. To establish the procedures and criteria for the International Student scholarships [addendum 17], determine the amount of each award, and to select the recipients.
 - b. To consider, as required and on a case-by-case basis, petitions from International Degree candidates to waive or allow deviations in International Degree requirements.
 - c. To conduct an annual review of the International Degree program, and to submit an assessment to the Provost and Vice President for Academic Affairs, the Vice President for Research, Graduate Studies and International Programs and to the Academic Deans, recommending ways in which the program can be improved and enhanced, for example, assessing the need for additional curriculum development in languages and/or world geographic areas.

ADDENDUM 2 List of Courses (Excerpted from the General Catalog 1990-91)

1. Cultural Diversity

- ANTH 202. Comparative Culture (3)
- ANTH 311, ANTH 313, ANTH 314, ANTH 315, ANTH 316, ANTH 317, ANTH 318, ANTH 319. Peoples of the World (3 each)
- ART 203. Intro. to Art History - The New World (3)
- CHN 331, CHN 332, CHN 333. Chinese Culture (3,3,3)
- ENG 210, ENG 211, ENG 212. Literature of Non-European Civilization (3,3,3)
- ENG 360. Native American Literature (3)
- GEOG 105. Geography of the Non-Western World (3)
- GEOG 325. Geography of Africa (3)
- GEOG 327. Geography of Asia (3)
- GEOG 328. Geography of Latin America (3)
- HST 320. Ancient Near East (4)
- HST 350, HST 351. Modern Latin America (4,4)
- HST 381, HST 382. History of Africa (4,4)
- HST 387, HST 388, HST 389. History of the Middle East (3,3,3)
- HST 391, HST 392. East Asia (4,4)
- JPN 333. Japanese Culture (3)
- MUS 108. Musical Cultures of the World (3)
- PHL 308. Philosophies of China (4)
- PHL 309. Philosophies of India (4)
- R 100. Introduction to Religious Studies (4)
- R 101. Introduction to the World Religions (4)
- R 300, R 301, R 302. Religions of Humankind (3-4 each)

2. Western Culture

- ART 201. Intro. to Art History - The Ancient World (3)
 ART 202. Intro. to Art History - The Modern World (3)
 EC 215. Economic History & Development of the U.S. (3)
 ENG 110. Introduction to Film Studies (3)
 ENG 201, ENG 202, ENG 203. Shakespeare (3,3,3)
 ENG 204, ENG 205. Survey of English Literature (3,3)
 ENG 207, ENG 208, ENG 209. Literature of Western
 Civilization (3,3,3)
 ENG 215. Mythology (3)
 ENG 253, ENG 254. Survey of American Literature (3,3)
 ENG 317, ENG 318, ENG 319. The American Novel (3,3,3)
 ENG 368. Homer and Company: The Epic Tradition (3)
 FR 331, FR 332, FR 333. French Culture and Society Since the
 Revolution (3,3,3)
 FRM 379. The Built Environment of Western Cultures, I (3)
 FRM 380. The Built Environment of Western Cultures, II (3)
 FW 201. Nature and the Western Mind (3)
 GEOG 106. Geography of the Western World (3)
 GEOG 326. Geography of Europe (3)
 GEOG 329. Geography of the U.S. and Canada (3)
 GER 331, GER 332. German Culture (3,3)
 HST 201, HST 202. History of the United States (3,3)
 HST 101, HST 102. History of Western Civilization (3,3)
 MUS 102. Sound and Silence (3)
 PHL 150. Great Ideas of Philosophy (3)
 PHL 201. Introduction to Philosophy (4)
 PHL 205. Ethics (4)
 PHL 207. Political Philosophy (4)
 PHL 301, PHL 302, PHL 303. History of Western Philosophy (4,4,4)
 PHL 360. Philosophy and the Arts (4)
 PHL 365. Law from a Philosophical Perspective (4)
 PS 206. Introduction to Political Thought (4)
 R 200. Introduction to Biblical Traditions. (4)
 R 201. Christianity & Western Culture (4)
 RUS 331, RUS 332, RUS 333. Russian Culture (3,3,3)
 SPAN 331, SPAN 332, SPAN 333. The Culture of Spain and
 Portugal (3,3,3)
 SPAN 336, SPAN 337, SPAN 338. Latin American Culture (3,3,3)
 TCS 200. Twentieth Century American Realities (3)
 TCS 201. Twentieth Century American Dreams (3)

3. Contemporary Global Issues

- ANTH 380. Cultures in Conflict (3)
 ANTH 482. World Food & the Cultural Implication of
 International Agricultural Development (3)
 ANTH 383. Medical Anthropology (3)
 ANTH 484. Wealth & Poverty (3)
 ANTH 487. Language in Global Context (3)
 ANTH 488. Business & Asian Culture (3)
 AREC 351. Natural Resource Management (4)
 AREC 361. Agricultural and Food Policy Issues (4)
 AREC 431. International Agricultural Development (4)
 ENG 414. Criticism, Culture and World Community (3)
 ENG 416. Overlords and Undertones (3)
 ENG 498. Women and Literature (3)
 F 365. Issues in Natural Resources Conservation (3)
 FRM 411. The Consumer in the Global Market (3)
 FW 325. Global Crises in Resource Ecology (3)
 GEOG 300. Environmental Conservation (3)
 GEOG 350. Population Geography (3)
 GS 301. Human Impacts on Ecosystems (3)
 H 301. Aids & Sexually Transmitted Diseases in Modern
 Society (3)
 HECE 450. Families & Quality of Life in Developing Countries (3)
 HST 317. Why War? A Historical Perspective (4)
 PS 345. The Politics of Developing Nations (4)
 R 453. Values and Human Ecology (3)
 RNG 468. International Rangeland Resource Management (3)
 TCS 300. World Community: Development (3)
 TCS 301. World Community in the Twentieth Century:
 Underdevelopment (3)
 WS 480. Perspectives on Women Studies (3)

ADDENDUM 3 Sample Programs

Listed are some of the classes that students could take to meet the Baccalaureate Core and the International Degree requirements. The International Degree requirements are listed as follows: Students need 1 Western Culture class (WC), 3 Cultural Diversity (CD), and 2 from Western Culture, Cultural Diversity, and/or Contemporary Global Issues (CG) that do not focus on the same culture(s) used in meeting the International Degree requirements.

1. Sample

4 years of Japanese
 Christianity and Western Culture. R 201. (WC 1)
 Twentieth Century American Realities. TCS 200. (WC 1)
 Geography of Asia. GEOG 327. (CD 1)
 East Asia History. HST 391 or 392 (CD 1)
 Japanese Culture. JPN 333. (CD 1)
 The Consumer in the Global Market. FRM 411. (CG 1)
 Philosophies of China. PHL 308. (CD 1)
 Departmental International Degree requirements
 Term in East Asia

2. Sample

4 years of French
 French Culture. FR 331, 332, or 333. (WC 1)
 Nature and the Western Mind. FW 201. (WC 1)
 Geography of Africa. GEOG 325. (CD 1)
 History of the Middle East. HST 387, 388, or 389. (CD 1)
 Musical Cultures of the World. MUS 108. (CD 1)
 Families & Quality of Life in Developing Countries. HECE 450. (CG 1)
 Agriculture and Food Policy Issues. AREC 361 (4)
 Departmental International Degree requirements
 Term in a French-speaking country

3. Sample

4 years of Spanish
 Latin American Culture. Span 336, 337 or 338. (WC 1 class)
 Literature of Western Civilization. ENG 207, 208, 209 (WC 1)
 Latin American History. HST 350 or 351. (CD 1 class)
 Introduction to Art History-The New World. ART 203 (CD 1)
 Geography of LA. GEOG 328. (CD 1)
 Cultures in Conflict. ANTH 380. (CG 1)
 East Asia (HST 391 or 392) (CD 1)
 Departmental International Degree requirements
 Term in Latin America

ADDENDUM 4 Institutional Requirements for Additional Degree (excerpted from the Oregon State University catalog)

"Complete for an additional degree a minimum of 32 credits more than the requirements of the curriculum requiring the least number of credits; complete each additional 32 credits in residence, or as a minimum, 24 of the 32 credits in residence if authorized by approval of a petition to the academic requirements committee; be registered during the last three terms before graduation at least one term in the appropriate college or department."

Depending on the level of previous foreign language study and experience abroad, a student could take anywhere from a minimum of 32 additional hours to a maximum range of 70+ additional hours to complete the degree.

ADDENDUM 5 Impact of the Proposed International Degree on the Department of Foreign Languages & Literatures

At present it is difficult to predict how many students will opt for an International Degree, what languages they will need, and what their concurrent baccalaureate degrees will be. Students will be doing some of their language study during their international experience off campus. If the number of students is modest (25) the impact will be slight. If it is medium size (50) the impact will depend on a few factors. It is conceivable that of those students who at present carry double majors, one of which is in a foreign language, some would select an International Degree over the language degree. In such cases, there would be a decrease in the pressure on the Department of Foreign Languages and Literatures, which could offset pressure from those students who formerly would not have taken as much foreign language. If all those students selecting an International Degree came from the pool of students who at present do not take any third or fourth year language, then additional staffing in foreign language sections would be necessary. If the demand for the International Degree is high (100 or above), then clearly there would be a significant added pressure on the Department of Foreign Languages and Literatures. Ray Verzasconi, the Chair of the Department, estimates that in the last case as much as 3 FTE would be necessary to meet demand over a two-year period.

At current funding, it is estimated that 50 students can be accommodated, and the International Degree Coordinator will be in contact with the chair of the Department of Foreign Languages and Literatures to assure that the program does not admit any more students than can be handled by the Department.

ADDENDUM 6 Language Entrance Requirements for International Degree Applicants

1. Applicants must provide evidence of achievement or proficiency in a foreign language in one of the following ways:
 - a. Successful completion of four or more years of consecutive study of the same foreign language at the high school level preceding admission to Oregon State University;
 - b. Completion of the AP College Board test in a foreign language with a score of 4 or 5;
 - c. Completion of the third term of a second-year foreign language course at Oregon State University with a grade of B or better; or of the third term or second semester of a second-year foreign language course at another accredited university with a grade of B or better in a sequence of a minimum of 12 quarter or 9 semester hours;
 - d. Completion of one term of a third-year foreign language course (i.e., any course designated 311, 312 or 313) at Oregon State University with a gpa of 3.0 or better; or of a minimum of 3 quarter or 2 semester hours of a third-year foreign language course at another accredited university with a gpa of 3.0 or better; or
 - e. Foreign students whose native language is not English and who wish to use English to satisfy the foreign language entrance requirement will satisfy the requirement upon admission to Oregon State University.
2. For any language not offered at Oregon State University, applicants may also satisfy the foreign language entrance requirement by either:
 - a. demonstrating end of second-year level proficiency in a foreign language as evidenced by an oral proficiency test administered by a certified international language proficiency tester; or
 - b. demonstrating end of second-year level achievement in a foreign language as evidenced by an achievement test designed by Brigham Young University and administered by the Department of Foreign Languages and Literatures at Oregon State University [addendum 7].

ADDENDUM 7 Languages That Can Be Tested by Brigham Young University

Afrikaans
Aymara
Cakchiquel
Cantonese
Danish
Dutch
Farsi (Persian)
Finnish
French
German
Indonesian
Italian
Japanese
Korean
Mandarin
Maori-NZ
Navajo
Norwegian
Quechua
Portuguese
Rarotongan
Samoan
Serbo-Croatian
Spanish
Swedish
Tagalog
Tahitian
Thai
Tongan
Vietnamese
Welsh

ADDENDUM 8 Language Exit Requirement for International Degree Candidates

Students must provide evidence of achievement or proficiency in a foreign language in one of the following ways:

1. Completion of a fourth-year foreign language course (designated 411, 412, 413) at Oregon State University with a minimum 3.0 gpa;
2. Completion of a fourth-year foreign language course at another accredited university with a minimum 3.0 gpa, in a program in which the combined third-year and fourth-year language courses constitute a minimum of 18 quarter or 12 semester hours.
3. Completion of a minimum of 9 quarter (6 semester) hours with a minimum 3.0 gpa, at Oregon State University or another accredited university, of any 400-level course work (in any discipline) taught in a foreign language, if approved by the student's primary degree department.
4. Demonstration of end of fourth-year level achievement in a foreign language as evidenced by an achievement test administered by the Department of Foreign Languages and Literatures at Oregon State University [addendum 7];
5. Demonstration of oral proficiency in a foreign language as evidenced by an oral proficiency test administered by a certified foreign language proficiency tester, with the following Georgetown Language Roundtable Rating [used by the Defense Language Institute and the Foreign Service Institute]:

Romance Languages	3
Germanic and Slavic Languages	2+
Other Languages	2.

[Note: Different proficiency levels will be required, based on Defense Language Institute data correlating the relative difficulty of various international languages and the length of study (contact) hours required to achieve each level.]

6. For languages not offered at Oregon State University, the requirement may also be completed by a minimum of nine-month's residency (study, research, work), after fulfilling the foreign language entrance requirement, in a country in which the language is spoken.
7. Foreign students whose native language is not English and who wish to use English in fulfillment of the foreign language exit requirement will have fulfilled the requirement upon successful completion of all requirements (departmental, college, and university) for the primary degree and the International Degree.

ADDENDUM 9 Experience Abroad

Students will normally complete their experience abroad in a country in which the language they are using to complete the foreign language exit requirement is spoken. However, the International Degree Committee will consider exceptions on a case-by-case basis, upon the recommendation of the student's primary degree department. Exceptions might include:

1. Political circumstances that would make it difficult or dangerous for a student to go to a particular country or countries;
2. The lack of study, research or work experience opportunities in a particular country or countries;
3. Research in the primary degree would be best served by study in a country in which another language is spoken.

ADDENDUM 10 International Survey at OSU

The survey question concerning the International Degree was worded as follows:

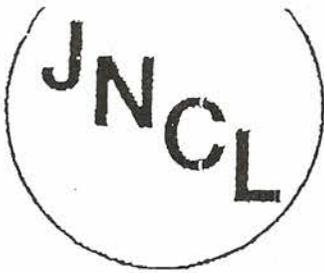
There is also some thinking at OSU about instituting an International Degree program. Upon completion of this program, for which study abroad would be required, a student would earn a B.A. in International Studies in addition to a degree in his/her major degree program. Qualified participants in the new program would be eligible for financial aid to cover the additional costs of studying abroad. Would this program make OSU and international study more attractive to you, or not?

YES

NO

The percentage of students answering "yes" was 81.5.

Student Survey Study Abroad by Lynda J. King, 1990
International Fellow in the Office of Research, Graduate
Studies, and International Programs.



JOINT NATIONAL COMMITTEE FOR LANGUAGES

300 Eye Street, N.E.
Suite 211
Washington, D.C. 20002
Telephone (202) 546-7855



October 15, 1990

Dianna Hart
Administrator
OSSHE Equador Program
Oregon State University
Snell Hall 444
Corvallis, OR 97331-1642

Dear Dianna:

Having just finished reading your proposal for the International Bachelor of Arts degree at Oregon State University, I congratulate you for one of the most creative and innovative programs I have seen anywhere. While a number of colleges and universities are moving to add international dimensions to the curriculum, to institute/reinstitute language requirements, or to create international business programs, your proposal is unique in its comprehensiveness and utility.

Two of the real strengths of this proposal are that it can be combined with any other major to address the development of substantive knowledge internationally and within a conventional field of study. Secondly, your proposal requires academic rigor and quality for the international degree, something that is not necessarily the case when international dimensions are simply "added" to the curriculum.

As you know, we have been active in working with the governors, the chief state school officers, the administration and congress in trying to shape new educational reforms. I am convinced that educational reform during this decade will rival anything we have ever seen in the past. OSU's international BA degree seems an ideal model for other schools that will be attempting to deal with issues such as excellence, competitiveness, and accountability while making education responsive to the needs of the next century.

Good luck. If there is anything we can do to help, please let us know.

Sincerely,

J. David Edwards, Ph.D.
Executive Director

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Alphabet in Foreign Languages and Literatures (AAFL) • American Council on Language Learning (ACLL) • American Association of Teachers of Arabic (AATA) • American Association of Teachers of French (AATF) • American Association of Teachers of German (AATG) • American Association of Teachers of Italian (AATI) • American Association of Teachers of Spanish and Portuguese (AATSP) • American Council on the Teaching of Foreign Languages (ACTFL) • American Council on Teachers of Russian (ACTR) • American Teachers Association (ATA) • Association of Teachers of Japanese (ATJ) • Center for Applied Linguistics (CAL) • Central State Conference on the Teaching of Foreign Languages (CSC) • Chinese Language Teachers Association (CLTA) • Club Français d'Amérique (CFA) • Computer Assisted Language Learning and Instruction Consortium (CALL) • Governors' University Roundtable on Languages and Literatures (GURL) • International Association for Language Laboratories (IALL) • Linguistic Society of America (LSA) • Modern Language Association (MLA) • National Association of Departments of Foreign Languages (NADFL) • Modern Language Association National Federation of Modern Language Teachers Associations (NMLTA) • National Association for Bilingual Education (NABE) • National Association for Foreign Student Affairs (NAFSA) • National Association for Second Language Programs (NASLP) • National Committee on Language Learning (NCLL) • National Council of State Boards of Education (NCSBE) • National Council on the Teaching of Foreign Languages (NCTFL) • National Foreign Language Program (NFLP)

ADDENDUM 12 International Programs Advisory Council (IPAC) and International Degree Committee Members

Faculty members on the following council and committee include:

1. 1991-92 IPAC members: Marlan Carlson, Sue Crust (Student), Fred Horne, George Keller (Chair), Steve Lawton, Nancy Rosenberger, Anne Rossignol, Gary Tan (Student), Benno Warkentin, Bill Wilkins, and ex officio Ed Price and Jack Van de Water.
2. 1990-91 International Degree Committee members: Perry Brown, Dianne W. Hart, Kathleen Heath, Fred Horne, Mike Martin, Michael Moffett, Catherine Mumaw, Nancy Rosenberger, Bill Wilkins, Jack Van de Water, Ray Verzasconi, Jim Welty, and ex officio Irma Delson, Shirley Scott, and Craig Wilson.

Faculty members who will most likely be involved with International Degree candidates are:

1. College of Agriculture -- Dave Acker, Larry Boersma, Richard Cuenca, Andrew Hashimoto, Pat Hays, Dick Johnston, Edward Kolbe, William Krueger, Chris Langdon, Larry Lev, Mike Martin, Stanley Miller, Ed Price, Dick Tubb, Benno Warkentin and Ron Wrolstad.
2. College of Business -- Matt Amano, Jack Bailes, Boris Becker, Patricia Frishkoff, Cliff Gray, Dave Gobeli, Clara Horne, Alan Kluge, Erik Larson, Steve Lawton, Ron Miller and Charles Neyhart.
3. College of Engineering -- John Arthur, David Bella, Curtis Cook, Gary Hicks, Robert Hudspeth, Peter Klingeman, William McDougel, Ron Mohler, Roy Rathja, Gordon Reistad, Jim Welty, Ken Williamson and Ted Vinson.
4. College of Forestry -- James Boyle, Perry Brown, Bob Buckman, Royal Jackson, Logan Norris, Robin Rose, Jack Walstad, Dick Waring and Joe Zaerr.
5. College of Health and Human Performance -- Kathy Heath, Debbie Rose, Annette Rossignol, Tony Wilcox and Chris Zauner.
6. College of Home Economics -- Alan Acock, Carol Caughey, Sally Francis, James LeKlam, Ann Messersmith, Catherine Mumaw, Geraldine Olson, Clara Pratt and Margy Woodburn.
7. College of Liberal Arts -- Marlan Carlson, Dick Clinton, Jim Foster, Joan Gross, David LaFrance, Laura Rice, Nancy Rosenberger, Henry Sayre, John Young and all faculty in the Foreign Languages Department.
8. College of Pharmacy -- James Ayres, John Block, William Gerwick, Robert Larson, Keith Parrott and Lee Strandberg
9. College of Science -- Mike Burgett, Frank Conte, Carroll DeKock, Glen Evans, Cyrus Field, Steven Gould, Ken Krane, Jane Lubchenco, Gordon Matzke, Mary Lee Nolan, Fred Rickson, Phillipe Rossignol, Dick Theis and Bill Winner.

ADDENDUM 13 International Degree Program Coordinator

The International Degree Program Coordinator will be a faculty member who holds tenure in an Oregon State University academic department. The Coordinator will be appointed by and serve at the pleasure of the Dean of International Education, in consultation with the Dean and the Head or Chair of the Coordinator's College and Department. The International Degree Coordinator position will be reviewed after one year to evaluate continued need, however the anticipated basic period of service will be for three years. The academic home will be the faculty member's academic department. In matters pertaining to departmental duties, e.g., teaching, advising, scholarship, and/or service, the Coordinator will be reviewed by the Department Head or Chair. In matters pertaining to the duties as International Degree program coordination, the Coordinator will be reviewed annually by the Dean of International Education, who will undertake an intensive review during the third year. Reappointment as Coordinator will be at the discretion of the Dean of International Education in consultation with the Coordinator's Academic Dean and Department Head or Chair.



Oregon State University
Kerr Library 121
Corvallis, Oregon 97331-4501

Telephone (503) 737-3411
FAX (503) 737-3453

November 14, 1990

TO: Curriculum Council

FROM: Craig Wilson *CW*

RE: Library Assessment for the International Degree

The ability of the library collection and services to support work for the International Degree depends upon how intensely the goals of the program are pursued. If, as is being proposed, the program starts off in a "bare bones" mode, the impact on the Library will be much less than if the full program were to be in place at the start. Since the budget as proposed reflects a "bare bones" program, a portion of any addition to the budget, either from within the University or from external grants, should be designated for library materials. The collection can, at present, adequately support study for the French, German, Russian, and Spanish languages and literatures for the full program. The history and culture sections of the collection for France, Germany, Spain, Latin America, and Russia and the Soviet Union, China and Japan appear to be adequate to support the full program. The collection in language and literature for Japan and China are, however, inadequate to support the full program as the attached collection count clearly shows. Serious work in these areas would require a substantial addition to the collection. The collection will also need to be developed to include more international statistical material, especially as relates to international trade.

The collection is also weak in foreign newspapers and basic periodicals relating to international studies. One student recently left a note in the suggestion box which stated that the newspaper collection here is the worst he has seen in an academic library, and I'm not sure that I disagree. A list of newspapers and basic periodicals that should be considered is on file in the Office of International Education. These should be added as the program grows and should definitely be in place once the program is full blown. The cost of adding these titles would currently be around \$9,838 a year for newspapers plus \$3,940.10 for journals (plus approx. 12% annual inflation) for a total of \$13,778.10.

Except in the unlikely event that money is added to the library materials budget, there is little opportunity to reallocate existing money to support the International Degree.

Collection Counts

I searched OASIS by call number for the following call number ranges and recorded the volume count for each.

Subject (Call number)	Volume Count
Russian Language (PG2001-2800)	250
Russian Literature (PG2900-3549)	2,060
French Language (PC2001-3819)	409
French Literature (PQ1-3949)	4,730
Spanish Language (PC3821-4971)	266
Spanish Literature (PQ6001-9908) (incl. Latin America)	3,779
German Language (PF3001-5419; PD1-1350)	313
German Literature (PT1-4848)	3,907
Chinese Language (PL1000-1497)	90
Chinese Literature (PL2250-3277) (mostly in English)	351
Japanese Language (PL503-690)	52
Japanese Literature (PL708-898) (mostly in English)	277

I also searched the following subject keyword combinations and recorded the number of matches for each. It is possible, depending upon more detailed subject heading breakdowns, that the same item might be counted more than once under a particular subject heading.

- Germany + History = 664
- France + History = 971
- China + History = 490
- Japan + History = 258
- Spain + History = 297
- Latin America + History = 122
- South America + History = 71
- Russia + History = 188
- Soviet Union + History = 432



ADDENDUM 15 Estimated Cost of Program

The present budget is based on 50 students the first five years.

**SUMMARY OF ESTIMATED COSTS OR SAVINGS
AND SOURCES OF FUNDS**

Program/Unit International B.A. Degree
Institution Oregon State University

	First Year	FTE	Second Year	FTE	Third Year	FTE	Fourth Year	FTE
Resources Required								
Personnel								
Faculty	\$ 46,400	1.1	\$ 46,400	1.1	\$ 48,525	1.1	\$ 48,525	1.1
Graduate Assistants								
Support Personnel	\$ 13,100	0.5	\$ 13,100	0.5	\$ 13,700	0.5	\$ 13,700	0.5
Fellowships & Scholarships								
Total	\$ 59,500		\$ 59,500		\$ 62,225		\$ 62,225	
Percentage of Total From State Funds	\$ 100%		\$ 100%		\$ 100%		\$ 100%	
Other Resources								
Library *** (***) Please consult the "Curriculum Evaluation Form" provided by Kerr Library)								
Supplies & Services	\$ 3,000		\$ 3,000		\$ 3,000		\$ 3,000	
Movable Equipment	\$ 10,000		\$ 10,000		\$ 5,000		\$ 5,000	
Total	\$ 13,000		\$ 13,000		\$ 8,000		\$ 8,000	
Percentage of Total From State Funds	\$ 100%		\$ 100%		\$ 100%		\$ 100%	
Physical Facilities								
Construction of New Space or Major Renovation	\$ --		\$ --		\$ --		\$ --	
Percentage of Total From State Funds	\$ --		\$ --		\$ --		\$ --	
GRAND TOTAL	\$ 72,500		\$ 72,500		\$ 70,225		\$ 70,225	
PERCENTAGE OF TOTAL FROM STATE FUNDS	\$ 100%		\$ 100%		\$ 100%		\$ 100%	
Source of Funds								
State Funds-Going-level Budg.	\$ 72,500		\$ 72,500		\$ 70,225		\$ 70,225	
State Funds--Special Approp.	\$		\$		\$		\$	
Federal Funds	\$		\$		\$		\$	
Other Grants	\$		\$		\$		\$	
Fees, Sales, Etc.	\$		\$		\$		\$	
Other	\$		\$		\$		\$	

NOTE: Three grant proposals have been submitted related to the International Degree. If funded, these grants will provide support for curriculum development, library acquisitions, evaluation, and a language across the curriculum project.

ADDENDUM 16 Grants

A fund raising campaign for the International Degree is being organized to support participation of departments and colleges by providing grants to faculty and funds for additional student scholarships.

1. Grants to faculty would include funds:
 - a. to provide international program enrichment;
 - b. to invite visiting scholars and off-campus speakers;
 - c. to support acquisition of special collections of library materials [addendum 14];
 - d. to purchase teaching materials;
 - e. to provide supplemental research grants or released time to teaching faculty involved in or wishing to become involved in internationalizing their research and/or the curriculum;
 - f. to develop faculty exchange opportunities with partner institutions overseas.
 - g. to conduct evaluation studies and disseminate evaluative information.
2. Scholarships for students [addendum 17].

ADDENDUM 17 Scholarships

1. The International Degree Committee will evaluate scholarship applications and award merit- and need-based scholarships to qualified students nominated by their primary departments. As a goal the Committee will seek to distribute scholarships equitably.
2. Scholarships will help defray the extra expenses incurred by the experience-abroad requirement of the degree. Award amounts will vary, depending upon anticipated costs and funds available. Among the factors that may be taken into consideration: destination, duration, in-country cost-of-living and dollar exchange rate, and availability of other funding sources for individual applicants. The range is expected to be between \$1,000 and \$4,000 per award. Scholarship recipients will be selected from a competitive pool. To qualify for consideration, a student who has been admitted to the International Degree program must:
 - a. have at least junior standing;
 - b. have been a full-time student in good standing at Oregon State University for the academic year prior to submitting the application for consideration;
 - c. have maintained a cumulative 3.0 gpa;
 - d. have applied for International Degree scholarship consideration to the primary department; and
 - e. have been nominated by the primary department to the International Degree Committee for scholarship consideration.

ADDENDUM 18 Letter from Shahid Yusaf, 1990-91 ASOSU President

ASSOCIATED STUDENTS • OREGON STATE UNIVERSITY



MEMORIAL UNION EAST - OREGON STATE UNIVERSITY
CORVALLIS, OR 97331-1616 (503) 754-2101

October 24, 1990

Shahid Yusaf, ASOSU President
Student Activity Center - MU East
Oregon State University
Corvallis OR 97331

Dear Ms. Hart:

I am writing on behalf of the Associated Students of Oregon State University to express my strong support for your proposed International BA degree program, and to wish you every success in having it approved by the proper authorities without delay.

My experience as a student government leader convinces me that this program is very much needed at OSU. Too many American students have been raised without serious exposure to other cultural morals, values, customs, or beliefs and so they don't know how to take advantage of the informal opportunities that OSU already offers them through its active recruitment of students from other countries. A structured program, if properly organized, will do much to bring people together in a "safe" environment and allow such necessary mutual learning and sharing to take place.

I do have some questions about when, and to what extent, students will be involved in the planning and implementation of the program. As you know, it is my position that students should be directly involved in helping to develop the policies and programs that affect them, and in this case I think that student participation in the early stages is critical. This is especially true for international students, whose combined experiences at OSU can tell you much about how American cultural ignorance is expressed and therefore can be overcome.

Again, I wish you every success with the program. Please let me know if ASOSU can assist you in any other way that you think will benefit the goal of global awareness and understanding.

Sincerely,

OREGON STATE UNIVERSITY

College of Home Economics
Department of Apparel, Interiors, Housing and Merchandising

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM
LEADING TO THE M.S., M.A., OR PH.D. DEGREE
IN APPAREL, INTERIORS, HOUSING AND MERCHANDISING

DESCRIPTION OF PROPOSED PROGRAM

1. DEFINITION OF ACADEMIC AREAS

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

The proposed restructuring and enhancement of the graduate offerings in AIHM reflects a long-term commitment on the part of the College of Home Economics and the Department of Apparel, Interiors, Housing and Merchandising (AIHM) to refocusing toward inclusion of the doctoral component. The College and the Department have been planning and building toward this goal for over 6 years; this proposal is based on and is the culmination of those efforts. A critical part of this long-range planning has been to add strengths in College programming, specifically graduate education and research, while reducing administrative overhead.

A specific objective to establish a doctoral program in clothing and textiles first appeared in the department (CTRA) long-range plan in 1985, and has been included in every plan since then. Strategies designed to accomplish this objective that were specified in the 1986-89 department long-range plan included reallocation of personnel toward the research and graduate functions and away from the undergraduate education function, implementation of a hiring strategy to build the faculty base necessary to support a doctoral program, revision of existing graduate courses and development of new graduate courses necessary to support a doctoral program, increase in enrollment in the existing master's degree program, and development of national visibility as a base for recruiting top quality doctoral students. All of these strategies have been implemented.

Hence, this proposal is the final step in a long term plan to reorganize and enhance graduate education in AIHM. In addition to the strategies listed above, we

have reorganized the department structure within the College to integrate the housing and interior components to support the proposed program. Also, the Department has implemented a Retention Policy aimed at increasing the quality of our existing undergraduate programs while managing enrollment. Finally, we have eliminated the Textile Science major and the Textile Design option at the undergraduate level to reallocate personnel to the proposed program. As a result of these efforts, we believe we are now in a strong position to reallocate personnel to the proposed program.

The proposed program will provide advanced education in the academic areas of apparel, interiors, housing and merchandising. Scholars in these areas apply concepts and theories from the basic disciplines to the study of the design, production, and channels of distribution for products and services involving humans' near environment (i.e., textiles, apparel, interiors and housing). Specialties within these areas include design in the near environment, cultural/historic aspects of the near environment, human behavior and the near environment, and merchandising management. Related research specialties in these areas include history of architecture, furnishings, textiles and costume; human behavior and the near environment; cross-cultural studies of dress and housing; fashion theory; and consumer behavior.

Currently M.S. and M.A. degrees are offered in Apparel, Interiors and Merchandising (AIM) with areas of concentration in apparel design, merchandising management, clothing and human behavior, interiors, historic/cultural aspects of clothing, and textiles. A housing area of concentration for the master's and doctoral degrees is currently administered through the Family Resource Management degree program. When the College of Home Economics was restructured in 1989 the undergraduate housing major, all undergraduate and graduate courses in housing, and the associated faculty and graduate assistant FTE were moved into the Department of Apparel, Interiors, Housing and Merchandising (formerly the Department of Apparel, Interiors, and Merchandising). Therefore, it is proposed that:

1. A master's and doctoral degree program be developed in Apparel, Interiors, Housing, and Merchandising (AIHM).
 2. The current Apparel, Interiors and Merchandising (AIM) master's degree program be eliminated.
- b. What subspecialties or areas of concentration would be emphasized during the initial years of the program?

During the initial years of the program, specialized training will be available for the M.S., M.A. and Ph.D. degrees in design in the near environment, cultural/historic aspects of the near environment, human behavior in the near environment, and merchandising management.

Design in the Near Environment

The student will focus on a course of advanced study in the design of spaces and products within the near environment (e.g., apparel, interiors, housing) for specific market segments. Aesthetic and design theories will be emphasized.

Cultural/Historic Aspects of the Near Environment

Students will study the cultural and historic bases for humans' near environment (e.g., textiles, clothing, shelter) through analyses of artifacts and historic documents using both qualitative and quantitative research methods.

Human Behavior and the Near Environment

Students will study the relationship between human behavior and components of the near environment (e.g., clothing, interiors). Social, psychological, and economic theories and research methods will be emphasized.

Merchandising Management

Students will study the marketing channels of products and services (e.g., apparel, interiors) related to the near environment through advanced education in consumer behavior, marketing, retailing, and fashion theories and research.

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

We do not plan to add subspecialties or areas of concentration.

- d. Are there subspecialties that the institution intends to avoid, in developing the program.

Yes. For the doctoral and masters degree, the program will not allow students to specialize in textile science and textile design within any of the four areas of concentration listed on page 3. For the doctoral degree, the program will not allow specialization in apparel design and interior design.

- e. When will the program be operational if approved?
Fall, 1992 or as soon thereafter as possible.

2. DEPARTMENT OR COLLEGE RESPONSIBLE

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

The Department of Apparel, Interiors, Housing, and Merchandising in the College of Home Economics would administer the proposed program.

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

No. A reorganization of the College occurred in 1989 and is appropriate for administering the proposed degree program.

3. OBJECTIVES OF THE PROGRAM

- a. What are the objectives of the program?

The objectives of the proposed graduate program in Apparel, Interiors, Housing and Merchandising are:

1. To contribute to the research goals of the profession of home economics, the College of Home Economics, and the Department of Apparel, Interiors, Housing and Merchandising through graduate student and joint faculty/student research projects. (Having a doctoral program is often an advantage in seeking external funding.)
2. To contribute to the knowledge base of apparel, interiors, housing, and merchandising.
3. To contribute to the educational needs of the profession by preparing qualified individuals to meet the current needs and fill anticipated vacant

faculty positions in 4-year and graduate institutions in the next decade.

4. To enable the student to achieve the following competencies:
 - a. To develop in the student a depth of knowledge in one of the four proposed areas of concentration.
 - b. To prepare the student for leadership and scholarship in one of the four proposed areas of concentration within the profession of home economics.
 - c. To enable the student to plan and conduct scientific research that will promote the well-being of individuals and families by achieving the following:

Master's Degree

- (1) Identify appropriate theoretical frameworks and use them as a basis for research.
- (2) Critique academic and trade sources of information for accuracy, objectivity, and usefulness.
- (3) Apply the research/design process to solve problems and/or contribute to the literature in the student's field of inquiry.
- (4) Complete a thesis or creative accomplishment such as a juried exhibition.
- (5) Identify vehicles for disseminating new knowledge.

Doctoral Degree

- (1) Identify appropriate theoretical frameworks and use them as a basis for research.
- (2) Use statistical and/or interpretative procedures accurately and effectively in analyzing results of research.

(3) Conduct original basic or applied research that extends the body of knowledge.

(4) Identify vehicles for disseminating new knowledge.

(5) Prepare research findings for publication.

(6) Identify sources of research funding and procedures to obtain funding (grant writing).

5. To promote the well-being of individuals and families through advanced study of the interactions of individuals and families with the near environment.
6. To contribute to the comprehensive nature of the College of Home Economics.

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

Students' progress toward degrees will be evaluated annually by the AIHM Department Graduate Committee, in cooperation with students' graduate committees. Careful follow-up will be made of graduates to assess the adequacy of their education.

Quality and success of the program will be reviewed by the Graduate Council according to the following criteria:

1. Recognition of the program outside of OSU, exemplified by its ability to attract high quality students from other institutions;
2. After five years, an annual enrollment of about 6 Ph.D. students and 15 M.S./M.A. students, with at least 3 Ph.D. and 10 M.S./M.A. students having graduated by the end of the first five years of the proposed program;
3. The record of thesis research and creative activity through publication and exhibition of M.S., M.A., and Ph.D. theses topics in journals, juried shows, and contributions to conference proceedings and symposia;

4. Successful placement of graduates into professional careers or further study in apparel, interiors, housing, or merchandising;
5. Record of faculty research and creative activity; and
6. Awards received by graduates and faculty.

After 5 years the Department will request a review by the Graduate Council. As part of this review, a self-review will be conducted. This review will evaluate number and quality of students, courses, contributions to other departments, occupational paths of graduates, and faculty research and creative activity productivity. The College also undergoes periodic Cooperative State Research Service (CSRS) reviews in which the overall research and graduate programs of the department are evaluated. Changes in the program curriculum or requirements will be based upon suggestions from the Graduate Council, the AIHM Graduate Committee, faculty, graduates, students, and employers outside OSU.

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

The mission of the Department of Apparel, Interiors, Housing, and Merchandising is "to discover, develop and disseminate knowledge promoting the well-being of individuals, groups and families regarding the basic needs of apparel and shelter, both within the near human environment and the global community." The proposed degree program is directly related to the mission of the department and to the mission of the College of Home Economics, particularly with respect to "promoting the well-being of individuals and families and enhancing interactions of families with other social institutions and the physical environment." No other unit in the College or the University has as its central focus the near environment of apparel, interiors, and housing. The proposed degree also directly supports the number one curricular and instructional goal of the College as articulated in the long-range plan: "Continue the development of a comprehensive, integrated undergraduate and graduate curriculum and student activities program."

The proposed degree program is directly related to the mission of the department and to that of the University, particularly as a Land Grant university with "a special responsibility for education and

research enabling the people of Oregon and the world to develop and utilize human, land, atmospheric, and ocean resources." It is also directly related to the University's mission to "serve the people of Oregon, the nation and the world through education, research and service" and is consistent with the important role of the professional schools at Oregon State University. Graduates of the program will assume professional positions in higher education and industry and will thereby contribute to the enhancement of quality of life for individuals and families as they make decisions regarding these basic needs and will contribute to the profession through extending the body of knowledge.

The proposed program is consistent with the overall theme of the academic plan of the institution as articulated in "Creating the Future: A Plan for Beginning the '90s." It is specifically relevant to Goal 1, "Serve people through instruction, research, and extension," as graduates of the program will be prepared to contribute to the solution of social and technical problems related to the basic needs of apparel and shelter both in Oregon and throughout the nation and the world. The program is also relevant to Goal 5, "Expand educational and professional opportunities for members of minority, female, disadvantaged, and disabled populations," inasmuch as this field of study is one that is historically populated primarily by females due to the relatively good opportunities in the design and merchandising fields for women to reach the executive ranks. It is anticipated that a large proportion of the students enrolled in the program will be women.

As indicated in the Department's current three-year plan (1989-92), the number one goal of the Department of Apparel, Interiors, Housing, and Merchandising is to expand and further develop the graduate program. The development of a departmental graduate (master's and doctoral) program is the essence of reaching this goal. Establishment of the new degree is also critical to the ability of the Department to achieve other identified goals, particularly to enhance research productivity.

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

Those who graduate from the program will be qualified for careers in academic institutions and private sector companies. The greatest opportunities will be in academia including teaching and research positions in

departments that include programs in apparel, interiors, housing, and/or merchandising. Currently there is a national shortage of qualified individuals to fill positions in academic institutions in the areas of apparel, housing and merchandising. In 1989 thirty-nine position announcements for faculty positions in apparel, housing, or merchandising were either received by the AIHM department or published in the AHEA Action. A survey of these position announcements indicated that a Ph.D. was required of candidates in 69% (n=27) of the positions, a Ph.D. was preferred of candidates 20% (n=8) of the positions, and 10% (n=4) did not list necessary qualifications. However there is a documented shortage of doctoral level applicants to fill these positions. According to a national survey conducted by the Association of College Professors of Textiles and Clothing (Lind, 1989) over one third of the academic units offering apparel and merchandising programs who recently hired faculty were unable to hire individuals with a Ph.D., even though they preferred or required such a qualification.¹

Companies involved with the design, production, and channels of distribution for apparel, residential and commercial interiors, and housing increasingly need people with expertise and skills to analyze consumer needs and provide quality products and services that meet these needs. According to the 1985 USDA national assessment of employment opportunities for college graduates in home economics through 1995, degree specializations for which shortages (estimated 15-30% residual annual shortfall) will exist include retailing, consumer science, marketing, housing and human environment. These shortages will be most acute for positions requiring graduate degrees.²

4. RELATIONSHIP OF PROPOSED PROGRAM TO OTHER PROGRAMS IN THE INSTITUTION

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

¹ Lind, C. (1989). Future needs for faculty in clothing and textiles. Clothing and Textiles Research Journal, 7 (4), 49-56.

² United States Department of Agriculture (1985). National assessment of employment opportunities for college graduates in home economics.

Students enrolled in the four areas of concentration in the proposed program in AIHM will apply concepts and theories from the basic disciplines and supporting areas to the study of the near environment. Therefore, students may take theory and research methods courses specific to these areas such as graduate courses in history, anthropology, psychology, art, economics, sociology, and/or business administration (see Appendix A for a listing of supporting courses outside of AIHM).

The Family Resource Management graduate degree program is interdisciplinary and relates to all 3 departments in the College. This program currently offers an area of concentration in housing. The central basis of this area of concentration is family resource management; and the focus is on housing economics and policy. The proposed graduate program in Apparel, Interiors, Housing and Merchandising will not offer a specific area of concentration in housing. Rather, students in any of the four proposed areas of concentration may develop a research focus on housing from a historic/cultural, design, behavior or merchandising perspective. We see the four proposed areas of concentration as complementing the FRM program in that several of the housing-related courses could be taken by students in either program.

5. COURSE OF STUDY

a. Describe the proposed course of study.

All students will take a core program of 13 credit hours consisting of the following courses: Literature in AIHM, Research Methods in AIHM, Methods of Data Analysis, Research Seminar, and Interdisciplinary Foundations. Master's students will take a minimum of 45 credit hours including the 13 credit hours of the core program, an additional 17 credit hours in their major (including 6-9 credits of thesis or research), and 15 credit hours in their minor. Master's students may select either a thesis or creative accomplishment option (guidelines available in AIHM office). Doctoral students are required to take a minimum of 135 credit hours beyond the bachelor's degree including the 13 credit hours of the core, 9 credit hours of advanced statistical methods and/or research methods courses, and 45 credit hours of thesis. The remaining credit hours will be course work in the student's major and minor areas (the minor must include a minimum of 30 credit hours).

Core courses:

AIHM 593 Literature in AIHM (3)
 AIHM 594 Research Methods in AIHM (3)
 AIHM 507 Seminar (1,1)
 ST 511 Methods of Data Analysis (4)
 HECE 507 Seminar/Interdisciplinary Foundations
 (1) for students with no previous
 degree in home economics
 One theory course in major area.

Master's Program Requirements:Credit Hour Requirements:

Total required: Minimum of 45 credit hours
 beyond the bachelor's degree.
 Thesis AIHM 503 OR 6-9 credit hours for thesis
 option.
 Research AIHM 501 6-9 credit hours for creative
 option

Credit Hour Requirements:

Major: Minimum of 30 credit hours.
 (includes thesis or research
 and 13 credit core)
 Minor: Minimum of 15 credit hours
 from supporting disciplines.

Doctoral Program Requirements:

Minimum of one theory course in major and minor
 areas.

Additional 9 credit hours of advanced statistical
 methods and research methods courses.

Credit Hour Requirements:

Total required: Minimum of 135 credit hours
 beyond the bachelors degree.
 Thesis: 30-45 credit hours.
 Major: Minimum of 105 credit hours.
 (includes thesis or research
 and 13 credit core)
 Minor: Minimum of 30 credit hours in
 supporting disciplines.

Other requirements:

Written and oral examinations required.

No foreign language requirement unless it is
 needed for the student's specific area of
 concentration.

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

Graduate Courses Currently Offered in AIHM:

AIHM 501	Research
AIHM 502	Independent Study
AIHM 503	Thesis
AIHM 505	Reading and Conference
AIHM 506	Projects
AIHM 507	Seminar
AIHM 508	Workshop
AIHM 509	Practicum
AIHM 510	Work Experience/Internship
AIHM 518	Advanced Housing Design and Client Applications (3)
AIHM 521	Advanced Fashion Illustration and Design (3)
AIHM 525	Special Clothing Needs (4)
AIHM 527	Draping (4)
AIHM 528	Apparel Production Processes (3)
AIHM 529	Advanced Problems in Apparel Design (3)
AIHM 540	History of Furniture (3)
AIHM 541	Contemporary Furnishings (3)
AIHM 544	Studio II: Commercial Design (4)
AIHM 545	Color in the Near Environment (3)
AIHM 550	Advances in Textile Technology (3)
AIHM 553	Evaluation of Textile Performance (3)
AIHM 555	Economics of the Textile and Apparel Industries (3)
AIHM 560	Historic Costume (3)
AIHM 565	Historic Textiles (3)
AIHM 566	Cross Cultural Studies of Textiles & Clothing (3)
AIHM 570	Retail Merchandising (4)
AIHM 572	Merchandise Planning and Control (4)
AIHM 577	Fashion Theory (3)
AIHM 578	Housing Finance (3)
AIHM 579	Housing Services for the Elderly & Disabled (3)
AIHM 580	Housing Problems and Public Policy (3)
AIHM 582	Aesthetic & Perceptual Theories of Design (3)
AIHM 585	Human Behavior and the Near Environment (3)
AIHM 587	Trends and Issues in Merchandising (3)
AIHM 588	Theories in Housing (3)
AIHM 590	Selected Topics in Apparel, Interiors, Housing and Merchandising (TBA)
AIHM 593	Literature in Apparel, Interiors, Housing and Merchandising (3)
AIHM 594	Research Methods in Apparel, Interiors, Housing and Merchandising (3)
AIHM 599	Study Tour (1-6)

See Appendix A for a listing of Non-AIHM courses currently offered at O.S.U. that may serve as supporting courses. Although the courses listed in Appendix A are primarily 500 level courses, we believe that broad exposure to the root disciplines across campus is a strength as theoretical foundations and research methods are frequently offered at the 500 level. Use of 500 or 600 level courses in the minor area of a doctoral program is permitted by the Graduate School.

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

New courses to be added:

- AIHM 665 Advanced Topics in Historic, Cultural and Social Aspects of Ethnic Material Culture (3)
- AIHM 677 Theoretical Frameworks in Fashion, Aesthetics and Housing (3)
- AIHM 685 Advanced Topics in Human Behavior and the Near Environment (3)
- AIHM 687 Theoretical Foundations for Merchandising Research (3)
- AIHM 601 Research (TBA)
- AIHM 602 Independent Study (TBA)
- AIHM 603 Dissertation (TBA)
- AIHM 605 Readings and Conference (TBA)
- AIHM 606 Projects (TBA)
- AIHM 607 Seminar (TBA)
- AIHM 608 Workshop (TBA)

6. ADMISSION REQUIREMENTS

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

Those set forth by the University; no additional admission requirements will be imposed. Evaluation of applicants will be made from a combination of grade point averages from previous undergraduate and graduate work, letters of recommendation and a statement of purpose. GRE scores will be considered if the student submits them, but they are not required. Applicants will be evaluated for compatibility of the program to their stated purpose. Students who do not have subject matter background in AIHM will be required to do remedial work as necessary. Appropriate background in specific content areas will be essential for awarding of assistantships that carry responsibility for undergraduate instruction. GAS will be actively

supervised by senior faculty members to monitor content and quality of undergraduate instruction.

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

No enrollment limitations are anticipated. Should enrollment threaten to overload the faculty, limits may be imposed.

7. RELATIONSHIP OF PROPOSED PROGRAM TO FUTURE PLANS

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

No.

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

Not applicable.

8. ACCREDITATION OF THE PROGRAM

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

There is no formal accreditation procedure for graduate programs in home economics or in the fields of apparel, housing and merchandising.

- b. If so, does the proposed program meet the accreditation standards? If it does not, in what particulars does it appear to be deficient? What steps would be required to qualify the program for accreditation?

Not applicable.

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

The undergraduate programs in College of Home Economics are fully accredited by the Council for Accreditation of the American Home Economics Association. The Foundation for Interior Design Education Research

(FIDER) accredits both first professional degree level and post-professional master's degree programs. AIHM would need to add two studio courses and at least .50 FTE in the interiors area in order to become accredited. We plan to be positioned to apply for accreditation by 1996.

NEED

9. EVIDENCE OF NEED

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

There exists a need for qualified individuals to teach and conduct research in institutions of higher education in the areas of apparel, merchandising, and housing. As previously mentioned (see 3.d.), a nationwide shortage of Ph.D.'s in the areas of apparel and merchandising currently exists and is expected to continue into the 21st century (Lind, 1989). In addition, it is estimated that 46% of current full-time faculty teaching apparel and merchandising courses will be retiring before the year 2000.³ This current and predicted continued shortage of qualified faculty becomes even more critical when the undergraduate programs are considered. Baccalaureate programs in apparel design and merchandising one of the fastest growing programs in home economics. Career placement is excellent and demand for graduates will remain high. According to the 1985 USDA national assessment of employment opportunities for college graduates in home economics through 1995, shortages for graduates will exist in the areas of retailing, consumer science, marketing, housing and human environment. Thus, to meet these demands for graduates, qualified faculty are needed to teach in these programs (USDA, 1985).

Even though there is an urgent need for Ph.D.'s in the areas of apparel, merchandising, and housing few doctoral degrees have been awarded in these areas. In their report of theses and dissertations completed in home economics in 1988, Griffith and Helmick (1989) indicated that only 4% (n=10) of the reported 246 dissertations were in the areas of clothing and

³ Lind, C. (1989). Future needs for faculty in clothing and textiles. Clothing and Textiles Research Journal, 7 (4), 49-56.

housing.⁴ One reason for this shortage is that only ten universities offer doctoral programs in apparel, housing, and/or merchandising. At the present time there are no doctoral programs with areas of concentration in merchandising management, human behavior and the near environment, or historical/cultural aspects of the near environment in the West. Virtually all the existing doctoral programs are found at the large Land Grant institutions located in the mid-western states (i.e., Ohio State, Purdue University, Oklahoma State University, Michigan State University, Texas Tech University, University of Minnesota, University of Tennessee).

Therefore, because so few universities offer this program, demand for such a program, especially in the West, is great. Because of its strong and nationally recognized master's degree program in Apparel, Interiors, and Merchandising, the AIHM Department has received numerous requests from individuals for information regarding a Ph.D. program. At professional meetings faculty in the Department are continually asked by students who are finishing their master's degrees and professionals who realize the necessity of a Ph.D. for continued success in academia, when AIHM will be offering a doctoral program. The Department is now prepared to offer a quality doctoral program in these academic areas and is uniquely positioned to do so.

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

As can be seen from the numbers below, the master's program in apparel, interiors, and merchandising has grown steadily over the past seven years. The continued growth in enrollment is a direct result of the increased faculty participation and commitment to a quality graduate program.

4

Griffith, R. Y., & Helmick, S. A. (1989). Theses and dissertations completed in Home Economics: 1988. Home Economics Research Journal, 18 (1), 61-65.

Enrollment in apparel, interiors and merchandising
graduate program 1984-1990

1984-85	3
1985-86	8
1986-87	9
1987-88	10
1988-89	11
1989-90	12
1990-91	14

After five years, annual enrollment in the proposed program is expected to be about six Ph.D. students and 15 master's students, with at least 3 Ph.D. and 10 M.S./M.A. students having graduated by the end of the first five years of the proposed program.

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

It is anticipated that the proposed program would draw students who would not otherwise attend the institution. Because no other master's program exists in Oregon with areas of concentration proposed in the new program and no doctoral degree program exists in the western United States with areas of concentration in merchandising management, human behavior and the near environment, or historic/cultural aspects of the near environment, it is expected that students would be attracted to OSU for these offerings. All current AIM masters students would switch to the new program.

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

Students enrolled in the program will contribute to the institutional and state (and national) needs by conducting research on problems faced by designers, manufacturers, and retailers of apparel, interiors, and housing products and services. In addition, graduates will fill research and teaching positions in private and public colleges in the state (and nationally) offering programs in apparel, interiors, housing, and merchandising. (see 9.a., page 14).

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

See 9.a., page 14.

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

A Ph.D. program in Apparel, Interiors, Housing, and Merchandising is essential for the Department to reach its full potential in terms of research capacity. The faculty is young, diverse, and well qualified to execute a quality doctoral program. One faculty member has direct experience supervising doctoral dissertations and three others have served on doctoral committees. All teaching faculty currently have responsibility in graduate-level instruction and eight faculty members have experience directing and/or serving on master's thesis committees. A doctoral program would enhance the departmental educational and research program and make faculty more competitive in obtaining outside grants. Establishment of this program would also significantly contribute to the comprehensive scope of the graduate programs offered by the College of Home Economics.

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

The need for the proposed degree program is broader than at the state or local basis. This program would primarily serve the educational and research needs of other institutions of higher education. The attached letters indicate the need for and general support of such a program, particularly in the West. These institutions will be the future employers of graduates of this program. The proposed program would also serve the needs of Oregon's apparel manufacturing, soft goods retailing, interiors, and housing industries by better preparation of graduates of bachelor's degree programs as a result of more highly qualified faculty at institutions in the West.

See attached support letters.

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

No.

DUPLICATION OF EFFORT

10. SIMILAR PROGRAMS IN THE STATE

- a. List any similar programs in the state.
No similar graduate programs exist in the state.
- b. If similar programs are offered in other institutions in the state, what purpose will the proposed program serve? Is it intended to supplement, complement, or duplicate existing program?
Not applicable.
- c. In what way, if any, will resources of any other institutions be utilized in the proposed program?
Not applicable.

RESOURCES

11. FACULTY

- a. List any present faculty who would be involved in offering the proposed program, with pertinent information concerning their special qualifications for service in this area. (See Appendix B for vitae).

Jeanette Brandt, C.B.D., Ph.D., Oregon State University, Associate Professor.
Area of expertise: Design in the Near Environment; Human Behavior and the Near Environment; Cultural/Historic Aspects of the Near Environment
Research Focus: Housing

Nancy Bryant, M.S., University of Minnesota, Associate Professor.
Area of expertise: Design in the Near Environment; Cultural/Historic Aspects of the Near Environment
Research Focus: Apparel design; historic costume

Leslie Davis Burns, Ph.D., Purdue University, Associate Professor.
Area of expertise: Human Behavior and the Near Environment; Merchandising Management
Research Focus: Clothing and human behavior, fashion theory

Carol Caughey, M.A., California State University,
Hayward, Assistant Professor
Area of expertise: Design in the Near Environment;
Human Behavior and the Near Environment
Research Focus: Interior design

Sally Francis, Ph.D., The Ohio State University,
Professor.
Area of expertise: Human Behavior and the Near
Environment; Merchandising Management
Research Focus: Consumer satisfaction

Ray Glass, B.Arch., University of Oregon, Professor.
Area of expertise: Design in the Near Environment
Research Focus: Computer aided design

Cheryl Jordan, Ph.D., Oklahoma State University,
Assistant Professor.
Area of expertise: Merchandising Management
Research Focus: Retailing; consumer behavior

Ardis Koester, Ph.D., University of North Carolina at
Greensboro, Professor.
Area of expertise: Human Behavior and the Near
Environment
Research Focus: Clothing and human behavior; consumer
textiles

Elaine Pedersen, Ph.D., University of Minnesota,
Associate Professor.
Area of expertise: Historic/cultural aspects of the
near environment
Research Focus: Historic costume and textiles;
ethnographic studies of clothing and textiles

LoErna Simpson, Ph.D., Texas Woman's University,
Assistant Professor.
Area of expertise: Cultural/Historic Aspects of the
Near Environment; Human Behavior and the Near
Environment
Research Focus: Historic textiles; consumer textiles

In addition to the faculty members in AIHM, the following faculty members in the Department of Human Development and Family Sciences would play an adjunct role for methods and statistics courses (e.g. HDFS 531, 534, 632, 635) that would be available to students in this program: Alan Acock, Gerry Olson, and Sam Vuchinich.

- b. Estimate the number, rank, and background of new faculty members that would need to be added to initiate the proposed program?

No additional full-time faculty need to be added to initiate the proposed program. The Department has been building its faculty for the past six years toward this goal. Our faculty strength is comparable to that at other doctoral granting institutions.

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

The support staff presently available is adequate.

12. LIBRARY

- a. Describe, in as objective terms as possible, the adequacy of the Library holdings that are relevant to the proposed program.

Deane Watkins, Business Librarian, conducted an assessment of the adequacy of Kerr Library holdings to support the proposed program. (Received January 29, 1991, see Appendix B) In her assessment, Ms. Watkins states, "Although present library resources appear adequate to initiate a PhD program in AIHM, without additional funds, particularly for serials, those resources will soon become inadequate."

The library assessment was reviewed by the AIHM faculty. Serious concerns were expressed by the faculty in the department regarding the extent to which the specific samples drawn to assess the various measures of adequacy accurately reflect department research and instructional activities. A revised assessment was requested based on specific suggestions raised by the department faculty. The revised document is attached indicating the need for modest new or reallocated funds to support the proposal. As result of the spring, 1991, cuts in library funds, the department was able to add 4 new titles from among the recommended new journals by making excess cuts in old titles. The needed library support was thereby reduced from \$3493 to \$3125.

The adequacy of OSU's Kerr Library is of general concern to the entire academic community. Increasingly, holdings are being deleted as a result of skyrocketing costs, particularly in the case of periodicals. Similar concern has been expressed by scholars across the nation. Several recent letters to

the Editor of The Chronicle of Higher Education point to the budgetary and accessibility issues relevant to library holdings. Scholars are arguing that academic units should play a more active role in allocating periodical expenditures and that more emphasis should be placed on accessibility of information, especially through electronic means as well as through interlibrary loans, and less emphasis on hard copies owned by individual libraries.

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

\$3493 in the first year of the program; slightly less in subsequent years.

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

External funding.

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

See attached.

13. FACILITIES AND EQUIPMENT

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

The proposed program would require human behavior laboratories; facilities to house the AIHM historic/cultural costume and textile collection; apparel, housing and interior design studio laboratories; computer-aided design laboratories for apparel, interior, and housing design; textile laboratories; and facilities to conduct survey research.

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

Presently facilities to house the AIHM costume and textile collection; apparel, housing and interior design studio laboratories; computer-aided design laboratories; and textile laboratories are on hand. The new Family Study Center will house facilities to conduct computer-assisted telephone surveys. The

costume and textile collection renovation project will soon be underway. When the current project for renovating the costume and textile collection facilities is completed, Milam 227 will be available for conducting behavioral research that does not require telephone surveys.

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

Presently, no new facilities are required. The facilities housing the historic/cultural costume and textile collection are in need of renovation. Plans are underway to make the needed improvements. This will free space for the behavioral research laboratories as indicated in 13b (above). As the program grows the Family Study Center will be utilized for telephone survey research. The computer-aided design laboratory is presently in operation. With increased undergraduate enrollment, expansion of the computer-aided design laboratories may be needed; however, the proposed graduate program is not dependent upon completion of this facility.

14. BUDGETARY IMPACT

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

The Department of Apparel, Interiors, Housing and Merchandising will be responsible for maintenance of the program and monitoring graduate students enrolled in the program. The estimated cost of the program is indicated in the attached table.

Estimated Cost of the Program for First 4 Years

Year 1 (1992-93)		
2 .50 FTE GTAs @ \$10,000 + \$96 OPE		\$20,096
.85 faculty FTE reallocated from current resources @ \$30,817 + \$9,905 OPE		\$40,722
Total		\$60,818
Year 2 (1993-94)		
3 .50 FTE GTAs @ \$10,500 + \$151 OPE		\$31,651
.85 FTE @ \$32,358 + \$10,400 OPE		\$42,758
Total		\$74,409
Year 3 (1994-95)		
3 .50 GTAs @ \$11,025 + \$159 OPE		\$33,234
.85 FTE @ \$33,976 + \$10,920 OPE		\$44,896
Total		\$78,130
Year 4 (1995-96)		
3 .50 GTAs @ \$11,576 + \$167 OPE		\$34,895
.85 FTE @ \$35,675 + \$11,466 OPE		\$47,141
Total		\$82,036

The total recurring cost from year two forward will be \$74,409 with 5% increase in salary each year. These costs will come from a combination of internal reallocation of FTE and new external resources. No new state funds will be required.

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

No special legislative appropriation is required.

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

No federal or other grant funds are specifically required. However, new external funds will be solicited through the College development program. These may include grant funds.

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

Allocation of going-level budget funds in support of the proposed program will not have an adverse impact on other institutional programs.

- e. If the program will be financed from existing resources, specifically state:

(1) what the budgetary unit will be doing as a result of the new program that is not now done in terms of additional activities; and

(2) what these new activities will cost and whether financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution.

Within the department, several lower division courses presently taught by faculty will be reassigned to new doctoral level teaching assistants (i.e., AIHM 226, 227, 240, 255, 270). We believe that it is valuable to assure doctoral students the opportunity for teaching experience as part of their professional education. Thus, our plan to reallocate personnel to staff the proposed program is consistent with our philosophy of graduate education.

This reallocation will free .85 FTE for faculty to teach new graduate courses and to direct doctoral dissertations. The current teaching load in the department of about 2 courses or 6 credits per term will be maintained. We expect to enroll about 6 doctoral students during any given year. Therefore, faculty members approved to direct doctoral dissertations would normally serve as major professor to 1 or 2 doctoral students and 2+ master's students at any given time. GTAs responsible for undergraduate instruction will be actively supervised by tenured faculty to ensure quality of undergraduate instruction and to maximize the experience for the GTAs, and to monitor content and continuity for undergraduate students.

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

Resources will be reallocated within the department (See 14e above). Appropriate courses will be carefully selected to be taught by qualified Graduate Teaching Assistants so that the quality of the AIHM undergraduate instructional program will not be diminished as a result of reallocation of senior faculty members to the graduate function. The

department has enjoyed a long-standing reputation for excellence in undergraduate education and the faculty is committed to preservation of this important mission while expanding its contribution to graduate education. To that end, faculty teaching loads will be maintained at current levels and graduate assistants who have responsibility for undergraduate instruction will be carefully screened and actively supervised.

PERMANENT COURSE REQUEST

PROPOSED CATALOG ENTRY:

AIHM 665. Advanced Topics in Historic, Cultural and Social Aspects of Ethnic Material Culture. 3 credits.

PREREQ: AIHM 566 or equivalent

Advanced critical study of theory and research related to the use of material culture in ethnic and non-Western cultures. An in-depth study of material culture, especially clothing, textiles, and arts, which focus on specific ethnographic cases from cultures around the world. Content varies with each offering.

JUSTIFICATION:

The study of clothing and other forms of material culture are generally taught from the perspective of Western traditions and cultural patterns, and using Western examples. As global interdependence increases and greater numbers of diverse people interact in various international forums, it has become essential that students understand how non-Western people express their statuses, roles, gender identities, attitudes, values and symbolism through material culture. This course will provide students with greater understanding of diversity in human behaviors by examining the social aspects of clothing and other forms of material culture from ethnic and non-Western cultures through both historical and contemporary examples.

GOALS OF THE COURSE:

1. To increase knowledge bases regarding traditional non-Western dress patterns. This is achieved through analyses of gender, roles, statuses (ascribed and achieved), symbols, attitudes and values associated with clothing and other forms of material culture.
2. To examine how internal and external forces on systems contribute to the retention, adaptation, or demise of indigenous dress patterns. Historical examples focusing on colonial and missionary movements and trade development provide frameworks from which contemporary parallels are drawn when studying change in contemporary dress patterns.
3. To invoke in the student the ability to creatively and critically integrate knowledge of ethnic and non-Western culture to general observations of human behavior by identifying where social dress behavior is either unique or universal.

SUMMARY OF ESTIMATED COSTS OR SAVINGS
AND SOURCES OF FUNDS

M.S., M.A., Ph.D. in
Program/Unit Apparel, Interiors, Housing & Merchandising
Institution Oregon State University

	First Year	FTE	Second Year	FTE	Third Year	FTE	Fourth Year	FTE
Resources Required								
Personnel								
Faculty	\$ 40,722	.85	\$ 42,758	.85	\$ 44,896	.85	\$ 47,141	.85
Graduate Assistants	\$ 20,096	1.0	\$ 31,651	1.5	\$ 33,234	1.5	\$ 34,895	1.5
Support Personnel	\$ _____	_____	\$ _____	_____	\$ _____	_____	\$ _____	_____
Fellowships & Scholarships	\$ _____	_____	\$ _____	_____	\$ _____	_____	\$ _____	_____
Total	\$ 60,818	_____	\$ 74,409	_____	\$ 78,130	_____	\$ 82,036	_____
Percentage of Total From State Funds	\$ 67%	_____	\$ 57%	_____	\$ 57%	_____	\$ 57%	_____
Other Resources								
Library	\$ _____	_____	\$ _____	_____	\$ _____	_____	\$ _____	_____
Supplies & Services	\$ _____	_____	\$ _____	_____	\$ _____	_____	\$ _____	_____
Movable Equipment	\$ _____	_____	\$ _____	_____	\$ _____	_____	\$ _____	_____
Total	\$ _____	_____	\$ _____	_____	\$ _____	_____	\$ _____	_____
Percentage of Total From State Funds	\$ _____	_____	\$ _____	_____	\$ _____	_____	\$ _____	_____
Physical Facilities								
Construction of New Space or Major Renovation	\$ _____	_____	\$ _____	_____	\$ _____	_____	\$ _____	_____
Percentage of Total From State Funds	\$ _____	_____	\$ _____	_____	\$ _____	_____	\$ _____	_____
GRAND TOTAL	\$ 60,818	_____	\$ 74,409	_____	\$ 78,130	_____	\$ 82,036	_____
PERCENTAGE OF TOTAL FROM STATE FUNDS	\$ 67%	_____	\$ 57%	_____	\$ 57%	_____	\$ 57%	_____
Source of Funds								
State Funds-Going-level Budg.	\$ 40,748	_____	\$ 42,413	_____	\$ 44,534	_____	\$ 46,761	_____
State Funds--Special Approp.	\$ _____	_____	\$ _____	_____	\$ _____	_____	\$ _____	_____
Federal Funds	\$ _____	_____	\$ _____	_____	\$ _____	_____	\$ _____	_____
Other Grants	\$ _____	_____	\$ _____	_____	\$ _____	_____	\$ _____	_____
Fees, Sales, Etc.	\$ _____	_____	\$ _____	_____	\$ _____	_____	\$ _____	_____
Other	\$ 20,070	_____	\$ 31,996	_____	\$ 33,596	_____	\$ 35,275	_____

February 12, 1992

MEMORANDUM

TO: FACULTY SENATE EXECUTIVE COMMITTEE
FROM: BUDGETS AND FISCAL PLANNING COMMITTEE *ASST*
RE: AIHM CATEGORY I PROPOSAL

The Budgets and Fiscal Planning Committee has received and reviewed the Apparel, Interiors, Housing and Merchandising (AIHM) proposal and is satisfied that there are sufficient resources available to finance the program.

The proposal to establish a M.S., M.A. and Ph.D. degree program is the culmination of a "restructuring and enhancement" process initiated in the 1985 long-range plan and "included in every plan since then." The objectives as indicated in the 1986-1989 long-range plan

"included reallocation of personnel toward the research and graduate functions and away from the undergraduate education function, implementation of a hiring strategy to build the faculty base necessary to support a doctoral program, revision of existing graduate courses and development of new graduate courses necessary to support a doctoral program, increase in enrollment in the existing master's degree program, and development of national visibility as a base for recruiting top quality doctoral students."

The current proposal under review asserts "all of these strategies have been implemented" and in some substantial measure the objectives have been achieved. It is this condition that prompts our concern for the process by which new programs are initiated and the place of the Budgets and Fiscal Planning Committee in that process. Any costs associated with the restructuring process, as well as benefits, have already been incurred. Further, since the process was internal to the programs that were merged into AIHM in 1989, and no new positions were added over the relevant period, the changes have been primarily programmatic rather than budgetary. The issue might be characterized as one of both (1) when committees with oversight responsibilities should become involved and (2) which committees are appropriate to the process.



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2/12/92

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Judged by the language of the proposal, we anticipated that the internal costs would be primarily borne by the undergraduate education function. To date, evidence for undergraduate enrollments and number of undergraduate courses and or sections offered does not support this expectation. In the most recent term, winter 1992, 19 courses and or sections were offered, the same number as in 1990 and 1991 winter terms, with a total enrollment of 591 students, fewer than the 634 in 1990 but more than the 549 of 1991. The pattern is similar for fall and spring terms over the past three academic years. Presumably any qualitative changes have been positive inasmuch as faculty quality has been upgraded. However, should the graduate program be approved and implemented, the plan is to reassign to graduate courses faculty now teaching certain undergraduate courses and replace them with graduate teaching assistants. Hence quality effects may result.

The proposed budget for the first four years (p. 25) includes additional funds to support graduate teaching assistants and library acquisitions, however they are expected to be new external funds, not State funds. The College's past record in generating gifts encourages the expectation that all necessary funding will be available. However, we were informed that if the external funds are not generated the graduate programs will not be implemented.

Also, it should be noted that the OPE shown for graduate teaching assistants in the projected budget (p. 25) is incorrect, and the 0.85 FTE is somewhat misleading. The latter represents a reallocation of existing funds in order to staff the additional courses (p.14) but does not comprehend the full cost of the program inasmuch as these are not the only courses that comprise the proposed program.

cc: Ken Krane, Curriculum Council
Sally Francis, AIHM
Budgets and Fiscal Planning Committee

Oregon State University

College of Liberal Arts
Department of English

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM
LEADING TO THE MASTER OF ARTS DEGREE IN ENGLISH

CONTENTS

Description of Proposed Program

Appendix A: Budget

Appendix B: Library Report

Appendix C: Letter from University of
Oregon

Appendix D: Faculty Vitae



CATEGORY I: ENGLISH M.A. / 2

1. DEFINITION OF ACADEMIC AREA

a. The proposed program is in the existing academic area of English.

b. The program would offer four areas of concentration: English and American Literature, Creative Writing, Rhetoric and Composition, and Literature and Culture. Candidates would normally select one as a major and a second as a minor, but they would have the option of selecting a minor outside English.

These areas are the principal broad areas of specialization in the field of English at the present time. English and American literature traditionally constituted the field. In recent decades, however, the other areas have become major subspecialties. Rhetoric and Composition emerged in response to calls for more attention to the study and teaching of writing; rare a generation ago, specialists in this area are now common. Creative Writing assumed a prominent place in response to increasing student demand for courses and programs in this area. Literature and Culture is the response in the field of English to new modes of thought emerging in the last third of the century across a range of disciplines; in this area, the language and technology of representational practices are being studied in new ways that often go beyond the traditional canon of English and American literature into other media (e.g., film, video) and subjects (e.g., material and popular culture, women's writing, institutions, international literature).

c. We anticipate adding no additional subspecialties at this time.

d. We will consider other subspecialties if they become prominent enough in the field as a whole to be included along with the four proposed at this time.

e. The complete program will be operational the year following its approval.

2. DEPARTMENT, SCHOOL OR COLLEGE RESPONSIBLE

a. The English Department in the College of Liberal Arts will offer the program.

b. The program will require no new or reorganized administrative unit.

3. OBJECTIVES OF THE PROGRAM

CATEGORY I: ENGLISH M.A. / 3

a. The present Master of Arts in Interdisciplinary Studies (M.A.I.S.) offers an opportunity for interdisciplinary study at the graduate level. For years, students in this program have often selected English as one of their three areas. More recently, however, a significant number of students have selected two areas in English, thus in effect exploiting the M.A.I.S. to get the equivalent of an M.A. in English. The program proposed here would satisfy this demand for a disciplinary concentration in English at the master's level.

The four options in the proposed program identify the four major areas where it is now possible to pursue a teaching and research career in English at the university level. Most faculty work mainly or exclusively in one of these areas, though some do substantial work in more than one. The program thus introduces students to the present "state of the art" in the field of English and thereby helps them to define and advance their career goals. For students who go on to additional graduate training and a university career, the program will enable them to take an informed first step. For those who wish to pursue teaching careers at lower levels, the program is flexible enough to allow them to tailor a course of study to meet their distinctive needs.

Presenting the discipline of English to students in this fashion is innovative. While the changes described above (1b) have been occurring, many English departments have commonly either continued to structure their programs around traditional periods in literary history or simply given students much greater latitude in designing a course of study. We give students adequate latitude while simultaneously giving them a clear picture of the main areas of research concentration.

b. At present, the English faculty informally monitors the success of its M.A.I.S. graduates as they apply for entrance to Ph.D. programs and search for teaching jobs. The institution of an M.A. in English will create the opportunity to formalize this monitoring process through the use of a more systematic evaluation and tracking procedure. The English Department, as part of the university's periodic review of its graduate programs, will formulate a questionnaire for students to complete after graduation. The questionnaire would provide the English Department with an assessment of its program, both in the personal evaluations of the graduates, and more objectively, in their success or lack of success in extending their education or finding suitable employment. The process

CATEGORY I: ENGLISH M.A. / 4

would also provide the English Department with a means of maintaining formal contact with a significant group of its alumni.

c. A first-rate university education must include, as one of its components, training in first-rate programs in the liberal arts, not only for students who major in one of the liberal arts, but also--perhaps especially--for those who do not. In its 1987 long range plan, Preparing for the Future: Strategic Planning at Oregon State, OSU includes among its "goals for human development" the strengthening of the humanities, the social sciences, and the arts. Strengthening in these areas is especially important because historically, the plan notes, they "have been underdeveloped and deemphasized" (p. 20).

The situation began changing for the better when undergraduate degrees in the liberal arts began to be offered in the 1960's. We still have, however, a considerable way to go. Continued progress is possible even in the context of the current series of budget reductions. OSU intends to proceed selectively, eliminating and reducing some programs, keeping others intact, and expanding still others. Since English is central to the mission of every university, expansion to a disciplinary M.A. would be consistent with OSU's long-term plan in the context of current budgetary restraints and would also address the fact that two areas commonly combined with English in an M.A.I.S. program--Education and Journalism--have been terminated at OSU in the 1991 budget reduction.

A disciplinary M.A. would also help us to recruit and to retain quality faculty. OSU benefited from the severe downturn in university appointments in the liberal arts during the 1970's and 1980's. Faculty came here who could have gone elsewhere had more opportunities been available. We now have an English faculty with an outstanding record of publication that is well prepared to offer a disciplinary M.A. In the years ahead, when recruiting will clearly be more difficult than in the last two decades, an M.A. would help to keep the gains in faculty quality that have been made.

d. The principal employment outlet for students entering the program is teaching. Some students will go directly from the program to positions at the junior-college or secondary levels (some will come from secondary teaching for advanced training and return to it). Others, perhaps a majority, will go on to additional graduate training and a career in university teaching.

While employment opportunities at the university level have often been severely limited during the past two decades, there is mounting evidence that this downswing has bottomed out and that we are now at the beginning of a major upturn. As Oregon State's Graduate Dean, Tom Maresh, observes, "In the larger context, there is reason to favor graduate program expansion. There is growing concern nationally for an impending shortage of faculty in many disciplines. Here and elsewhere, faculty profiles suggest that an increasing proportion of faculty are nearing retirement. There will likely be pressure to increase training of graduate students because of such shortages in the academic marketplace in Oregon and throughout the country" (CLA Newsletter, Winter 1989, p. 2).

4. RELATIONSHIP OF PROPOSED PROGRAM TO OTHER PROGRAMS IN THE INSTITUTION

Each of the four concentrations is well supported by the academic resources of Oregon State University. The concentration in English and American Literature has its most obvious ties to English and American History, but the departments of Sociology, Psychology, Economics, Philosophy, Art, and Music also offer courses that might interest students in this program. The concentration in Rhetoric and Composition, with its grounding in theories of pedagogy, rhetoric, and literacy, can draw on faculty and courses in Speech, Philosophy, and Anthropology. The concentration in Creative Writing would be well supported by other programs in the arts: Music, Speech (Theater), and Art. And Literature and Culture, finally, entails by definition an interdisciplinary exploration of "texts" of all kinds, visual and material, as well as literary. This concentration could draw widely, then, on the departments of Art, Anthropology, Speech, Psychology, Philosophy, and History. The inclusive range of the proposed program, with its four concentrations, is rooted in a fundamental assumption that the creation and analysis of texts extends well beyond the boundaries of the traditional program in English. The full range of programs in the humanities and social sciences at OSU can thus become resources for this proposed program.

The new Master of Arts in Teaching (M.A.T.) also requires graduate work in the student's disciplinary area. The presence of an M.A. in English will strengthen the program of those who wish to do their graduate work in this area.

5. COURSE OF STUDY

CATEGORY I: ENGLISH M.A. / 6

The graduate major would be in English. The minor may be outside English or in a second area of concentration in English.

A minimum of 48 credits is required to complete the program.

A minimum of 30 credits must be taken in residence at Oregon State after admission as a graduate student.

Requirements also include a thesis and a final examination with about half of the time devoted to defending the thesis.

Also required is proficiency in a foreign language equivalent to a second-year university course. Proficiency is certified by the Department of Foreign Languages.

All requirements--minimum credits, foreign language, thesis, and examination--must be completed within seven years.

Before completing 18 graduate credits (including credits reserved as an undergraduate or postbaccalaureate student as well as any earned as a postbaccalaureate, graduate special, or regular graduate student), a candidate must file a study program with the Graduate School. Changes may later be made only by submitting a Petition for Change Form to the Graduate School. The program, developed under the guidance of faculty advisors in the candidate's major and minor areas, must include substantial work with at least three graduate faculty. These advisors plus a second faculty member from the major area and a Graduate Council Representative will conduct the final examination.

In forming a program, a candidate must follow the guidelines outlined below for core requirements and areas of concentration. All courses must be at the 500 level.

Core requirements for major: 18 credits

-12 credits: Literature (including at least 6 credits in English and/or American)

-6 credits: pre-1800 Literature

-6 credits: post-1800 Literature

-6 credits: Literary, Linguistic, Cultural, and/or Rhetorical Theory

Minor: 12 credits

CATEGORY I: ENGLISH M.A. / 7

Major area of concentration: 18 credits

-Creative Writing

- 6 credits > Eng 503 (thesis)
- 6 credits > Wr 524 Advanced Fiction Writing and/or Wr 541 Advanced Poetry Writing
- 3 credits > Wr 520 Studies in Writing: Forms and Readings
- 3 credits > any other Eng or Wr course at the graduate level not used to fulfill other requirements

-English and American Literature

- 6 credits > Eng 503 (thesis)
- 21 credits (12 credits also fulfill general requirements in Literature)
 - 3 credits in poetry
 - 3 credits in drama
 - 3 credits in the novel
 - 6 credits in English literature
 - 6 credits in American literature
- 3 credits > any other Eng course at the graduate level not used to fulfill other requirements

-Literature and Culture

- 6 credits > Eng 503 (thesis)
- 3 credits > Eng 575 Studies in Criticism: Literary and Cultural Theory
 - May simultaneously fulfill half of the general requirement in theory; if used for this purpose, 3 elective credits must be taken to complete the 48 credit requirement.
- 9 credits from the following:
 - Eng 514 Criticism, Culture, and the World Community
 - Eng 515 Industrialism and the English Novel
 - Eng 516 Power and Representation
 - Eng 523 Northwest Studies
 - Eng 552 Studies in Film
 - Eng 575 Studies in Criticism (topics change from term to term; only "Literary and Cultural Theory" is required)
 - Eng 580 Studies in Literature, Culture & Society
 - Eng 588 Literature for Teachers
 - Eng 590 Development of the English Language
 - Eng 591 The Structure of English
 - Eng 595 Language, Technology, and Culture (new title not yet in catalog)

CATEGORY I: ENGLISH M.A. / 8

- Eng 598 Women and Literature
 - Wr 511 Writing for Teachers
 - Wr 595 Literature, Composition, and Literacy
- Rhetoric and Composition
- 6 credits > Eng 503 (thesis)
 - 3 credits > Wr 593
 - May simultaneously fulfill half of the general requirement in theory; if used for this purpose, 3 elective credits must be taken to complete the 48 credit requirement.
 - 9 credits from the following:
 - Eng 545 Studies in Nonfiction
 - Wr 511 Writing for Teachers
 - Wr 516 Advanced Composition
 - Wr 520 Studies in Writing
 - Wr 595 Literature, Composition, and Literacy
 - Wr 512 Current Composition Theory
 - Wr 513 Teaching Technical Writing: Theories and Applications
 - Wr 527 Advanced Technical Writing

Those courses taught concurrently with undergraduate courses vary in composition: mostly undergraduates in some, mostly graduates in others. But in all cases, the standards for grading work completed for graduate credit are commensurate with the higher expectations for graduate work. Graduate students are also commonly asked to give oral reports and to lead discussions, activities that are normal parts of graduate seminars.

6. ADMISSION REQUIREMENTS

a. Applicants must have (1) a four-year baccalaureate degree from an accredited college or university and (2) a combined GPA of 3.00 on the last 90 credits of graded undergraduate work and any additional work completed thereafter.

The Graduate Admissions Committee may also consider additional materials such as Graduate Record Examination scores and letters of recommendation.

The English Department requires a 1-2 page statement of objectives in pursuing graduate studies and a separate writing sample.

b. Enrollment limitations are not planned.

7. RELATIONSHIP OF PROPOSED PROGRAM TO FUTURE PLANS

a. At this point the English Department does not plan a future proposal for a doctoral program, but it does not preclude that possibility. What is most likely in the near term is the development of programs involving faculty at both Oregon State University and the University of Oregon.

b. See 10c.

8. ACCREDITATION OF THE PROGRAM

a. There is no accrediting agency or professional society that has established accreditation standards for graduate programs in English. The proposed program would, however, be subject to review under (1) the university's periodic accreditation review and (2) the university's periodic review of its graduate programs.

b. Not applicable.

c. The undergraduate program in English is fully accredited.

NEED

9. EVIDENCE OF NEED

a. Graduate students are currently using the M.A.I.S. degree to earn the closest approximation to an M.A. in English that is presently possible at Oregon State. They are all being channeled into the interdisciplinary M.A.I.S. because that is all that is available. Those who would prefer a disciplinary M.A. deserve to have the opportunity. They are presently earning the equivalent of an M.A., a degree testifying to a level of achievement that is recognized across the country. But they leave campus with an M.A.I.S., a degree with a different orientation and objective than the M.A.

As long as the M.A.I.S. has been available graduate students have sometimes used English as one of their areas. But the number of graduate students in English courses began rising dramatically about five years ago as students began meeting the M.A.I.S. area requirements by concentrating most of their work in two areas in English and adding an additional 9 credits in a third area outside English. Since the mid-eighties, the number of upper division credits taken by graduate students in English has jumped over 400%. During the current academic year (1990-91), there are 18 graduate teaching assistants in the English Department and four additional graduate students. This number of teaching

CATEGORY I: ENGLISH M.A. / 10

assistants represents nearly a threefold increase since 1987-88, the first year teaching assistantships were offered (there were seven that year). In 1991-92, we anticipate 20 teaching assistants and possibly a total of 25 graduate students altogether. The proposed program is designed to give these students the opportunity to concentrate exclusively in English and to receive the degree that they seek and effectively earn.

This student interest demonstrates that there is a need for the proposed program. A few of these students have even come from out-of-state, drawn by the reputation of the English department and, in some cases, of particular faculty. It's difficult to pinpoint reasons for the emergence of this interest. Perhaps it is in part a response to evidence of an impending shortage of faculty (see 3d). Perhaps it is part of the recent resurgence of interest in the liberal arts. But why students are coming is less important than the fact that they are coming. The need that their interest creates should not be ignored.

Additional evidence that English is already offering a de facto master's degree is the administrative structure that is evolving in response to this sudden influx of graduate students in recent years. Even reviewing student applications has become a complex process, involving different groups of faculty. In the past, there has been both the ongoing, regular review of M.A.I.S. applicants and a special annual review of applicants for teaching assistantships. Beginning this year, 1990-91, there is an additional annual review of M.A.T. applicants. So far the department has relied on a Graduate Committee, but beginning 1991-92 there will in addition be a Coordinator of Graduate Studies to coordinate the activities involved in the graduate program. Release time from one course for the purpose of graduate advising, which the Coordinator of Composition has received for a number of years, will be shifted to this new Coordinator, who as chair of the Graduate Committee will also assume administrative and policy-making leadership in the graduate program. English will have a Coordinator of Graduate Studies, in other words, regardless of whether the proposed program is approved; the new post represents an additional way that the English department is absorbing the influx of graduate students with its current resources.

b. The proposed program is intended primarily to provide an alternative course of study to students who are already coming to Oregon State.

We do not expect graduate students in English to

CATEGORY I: ENGLISH M.A. / 11

increase in the next five years as much as they have in the past five. Further, while we have been able to absorb the current number with existing resources, we are beginning to reach the upper limit. If the number of applicants continues to increase, we will have to raise our admission standards and turn more away.

It is possible that the proposed program would attract some students who now decide not to come to Oregon State. The English Department currently receives on a weekly basis inquiries about graduate study. These prospective students are informed about what is available within the current M.A.I.S. program, and their inquiries are kept on file for a year or so. Inquiries are pulled from this file whenever a formal application follows the initial inquiry. The file currently (spring 1991) contains about 125 inquiries, the oldest dating back to late 1989. In other words, 125 prospective students have yet to apply after making initial inquiry. It's likely that some who now decide not to apply would do so if we offered the program we're proposing.

c. Students completing an M.A. in English would generally follow one of three career tracks after completing the degree: 1) continuing work toward a Ph.D. degree and eventual college teaching in English; 2) teaching English at a community college; and 3) returning to secondary school teaching or entering it after completing credentialing requirements.

To date (April 1991), of the graduate students using the M.A.I.S. to earn a de facto M.A. in English, nine have earned their degree. Three are doing Ph.D. work, two at the University of Oregon and one at Washington State. One was accepted for Ph.D. work at the universities of Arizona and Pittsburgh, but chose for personal reasons to move to California where he is teaching at Santa Clara University. Another was accepted at Arizona and Washington State, but for personal reasons had to stay in Oregon and chose instead to pursue an M.A.T. at Lewis and Clark. One other is considering Ph.D. work. The three others are teaching, one in Yemen, where she directs an English Department, and two in community colleges in Oregon (one of these has been accepted for Ph.D. work at Washington State).

d. In all the areas listed in part c, there continues to be a need for well-qualified candidates, with projected shortages of college teachers later in the 1990's. The M.A. in English would be particularly important as an initial step in the training of university and community college English teachers.

CATEGORY I: ENGLISH M.A. / 12

e. Many professional associations in English, such as the Modern Language Association and the National Council of Teachers of English, have urged universities to develop closer ties with public school teachers. Our M.A.I.S. currently draws a number of such teachers, who are attracted to our program in part because its physical proximity enables them to do graduate work while they teach. Many of these place-bound students do not have time both to work and to commute to other universities in the area. These existing ties with the public schools will be strengthened in 1991-92 when we will have our first students in the new M.A.T. program.

f. Local business and professional groups can be expected to recognize the value of well-trained teachers of English to the overall educational services of the state, particularly at a time in which communication skills are being stressed as crucial in all phases of the workplace.

g. Classes are routinely offered in the evening and the summer to meet the needs of part-time students who can take classes only at these times. Scheduling constraints, however, make it impossible to offer at these times all the courses needed to complete any of the options on an annual basis, or even once every two or three years. But it is possible to complete a substantial portion of the program on a part-time basis; students can significantly reduce the time they must commit to full-time study.

DUPLICATION OF EFFORT

10. SIMILAR PROGRAMS IN THE STATE

a. Assessing the distinctiveness of the program proposed here involves consideration of both (1) the program's intrinsic structure and (2) its relation to a cluster of already existing graduate programs at OSU.

The intrinsic structure of the program is similar to the M.A. programs at Portland State University and the University of Oregon insofar as it too allows students with different career goals to structure their course of study in significantly different ways, but it grants this latitude in a distinctive, innovative way (see 3a, paragraphs 2-3).

The University of Oregon offers both an M.A. and M.F.A. in English. The M.A. is very flexible because the only course requirements are (1) one specific course, an introduction to graduate studies, and (2) five courses at the 600 level. Aside from that there are no other

course requirements. Instead, each student develops a plan of study in consultation with the director of graduate studies. (1990-91 catalog.)

The Portland State University program also has considerable flexibility but combines it with more structure. Students are required to take a problems and methods course as well as 12 graduate credits in pre-1800 literature. The remainder of the program is worked out in consultation with an adviser, students choosing three areas to be the basis for their final written examination. These areas consist of literary problems, literary genres, or historical periods (5 in British literature, 3 in American). One area must be in British literature. Linguistics may be another area. (1989-90 Catalog.)

Requirements in the field English once typically consisted exclusively of a comprehensive coverage of historical periods in English and American literature. Portland State, in contrast to the University of Oregon, retains a few traces of this tradition; we retain one trace in our own proposal in part of our "general requirements." But all these programs move away from the traditional structure of requirements. This movement is a sign of changes in the field outlined above (see 1b). The program we are proposing addresses these changes not only by providing students greater latitude to tailor their studies to their interests and career ambitions, but also by giving students, in the four options, a map that will help them to see the principal directions presently available to them in the field. This map presents to students the "state of the art" in the field in a distinctive way.

Even more distinctive is the cluster of existing graduate programs related to English. An M.A. in English is needed to provide the central study area for a number of programs at the master's level that intersect with English in varying ways.

Consider first the master's program in Scientific and Technical Communication (S.T.C.). Directed by a member of the English department who has long been centrally involved in the teaching and administration of its rhetoric and composition courses, S.T.C. is a specialized area of concentration within the broad areas of communication studies and rhetoric/composition. S.T.C. requirements include courses among those in our proposed Rhetoric and Composition area of concentration, and two of its suggested minors require graduate level courses in theory and practice in English. A disciplinary M.A. in

CATEGORY I: ENGLISH M.A. / 14

English would eliminate this present asymmetry between the central area of English and the related S.T.C. program.

The M.A.T. for teachers of Language Arts is administered by another member of the English department. English faculty constituted the committee that selected the cohort of candidates in Language Arts that will begin their work this summer (1991). Designed to produce better teachers by enhancing their preparation in the subject they teach, the M.A.T. requires candidates to take graduate level courses in their subject area. A disciplinary M.A. in English would obviously enhance the credibility of the credentials of those who take an M.A.T. in Language Arts. We expect, moreover, that if an English M.A. becomes available, a number of students will invest additional time at Oregon State to earn an M.A. along with their M.A.T.

It is, furthermore, still possible at Oregon State to work toward a standard teaching certificate. Candidates in English pursuing this goal usually choose either an M.A.I.S. or a Master's of Education (Ed.M.). Many would undoubtedly prefer an M.A. in English if it were available. It's also noteworthy that the Ed.M. program in English as a Second Language (E.S.L.) encourages its candidates to minor in English. An English M.A. would enhance the credibility of this minor.

Portland State has the M.A.T., but the University of Oregon does not. Neither has anything comparable to the S.T.C. The existing cluster of specialized graduate programs significantly related to English is unique to Oregon State. A disciplinary master's degree in English--the cluster's missing center--would recognize Oregon State's distinctive role in the state for master's level work in English. There would be both a strong core in the present "state of the art" in the field in general and a range of more specialized programs. Each program would be enhanced by synergistic interaction with the others.

b. The program will serve the important purpose of enabling the Oregon State English department to meet the needs of the graduate students already in its courses. The program will, moreover, complement existing programs at other institutions as it offers students the opportunity to pursue an M.A. in a context where the central humanistic area of English interacts with related specialized areas: teaching (M.A.T.), cross-cultural communication (E.S.L.), and technical communication (S.T.C.). The state of Oregon will be

CATEGORY I: ENGLISH M.A. / 15

able to offer at Oregon State a unique educational experience in the field of English as well as an opportunity to pursue unique degree combinations, generally the English M.A. plus a second master's in a related specialized area.

c. Our preliminary conversations with Paul Armstrong, Chair at the University of Oregon, indicate that there is mutual interest in developing cooperative programs at the graduate level (see Appendix C). This spring (1991) an Oregon State faculty member was invited to guest lecture at Oregon in a seminar on American literature. More substantial steps in the direction of cooperative programs will be taken in the next few years in the area of creative writing. An Oregon State faculty member will serve at the University of Oregon in the fall of 1991 as acting director of its M.F.A. in creative writing. There are also tentative plans (1) to exchange faculty during the spring or fall of 1992 and (2) to cooperate in bringing prominent creative writers to the two campuses to lecture and give workshops.

Further, there is now in place an Annual Spring Conference on Composition and Rhetoric for College and High School Teachers of Writing that is sponsored by the rhetoric and composition faculty at Portland State, Oregon State, and the University of Oregon. The second conference was held at Oregon State in April 1991. The third is scheduled for Portland State in 1992.

Continuing development of cooperative structures would be greatly facilitated by the implementation of a disciplinary master's degree in English at Oregon State.

RESOURCES

11. FACULTY

a. The English Department faculty has a record of excellence in teaching, research and publication. One member of the faculty, David Robinson, has recently been named the "Oregon Professor of English," the first endowed professorship in the state in the liberal arts. Faculty publish regularly in refereed journals. Most have published books as well--altogether, eighteen faculty have authored twenty-five books (two are forthcoming), coauthored three, and edited/coedited fifteen. Collectively, the faculty has received twenty-one teaching and writing awards as well as twenty-five grants from the National Endowment for the Humanities. In each of the four proposed areas of major concentration faculty members have distinguished

CATEGORY I: ENGLISH M.A. / 16

themselves nationally.

Vitae of faculty with Graduate Faculty status are arranged in alphabetical order in Appendix C. Below, these faculty are listed by area of concentration; a few are listed in two areas.

Creative Writing

Richard Daniels
Tracy Daugherty
Ehud Havazelet
Simon Johnson
Jon Lewis
Lex Runciman
Maya Sonenberg
Roger Weaver

English and American Literature

Kerry Ahearn
Elizabeth Campbell
Peter Copek
Richard Daniels
Robert Frank
Elissa Hare
Linc Kesler
Paul Nelson
Michael Oriard
Willard Potts
David Robinson
Robert Schwartz
Sandra Spanier
Robert Wess

Literature and Culture

Peter Copek
Mona Fayad
Linc Kesler
Jon Lewis
Michael Oriard
Laura Rice
Robert Wess

Rhetoric and Composition

Chris Anderson
Lisa Ede
Cheryl Glenn
Anita Helle
Simon Johnson

In addition, the existing M.A./M.S. program in Scientific and Technical Communication is directed by Simon Johnson, whose Modern Technical Writing (Prentice Hall)--one of the most widely-adopted textbooks in the field--was issued in its 5th edition in 1990.

CATEGORY I: ENGLISH M.A. / 17

Faculty have extensive experience working with M.A.I.S. candidates. In the last five years (through the 1990-91 academic year), English faculty have filled or are currently filling 83 positions on M.A.I.S. committees, 29 of these being the position of chair.

b. We do not anticipate a need for additional FTE in order to initiate the proposed program.

The English department recently completed a thorough review of its curriculum and has made several new hires in the past two years; at this point, no further additions to the professorial ranks are necessary to accommodate the program.

Awards of graduate teaching assistantships will be needed to attract graduate students, but a number of these are already in place in the present M.A.I.S. program. In 1990-91, we have 18 at .33 FTE each (each teaches 4 courses, which is equivalent to 1/3 of the teaching load of a full-time Instructor).

c. Since the program is small, we do not foresee a need for new support staff.

12. LIBRARY

- a. See appendix B.
- b. None. See appendix B.
- c. Not applicable.
- d. See appendix B.

13. FACILITIES AND EQUIPMENT

- a. No new special facilities are needed to offer the program.
- b., c., and d. Not applicable because no new facilities are needed.

14. BUDGETARY NEEDS

- a. To implement the program, no increases in costs will be necessary. Resources currently used for the M.A.I.S. program will be reallocated to the M.A. program.
- b. Not applicable.
- c. Not applicable.

CATEGORY I: ENGLISH M.A. / 18

d. Support of the program will not have an adverse effect on any other institutional program.

e. What the English Department will be doing as a result of the new program will not involve additional activities, since it will simply continue to serve the modest number of graduate students already in its courses. What will change is that the special activities involved in serving these students (principally supervising theses) will be spread across the faculty more evenly. Rhetoric and Composition faculty have been carrying more of this burden than other faculty because almost all the students have been combining composition with literature in their M.A.I.S. program. This burden would be spread more evenly with the implementation of the proposed M.A. program as students began selecting different areas for their major concentration.

**SUMMARY OF ESTIMATED COSTS OR SAVINGS
AND SOURCES OF FUNDS**

Program/Unit Master of Arts in English
 Institution Oregon State University

	First Year	FTE	Second Year	FTE	Third Year	FTE	Fourth Year	FTE
Resources Required								
Personnel								
Faculty	\$ 0	0	\$ 0	0	\$ 0	0	\$ 0	0
Graduate Assistants	\$ 0	0	\$ 0	0	\$ 0	0	\$ 0	0
Support Personnel	\$ 0	0	\$ 0	0	\$ 0	0	\$ 0	0
Fellowships & Scholarships	\$ 0	0	\$ 0	0	\$ 0	0	\$ 0	0
Total	\$ 0	0	\$ 0	0	\$ 0	0	\$ 0	0
Percentage of Total From State Funds	\$ 0	0	\$ 0	0	\$ 0	0	\$ 0	0
Other Resources								
Library	\$ 0	0	\$ 0	0	\$ 0	0	\$ 0	0
Supplies & Services	\$ 0	0	\$ 0	0	\$ 0	0	\$ 0	0
Movable Equipment	\$ 0	0	\$ 0	0	\$ 0	0	\$ 0	0
Total	\$ 0	0	\$ 0	0	\$ 0	0	\$ 0	0
Percentage of Total From State Funds	\$ 0	0	\$ 0	0	\$ 0	0	\$ 0	0
Physical Facilities								
Construction of New Space or Major Renovation	\$ 0	0	\$ 0	0	\$ 0	0	\$ 0	0
Percentage of Total From State Funds	\$ 0	0	\$ 0	0	\$ 0	0	\$ 0	0
GRAND TOTAL	\$ 0	0	\$ 0	0	\$ 0	0	\$ 0	0
PERCENTAGE OF TOTAL FROM STATE FUNDS	\$ 0	0	\$ 0	0	\$ 0	0	\$ 0	0
Source of Funds								
State Funds-Going-level Budg.	\$ 0		\$ 0		\$ 0		\$ 0	
State Funds--Special Approp.	\$ 0		\$ 0		\$ 0		\$ 0	
Federal Funds	\$ 0		\$ 0		\$ 0		\$ 0	
Other Grants	\$ 0		\$ 0		\$ 0		\$ 0	
Fees, Sales, Etc.	\$ 0		\$ 0		\$ 0		\$ 0	
Other	\$ 0		\$ 0		\$ 0		\$ 0	

William Jasper Kerr
Library



Corvallis, Oregon 97331

CURRICULUM EVALUATION FORM

Category I proposal: English M. A. Program

Category II proposal:

The subject librarian for this curricular area has examined the proposed curriculum change based on the following criteria:

- review of the shelflist holdings;
- review of appropriate journal support;
- review of reference support available;
- subject headings and classification numbers appropriate to this course, and related subject areas;
- recommended additions to the Library's collections/;
- relevant external sources of support.

The OSU Libraries holdings are:

- (x) satisfactory to support this proposal.
- () inadequate to support this proposal without improvement.

Comments and/or Recommendations for improvements:

See attached letter

Estimated funding needed to upgrade the collection to "satisfactory to support" this proposal is: Continued funding at current level

Year I: \$ _____
Continuing committment: \$ _____

Laurel S. Maughan
Laurel S. Maughan
Subject Librarian

Craig Wilson
Craig Wilson
Collection Development

Melvin R. George
Melvin R. George
Director of Libraries

Date received: Oct. 15, 1991

Date review completed: Feb. 1, 1991

Distribution:
Library (pink)
Subject Librarian (goldenrod)

Curriculum Council (white)
Dean, College/School (green)
Department Head (canary)

February 1, 1991

Submitted by Laurel S. Maughan,  Reference LibrarianEvaluation of Library Resources for English M.A. Program
(Category I Proposal)OREGON
STATE
UNIVERSITYKerr Library 121
Corvallis, Oregon
97331-4501

The OSU Libraries holdings are satisfactory to support this proposal. Since most of the courses are already being taught, the current level of materials seems adequate for the level of instruction and student enrollments which are projected in the proposal.

More specifically, though the collection may be somewhat conservative as to size, careful selection over the past years has yielded a collection of quality. Monographic material in the areas of concentration for the proposed M.A. program (Creative Writing, English and American Literature, Literature and Culture, and Rhetoric and Composition) has been available and has been carefully collected within the budgetary ramifications of recent years. With regard to journal material, the library subscribes to about one fourth of the journals indexed in the *Modern Language Association Bibliography*. Of those journals, most would be relevant for study in these proposed concentrations. The library subscribes to most of the journals indexed in the *Humanities Index*, which would also be valuable for study within concentrations suggested by this proposal. The *Essay and General Literature Index*, an important source of essay material in the Humanities over the past ninety years, provides a valuable source of information. The library has acquired over ninety percent of the collections indexed by this important reference source.

Additional library support beyond the normal budgetary allocation would not be required to support this program. However, it would be important that a budget equal to that of recent years be continued, and, as enhancements may be needed in the future, additional sources of funding be explored. In addition to an enhanced portion of the library's materials budget for the collection in these areas, grant and donation funding should be explored.

Telephone
503-737-3411Fax
503-737-3453



UNIVERSITY OF OREGON

July 17, 1991

Professor Robert B. Schwartz
Acting Chair
Department of English
Oregon State University
Corvallis, Oregon 97331-5302

Dear Bob,

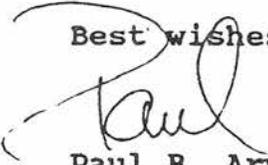
Thanks for sending me a copy of your department's draft proposal for a master's program. I personally am persuaded it makes sense for your department to offer the MA, but as I am a lame-duck, now in my last few weeks as department head (hooray!), my opinion probably doesn't matter very much. I have passed your proposal on to Dick Stein, who takes over as department head on September 15. He is the one who will no doubt be called on to make a formal comment at a later stage in the review process, and it is good that he can have an advance look at the proposal. I will encourage him to be in touch with you in the fall if he has questions or suggestions.

As I have told you and Bob Frank, I think there are a lot of ways our departments can and should be cooperating in our graduate offerings. I can imagine that a joint graduate faculty in selected areas where our strengths are complementary would be of great mutual benefit. I am thinking especially of creative writing, American literature, and rhetoric and composition. What we should be aiming for is a joint graduate faculty not at the MA level but to teach MFA students in creative writing and Ph.D. students in rhetoric/composition and American literature. If a joint rhetoric/composition Ph.D. faculty could evolve out of the annual colloquium which our two departments now jointly administer, for example, that would be very exciting, I think, and would allow each department to do more with the other's help than it could do alone. The "consortium" in creative writing which Garrett Hongo and Tracy Daugherty have been working on is also extremely promising and should benefit both departments.

I could imagine that some of my colleagues, worried by Measure 5, might fear that your MA could take resources away from our already strapped graduate program. I think that is an erroneous and short-sighted view (I noticed all the goose-eggs on your cost-sheet; your MA really should cost very little). Our

department is becoming less involved in the MA program and more focused on the Ph.D. program. Your department's resources are underutilized without an MA. I don't see a significant duplication of effort. Again, though, what I would most like to see for the future are imaginative cooperative schemes for joint MFA and Ph.D. teaching. I hope programs of that sort will evolve and that your department's MA will be another step in that direction.

Best wishes,



Paul B. Armstrong
Head
Department of English

cc: Richard L. Stein, Head-Elect, Department of English

DEPARTMENT OF
ECONOMICS

January 30, 1992

To: OSU Faculty Senate

From: Faculty Economic Welfare Committee

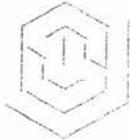
Subject: Excess Cost of State of Oregon Medical
Benefits Coverage for Dual Career
Households

On October 6, 1989, this committee forwarded to you a motion which sought to address the problem of excess outlays for medical coverage by State unclassified employees who are members of dual career households. We understand that this motion was subsequently passed by the Faculty Senate and forwarded to SEBB, where no favorable action has been taken.

This issue arises because health care insurers typically quote lower prices per beneficiary for multiple-person households than for individuals. The attached Table I illustrates the present gross excess cost when both spouses are unclassified employees and they (a) do not, and (b) do have other family members eligible for coverage. If both are enrolled in BCBSO Plan 1, one of them could request "employee & spouse" medical coverage and the other could opt for no coverage; during 1991-1992, the cost reduction would be \$66.82, but SEBB authorizes "cash-back" to the employee of only \$50 per month. Table I shows that for other plans, and larger families, the gross excess cost for dual career households is substantially higher, while SEBB permits only the flat \$50 per month refund on these as well.

Lois de Geus has pointed out to us that, during the 1991-1992 policy year, SEBB's cash-back policy has entirely removed the financial incentive for joint coverage for "empty nest" enrollees in BCBSO Plans 1 and 2 and for households with children in Plan 1. The incentive for Plan 3 beneficiaries is about \$11 per month for a 2-adult household and reaches \$32 for family coverage. See Tables II & III for these calculations. We have sought to determine whether the cash-back incentive can be raised to a more advantageous level for dual career households, while recognizing that the refund of flexible plan benefits burdens departments with additional payroll taxes for social security, unemployment insurance and disability insurance.

FEWC, with Senate President Kathy Heath also in attendance, met today with Ms. Debbie Juul-Hartman of SEBB to discuss this situation. SEBB applies



OREGON
STATE
UNIVERSITY

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the same rules to all state employees under its jurisdiction (essentially everyone except those represented by OPEU). They are also paternalistic in their concern for minimizing the financial incentive of a state employee to increase cash-back by claiming health coverage is available through a spouse's employment when indeed it is not. Ms. Juul-Hartman was insistent that SEBB would not make an exception to recognize the relative ease of verification for many OSU dual career households. She did concede, however, that SEBB might listen to requests for adjustment of the amount of cash-back over time. When the present program was begun in 1989, the \$50 refund represented about one-half of the Plan 1 cost for an individual employee.

We have been assured by Lois de Geus that the actual medical coverage for unclassified employees is the same for each beneficiary, whether joint or 2 individual coverages are selected. Should the employment of an insured spouse be terminated, the still-employed person must request State plan coverage for the household within 30 days of the date coverage is lost. Restrictions on pre-existing medical conditions apply also, if the previous insurance was not under a State of Oregon plan.

In view of these considerations, we have today unanimously passed the following motion, which is more modest than that of 1989:

"We request that faculty who choose to select an option of not taking the medical coverage offered by the University, may, upon presenting proof that they indeed are covered by medical insurance, receive a refund equal to at least one-half of the amount allocated for 'Basic Benefit BCBSO Plan 1' for that year, rather than the \$50.00 which is presently offered".

The SEBB Plan Design Committee will be meeting soon to consider possible changes in plan provisions, and therefore prompt action is desirable.

Derek J. Baisted	Biochemistry & Biophysics
Edward B. Brazee	Kerr Library
Lois deGeus	Staff Benefits (Ex Officio)
Diane Kaufman	Clackamas County Extension
Edward D. McDowell	Industrial/Mfg Engineering
James Thompson	Animal Science
Austin F. Walter	Political Science (Emeritus)
Richard E. Towey	Economics (Committee Chair)



OREGON
STATE
UNIVERSITY

TABLE I

COST COMPARISONS FOR BCBSO MEDICAL BENEFITS UNDER SEBB CONTRACT WHEN BOTH SPOUSES ARE STATE OF OREGON UNCLASSIFIED EMPLOYEES (1)

1991-1992

PLAN:	I. FAMILY WITHOUT CHILDREN			II. FAMILY WITH CHILDREN		
	2 INDIVIDUAL EMPLOYEES:	EMPLOYEE & SPOUSE		EMPLOYEE & CHILDREN	1 EMPLOYEE + 1 EMPLOYEE & CHILDREN	EMPLOYEE & FAMILY
1	\$131.69 * 2 =	\$263.38	\$196.56	\$154.55	\$286.24	\$205.54
2	\$161.35 * 2 =	\$322.70	\$241.56	\$190.76	\$352.11	\$252.63
3	\$186.73 * 2 =	\$373.46	\$280.58	\$220.61	\$407.34	\$293.03

"GROSS EXCESS COST" FOR:

	2 INDIVIDUAL EMPLOYEES RELATIVE TO EMPLOYEE & SPOUSE	1 EMPLOYEE + 1 EMPLOYEE & CHILDREN RELATIVE TO FAMILY
1	\$66.82	\$80.70
2	\$81.14	\$99.48
3	\$92.88	\$114.31

(1) BCBSO = BLUE CROSS & BLUE SHIELD OF OREGON

SOURCE OF DATA: "OREGON CHOICES 1991-92"

TABLE II

SAMPLE DEDUCTIONS FROM STATE CONTRIBUTION FOR FLEXIBLE BENEFITS
OF \$323 PER MONTH 1991-1992

"EMPTY-NEST" HOUSEHOLD

1. TWO IDENTICAL EMPLOYEE-ONLY MEDICAL PLANS FROM BLUE CROSS BLUE SHIELD (= BCBSO)	PLAN 1	PLAN 2	PLAN 3
EACH EMPLOYEE'S STATE CONTRIBUTION:	323.00	323.00	323.00
- BCBSO INDIVIDUAL PLAN	-131.69	-161.35	-186.73
- ODS DENTAL	-17.81	-17.81	-17.81
- \$5K LIFE INSURANCE	-0.90	-0.90	-0.90
	-----	-----	-----
NET CASHBACK FOR EACH	172.60	142.94	117.56
TOTAL CASHBACK = NET * 2 =	345.20	285.88	235.12
2. JOINT COVERAGE UNDER EMPLOYEE/SPOUSE PLAN: (OTHER DECLINES MEDICAL COVERAGE)			
ONE EMPLOYEE'S STATE CONTRIBUTION:	323.00	323.00	323.00
- BCBSO EMPL & SPOUSE PLAN	-196.56	-241.56	-280.58
- ODS DENTAL	-17.81	-17.81	-17.81
- \$5K LIFE INSURANCE	-0.90	-0.90	-0.90
	-----	-----	-----
NET CASHBACK FOR # 1	107.73	62.73	23.71
OTHER EMPLOYEE'S STATE CONTRIBUTION:	323.00	323.00	323.00
- BCBSO PLAN # 1 CHARGE:	-131.69	-131.69	-131.69
+ SEBB CREDIT:	50.00	50.00	50.00
- ODS DENTAL	-17.81	-17.81	-17.81
- \$5K LIFE INSURANCE	-0.90	-0.90	-0.90
	-----	-----	-----
NET CASHBACK FOR # 2	222.60	222.60	222.60
TOTAL CASHBACK FOR # 1 + # 2	330.33	285.33	246.31
NET GAIN WITH JOINT COVERAGE	-14.87	-0.55	11.19

SOURCE OF DATA: "OREGON CHOICES 1991-92"

TABLE III

SAMPLE DEDUCTIONS FROM STATE CONTRIBUTION FOR FLEXIBLE BENEFITS
OF \$323 PER MONTH 1991-1992

HOUSEHOLD WITH CHILDREN

1. ONE EMPLOYEE & CHILDREN + ONE INDIVIDUAL EMPLOYEE MEDICAL PLANS FROM BCBSO		PLAN 1	PLAN 2	PLAN 3
EMPLOYEE # 1 & CHILDREN:				
	STATE CONTRIBUTION:	323.00	323.00	323.00
	- BCBSO EMPL & CHILD PLAN	-154.55	-190.76	-220.61
	- ODS DENTAL	-17.81	-17.81	-17.81
	- \$5K LIFE INSURANCE	-0.90	-0.90	-0.90
		-----	-----	-----
	NET CASHBACK FOR # 1 =	149.74	113.53	83.68
EMPLOYEE # 2:				
	STATE CONTRIBUTION:	323.00	323.00	323.00
	- BCBSO INDIVIDUAL PLAN	-131.69	-161.35	-186.73
	- ODS DENTAL	-17.81	-17.81	-17.81
	- \$5K LIFE INSURANCE	-0.90	-0.90	-0.90
		-----	-----	-----
	NET CASHBACK FOR # 2 =	172.60	142.94	117.56
	TOTAL CASHBACK FOR # 1 + # 2 =	322.34	256.47	201.24
2. JOINT COVERAGE UNDER FAMILY PLAN (OTHER DECLINES MEDICAL COVERAGE)				
ONE EMPLOYEE'S STATE CONTRIBUTION:				
	STATE CONTRIBUTION:	323.00	323.00	323.00
	- BCBSO FAMILY PLAN	-205.54	-252.63	-293.03
	- ODS DENTAL	-17.81	-17.81	-17.81
	- \$5K LIFE INSURANCE	-0.90	-0.90	-0.90
		-----	-----	-----
	NET CASHBACK FOR # 1	98.75	51.66	11.26
OTHER EMPLOYEE'S STATE CONTRIBUTION:				
	STATE CONTRIBUTION:	323.00	323.00	323.00
	- BCBSO PLAN # 1 CHARGE:	-131.69	-131.69	-131.69
	+ SEBB CREDIT:	50.00	50.00	50.00
	- ODS DENTAL	-17.81	-17.81	-17.81
	- \$5K LIFE INSURANCE	-0.90	-0.90	-0.90
		-----	-----	-----
	NET CASHBACK FOR # 2	222.60	222.60	222.60
	TOTAL CASHBACK FOR # 1 + # 2	321.35	274.26	233.86
	NET GAIN WITH FAMILY COVERAGE	-0.99	17.79	32.62

SOURCE OF DATA: "OREGON CHOICES 1991-92"

DEPARTMENT OF
FOOD SCIENCE AND TECHNOLOGY



OREGON STATE UNIVERSITY
Wiegand Hall · Corvallis, Oregon 97331-6602
Telephone 503-737-3131 Fax 503-737-1877

DECEMBER 1, 1991

To: Faculty Senate Executive

From: Mina R. McDaniel, Chair, Academic Regulations Committee

Subject: Proposed grading changes

The Academic Regulations Committee has developed recommendations to modify the grading structure and wishes at this time to request input from ASOSU, Graduate Council, Advancement of Teaching Committee, and Academic Requirements Committee. Briefly, we propose to:

- 1. Change in the incomplete (I) grade. An I grade would go to an F instead of a W if the work is not completed within one calender year.**

The change would reflect that the student has not finished the course requirements and therefore has not passed the class. It would give the student an added incentive to complete the class assignments in a timely fashion or to complete an assigned incomplete once it has been given.

It also takes away the loophole professors use to let a student out of a class at the last moment without going through the petition process; it amounts to the professor assigning a late withdrawal, now accorded only by the Academic Requirements Committee. This is seen by the committee as a very unfair and inequitable practice as students are not treated in the same manner; those students most vocal and persuasive may receive an unfair advantage. Also, professors are pressured unnecessarily to bend the academic regulations.

17. When the quality of the work is satisfactory and the scheduled final examination has been taken but some essential minor requirement of the course has not been completed for reasons acceptable to the instructor, a report of I (**incomplete**) may be made and additional time granted. The instructor states the deficiency and the additional time for completing the deficiency on the grade roster. To remove an incomplete, a student must complete the deficiency within the allotted time and the instructor will submit the appropriate grade. If the deficiency is not removed within the allotted time, the instructor may submit a grade other than I, based on the work that has been completed. An incomplete not removed within one calendar year following its receipt becomes ~~a W~~ an F.

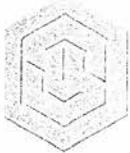
2. **Add An "IW" grade. This grade would be used when a student does a total withdrawal from the University within the last four weeks of the term because of an emergency.**

When an emergency occurs at the end of the term, the current practice is to allow a total withdrawal from the University with I grades being assigned in all subjects. If the deficiency is not completed within one year, the grades would go to a W under the current system, and to an F under the system suggested above. Practice suggests that this may be too harsh, especially with the extreme nature of some emergencies and the large numbers of incompletes to complete. The IW, an incomplete due to withdrawal from the university, would be used uniquely for this situation. IWs may be removed upon completion of the course work but without any time limitation. Therefore an IW may remain on the record indefinitely.

13. c. When a student's academic progress is interrupted by an emergency situation such as serious illness, accident, or death of a family member, within the last four weeks of the term, and the student submits evidence of such to the Registrar, he or she may withdraw from the University with ~~I~~ IW grades in all subjects. **IWs may be removed upon completion of the course work. An IW may remain on the record indefinitely.**

February 17, 1992

To: Kathy Heath, President, OSU Faculty Senate
From: Ken Krane, Physics *JK*
Bob Schwartz, English
Subj: Change in Academic Regulations for I grades



OREGON
STATE
UNIVERSITY

Weniger Hall 301
Corvallis, Oregon
97331-6507

We wish to offer the following draft of a policy concerning I grades, as a substitute for that introduced at the February 6 Senate meeting:

17. When the quality of the academic work is satisfactory and the scheduled final examination has been taken but a requirement of the course has not been completed for reasons acceptable to the instructor, a report of I (incomplete) may be made and additional time granted. The instructor states the deficiency and the deadline for completing the missing work on the grade roster. The additional time awarded shall in no case exceed one calendar year. To remove the I grade, the student must complete the deficiency within the allotted time and the instructor will then submit the appropriate grade. If the student fails to complete the work within the allotted time, the instructor has the option of either submitting a substitute grade or allowing a permanent grade of I to remain on the student's record. The I grade will have no effect on the student's grade point average.

This proposal eliminates the abuse permitted by the current system that allows an I to turn into a W, but it avoids the extreme penalty of an F grade proposed by the Academic Regulations Committee.

Under this policy, if the student fails to complete the missing work, the instructor has complete freedom to (a) count an F or a 0 for the missing work and assign a letter grade accordingly; (b) give the student a course grade of F for failing to complete the course; or (c) let the grade of I stand permanently.

If the instructor intends to award a letter grade, the alternative grade (that which will be entered if the student fails to complete the missing work) should be recorded in the departmental office at the time the I grade is awarded. This prevents subsequent confusion and avoids problems with grades given by faculty who later retire or go on sabbatical.

Telephone
503-737-4631
Fax
503-737-1683

It would be helpful if the Registrar's Office could provide, with each term's grade sheets, a form (to be completed and kept in the department's files) for recording the I grades and a list of the currently outstanding I grades (those less than one year old). This will serve as a reminder to the department to check the outstanding I grades to determine those in need of resolution.

We propose that this policy be effective in Fall Term 1992. Incomplete grades awarded before Fall Term 1992 would be handled under the present policy.

If this proposal is adopted, it will be necessary to make a corresponding change in AR13c, which permits a student who withdraws from the University owing to an emergency situation after the fifth week to receive I grades in all courses. The Academic Regulations Committee has proposed a new grade (IW) to handle this situation.



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February 14, 1992

Members of the Oregon State University Community:

On January 13, 1992, President John Byrne appointed faculty, student, and academic administration representatives to oversee the development of a vision for Oregon State University in the year 2000 and beyond. The primary purpose of this vision statement is to provide guidance during the forthcoming budget decisions based upon a clear understanding of what the university should and must become in the next five to ten years as it continues to evolve in service to people and institutions with changing needs and characteristics.



OREGON
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The statement, according to President Byrne, should be designed to assist in determining which central programs need to be protected, reorganized, or redirected in order to achieve the mission of the university. He instructed the task group not to be fettered by conventional thinking and to examine fully the fundamental mission and its organization in pursuit of that mission.

Following a period of intense effort, the task group has prepared a draft and is ready to begin the second task the President assigned: to share the vision statement widely with all members of the university community--both on and off campus--in order to incorporate their wisdom and to develop their understanding of the vision statement and its purposes.

In addition to a vision statement, the attached draft contains central assumptions bearing on the vision and implications arising from it. Also included is an intentionally incomplete final section entitled "Growing to the Year 2000 and Beyond" which, when completed, will specify initiatives, redirections, and areas of reinvigoration deserving of high priority following the current period of retrenchment resulting from Ballot Measure Five.

Members of the Vision Task Group, whose names appear at the end of this memorandum, invite your serious, immediate response to the draft document. We urge you to comment on the contents of the document and to contribute to the final section. We encourage you to provide your recommendations to any of the members either in person or in writing. We have, in addition, scheduled two open campus community hearings to permit oral comment; they will be held from 3:00 p.m. to 5:00 p.m. on February 24, 1992, in the Memorial Union Forum and 7:00 p.m. to 9:00 p.m. on February 26, 1992, in the LaSells Stewart Center Engineering Room. Members will also make themselves available to discuss the draft with groups or organizations who wish to do so. In order to complete the task of presenting a completed document to the President by April 1, 1992, all comments must be received by March 15, 1992.

Page 2

The final, adopted vision statement will exert a profound effect on the future of Oregon State University. We urge you to participate in the discussion and debate regarding this draft so that your views can be considered.



OREGON
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Michael G. Maksud
Dean
College of Health & Human Performance

Donald F. Parker
Sara Hart Kimball Dean
College of Business

Michael V. Martin
Professor
Agriculture & Resource Economics
College of Agriculture

W. Bruce Shepard
Assistant Vice President
for Undergraduate Studies

Kathleen D. Moore
Associate Professor
Department of Philosophy
College of Liberal Arts

Adam C. Sims
ASOSU Representative

Mary E. Nunn
Sponsored Programs Officer
Research Office

Attachment

OSU *This* WEEK

Staff Newsletter of Oregon State University Feb. 20, 1992 Vol. 31 No. 19

Job reductions focus on attrition

Savings of more than \$1 million are projected for the recent cut of 211 positions at Oregon State University. The bulk of the savings—66 percent—will derive from positions funded by sources other than state general money.

The figure is cited in a proposal submitted on Monday to the Oregon State System of Higher Education. OSSHE had set a Feb. 17 deadline for institutional plans to accommodate cuts mandated by the governor.

Campus officials said they will rely on attrition and layoffs to make the cuts by June 1993. Sixty-four position reductions will come from current vacancies, 10 from projected retirements, 100 from anticipated attrition, and 37 from layoffs.

A total of 120 positions will come from administration; 91 will be lost from reductions in program staff. The cuts include statewide service jobs—i.e., Extension, Agricultural Experiment Stations and the Forest Research Lab.

Projected savings are estimated at \$1,014,692. About \$350,000 of that total will directly reduce state appropriations to OSU. The balance of the savings comes from positions not paid for by state general funds but rather grant money, auxiliary enterprises or student tuition.

In their report, OSU officials said the major impacts of reducing these positions will be increased "span of control"—i.e., supervisors will have to oversee more employees—and fewer people supporting activities in teaching, research and public service.

"The university will forego the services of office workers to type examinations for the classroom and research papers for scientific investigators. It will forego the services of accountants to work to keep these programs within their budgets; and security officers who guard the property used in these programs," the report says.

Other impacts, it says, include having fewer employment opportunities for Oregon citizens and a diminished ability to compete for grants and contracts.

'Vision' statement ready for input

A draft vision statement, designed to provide guidance to OSU during the forthcoming and future budgetary seasons, appears in *OSU This Week* beginning on Page 4.

Hearings to gather feedback on the vision statement are planned for Monday, Feb. 24, in the MU Forum from 3–5 p.m. and Wednesday, Feb. 26, in the Engineering Room of LaSells Stewart Center from 7–9 p.m.

"You look at the strengths of the university, and they fall in the areas of natural resources and human development," said Bruce Shepard, assistant vice president for undergraduate studies and chair of the task force that President John Byrne on Jan. 13 charged with developing a new vision for OSU.

The implications of the vision statement are also identified in this issue of the newsletter. The impact on expensive professional programs, and costly programs in the liberal arts, sciences and

applied sciences that are not central to the vision are discussed, among other things.

The vision statement aims to provide guidance "based upon a clear understanding of what the university should and must become in the next five to 10 years as it continues to evolve," according to a statement issued by the task force.

The committee also welcomes written comments, which must be received by March 15. The group must finalize the document by April 1 in order to guide the 1993–95 biennium budget-making process.

The draft vision, as printed in this publication, does not represent a consensus of all task-force members. Disagreements were resolved by majority vote.

* Members of the task force are: Michael Maksud, Donald Parker, Kathleen Moore, Michael Martin, Mary Nunn and Adam Sims.

Food drive

The "waste" from Tim Kerns' research project has been donated to Linn-Benton Food Share in the form of 8,000 pounds of edible potatoes. Kerns, whose research involves selecting potato varieties best suited for potato chips, recently loaded a forklift full of the root crop into the local food agency's truck and joined OSU's part of the Governor's State Employees Annual Food Drive. The food drive continues through the end of February. Food Share reports that pasta is the big-need item of the week.



Betsy Krause photo

Black History Month continues

February is Black History Month, and OSU has been sponsoring a full calendar of events, organized by the Black Student Association, which portray the black experience.

A week-long tribute to Lonnie B. Harris will culminate with a dinner on Saturday, Feb. 22, featuring D. Tukufu as the speaker. Sponsored by Kappa Alpha Psi, the dinner will be held at 6 p.m. in MU 109.

A Global Issues Forum on Wednesday, Feb. 26, will feature Dapo Sobomehin, president of the Oregon Multicultural Education

Association, speaking on "Where is the Third World in the New World Order?" The forum, scheduled for noon in MU 206, is sponsored by the African Student Association and the Office of International Education. A reception will precede the event beginning at 11:30 a.m.

African-American music is the theme for the last week in February. "An Evening of Legendary Jazz" will be presented by Jerrell Waddell on Monday, Feb. 24, at 7 p.m. in the MU Lounge. On Friday, Feb. 28, the Northwest Afrikan American

Ballet will perform with "Balafon" at 7 p.m. at the LaSells Stewart Center.

Jazz artist visits campus

Legendary jazz pianist and composer Andrew Hill will present a solo piano "informance" entitled "From Ragtime past Bebop: This History of the Solo Piano in American Music" tomorrow (Feb. 21) at 7 p.m. in Benton Hall's Walker Recital hall.

Hill has accompanied and led groups of some of the most celebrated jazz musicians to emerge since the 1950s. His 1960s recordings on the Blue Note Label are considered classics.

Research Briefs

Please refer to the number in parentheses when requesting further information from the Research Office, x7-3437, AdS A312. Send e-mail messages to woodsm@cmail.orst.edu.

U.S. Dept. of Education has issued proposed funding priorities for FY '92 and '93 Office of Special Education and Rehabilitative Services. (#504)

National Dairy Promotion and Research Board supports research on milk and dairy products. Letter of intent due March 1; proposal due June 15. (#501)

Rockefeller Foundation Bellagio Study and Conference Center, Italy, supports small conferences and residencies for scholars in the areas of science-based development, arts and humanities, school reform, equal opportunity, and international security. Due March 1, June 1, Sept. 1 and Dec. 1. (#510)

Centers for Disease Control supports public health conferences related to health promotion and disease prevention information/education. Due March 15 and July 1. (#507)

USDA-CSRS Rangeland Research Grants support projects for efficient utilization of crops and waste products, maximizing use of water, and revegetation and rehabilitation. Due March 20. (#502)

U.S. Information Agency will support American Civilization Workshops/Seminars, Lectureships, and research in the People's Republic of China. Due March 20. (#503)

NSF and EPRI will support research on increasing fundamental knowledge of intelligent control systems. Letter of intent due March 23; proposal due April 27. (#505)

LaTrobe University Postdoctoral Fellowships support residencies in Australia. Due March 31 and Sept. 30. (#514)

Oregon Committee for the Humanities invites applications to present programs as part of the Oregon Chautauqua. Due April 1. (#509)

Edward F. Albee Foundation supports residencies in Montauk, Long Island, for writers, painters, sculptors and composers. Due April 1. (#511)

U.S. Institute of Peace supports basic and applied research, development of curricula and texts for high school through postgraduate, training, symposia, and continuing education programs, and public information efforts related to international peace and conflict resolution. Due April 1 and Oct. 1. (#513)

MacDowell Colony supports residencies in New Hampshire for writers, composers, visual artists, film/video artists, architects and interdisciplinary artists. Due April 15, Sept. 15 and Jan. 15. (#512)

Honors & Appointments

The following faculty were awarded Library Research Travel Grants in the fall 1991 competition:

Dianne W. Hart, foreign languages and literatures, \$1,000 for travel to the Los Angeles County Public Library. **Michael Oriard**, English, \$1,000 for travel to the Library of Congress, Washington, D.C. **Elaine Pedersen**, apparel, interiors, housing and merchandising, \$925 for travel to the University of Nevada and Nevada Historical Society. **Henry Sayre**, art, \$1,000 for travel to the Bibliotheque de la Ville and Bibliotheque Nationale, Paris.

William Simonson, an OSU associate professor of pharmacy practice based at Oregon Health Sciences University, has been reappointed as chairman of the American Society of Consultant Pharmacists' certificate program advisory committee. The committee oversees continued development of the society's certificate program in long-term care.

CALENDAR '92

THUR/20

Intramural Sports: Sign-ups for Certs/Trident SpikeFest, Langton 125 (faculty/staff only)

Chamber Music a la Carte: David Eiseman, clarinet, and friends, MU Lounge, 12:30 p.m.

Lecture: Graduate Christian Forum, MU 208, 5 p.m.

Potluck/Discussion: Feminist Feast, "Women's Roles in Arab Countries," Mona Fayad, Women's Center-Benton Annex; 6 p.m. dinner; 7 p.m., talk. (Bring a dish to share. Sponsor: Women's Studies Program.)

Workshop: Student Health Center, Stress Workshop, MU 206, 6 p.m.

Meeting: Minority Business Student Assoc., "Minority Issues in Business," Cameron Williams, Laura Camacho, Bexell 415, 6 p.m.

Meeting: Asian Cultural Center, General Meeting for students, staff and faculty, MU 208, 7:30 p.m.

Women's Basketball: OSU vs. Arizona, Gill, 7:30 p.m. (\$)

Lecture: Community & Government Relations, Community Quarterly, LSC, 7:30 p.m.

Lecture: Forestry, and Convocations and Lectures: "The Oceans Biodiversity: Changing Tide," Wesley Marx, author, Managing for Biodiversity Series, ECE 102, 7:30 p.m. (will be broadcast via EdNet to OSU's Hatfield Marine Science Center)

Film: MU Program Council, "Mary Poppins," Milam, 10 p.m.

Rebroadcast: "An evening with Maxine Hong Kingston" KBVR-FM 88.7, 9 p.m. Produced by Ramesh Krishnamurthy.

Seminars

Kerr Library: "ProCite Personal Bibliographic Software," Kerr 135, 10:30 a.m.

Ocean Engineering, "Design, Analysis and Experimentation of a Radial Arm Tow Carriage," George Turk, Graf 503, 2:30 p.m.

Entomology: "Anti-bacterial Activity of Mosquito Saliva," Lanquian Deng, Cordley 2087, 3:30 p.m.

Geosciences: "Repeat Time of the Great 1811 and 1812 New Madrid Earthquakes: a Geological Perspective," Steve Wesnousky, Univ. of Nevada, Reno, Wilkinson 129, 3:30 p.m.

Forest Science: "Long-term Productivity," Bernard Bormann, USDA Forest Service Lab 200, 3:30 p.m.

FRI/21

Open House: Indian Education Office, Snell 330, 3-6 p.m.

Workshop: Academic Affairs, SMILE Senior Challenge Weekend, MU 105, 1 and 2:30 p.m.; Also Feb. 22.

Social: International Education, et al., A Culture Cafe (cultural dances, music, poetry, art exhibits, games, etc.), Westminster House, 3:30-5:30 p.m.

Show: American Indian Science Engineering Soc., Warm Springs Young Generation Indian Club Dance Exhibition, LSC, 7 p.m. (\$3 students/kids/seniors; \$5 general; 754-9646)

Film: Center for the Humanities, "Camp de Thiaroye," Wilkinson Aud., 7 & 9:45 p.m. (\$2.75)

Gymnastics: Faculty & staff night, OSU vs. Stanford, Seattle Pacific, Gill, 7:30 p.m. (\$5 adults, \$3 high school & senior citizens)

Film: MU Program Council, "Mary Poppins," Milam, midnight (\$1)

Seminars

Business: "The Search for Radical Innovation," Dan Brown, Bexell 207, noon

OSU Faculty & Staff for Peace: "Institutional Obstacles to Ethnic Harmony at OSU," panel of student advisers, Ethnic Identity and Conflict, MU 102, 12:30 p.m.

Sociology: "Competing Paradigms: Examining the Debate Between Alternative and Conventional Agriculture," Curtis Beus, MU Council Room, 3 p.m.

Statistics: "Quasi-log Likelihood and Conservative Estimating Functions," Bing Li, Univ. of Chicago, Gleeson 200, 3:30 p.m.

Biochemistry & Biophysics: "Ribonucleotide Reductase - Still Amazing and Confusing," JoAnne Stubbe, Massachusetts Institute of Technology, Weniger 565, 3:30 p.m.

SAT/22

Baseball: OSU vs. Lewis & Clark, Coleman Field, 1 p.m.

Film: Center for the Humanities, "Camp de Thiaroye," Wilkinson Aud., 7 & 9:45 p.m. (\$2.75)

Film: Chinese Student Assoc., Chinese Movie, Milam Aud., 7 p.m.

Women's Basketball: OSU vs. Arizona State, Gill, 7:30 p.m. (\$4 adults, \$1 OSU students)

SUN/23

Event: Hillel, Trivia Games Night, MU 209, 7:30 p.m.

Concert: Choral and Vocal Music of Russia, France, and Germany, OSU vocal faculty, University Singers, and Oregon State Choir, Winter Music Festival series, LSC, 8 p.m.

MON/24

Event: Band Contest, LSC, 1-7 p.m.; Also Feb. 25, 8 a.m.-6 p.m.

Event: Admissions, Oregon High School Principal/Counselor Day, LSC 8 a.m. - noon; MU noon - 2:30 p.m. (\$)

Baseball: Men vs. Concordia, Coleman Field, 3 p.m.

Hearing: Academic Affairs, Hearing on the Vision Statement, MU East Forum, 3 p.m.

Meeting: New Women's Support Group, Women's Center, 3:30-5 p.m.

Concert: United Black Students Assoc., "An Evening of Legendary Jazz," MU Lounge, 7 p.m.

Seminars

Physics: "Pulsars," Jim Imamura, Univ. of Oregon, Weniger 151, 3:30 p.m.

Statistics: "Selecting the Order in Antependence Models," Raul Macchiavelli, The Pennsylvania State University, Gleeson 200, 3:30 p.m.

Crop & Soil Science: "Stricia and Its Control in Basic Food Crops of the Sahel Region of West Africa," Ebrima Kunjo, Strand 329, 4 p.m.

Zoology: Phytoplankton Community Structure in Oligotrophic Waters Under Stratified Conditions," Michele Wood, Univ. of Oregon, Cordley 2113, 4 p.m.



FEBRUARY 20-27

MON/24 continued)

Chemistry: "The Chemistry of Complex Lewis Acids," James Wuest, Univ. of Montreal, Gilbert 324, 4 p.m.

Nutrition Research Institute: "Looking at Heart Disease Through Copper-Colored Glasses," Denis Medeiros, Ohio State Univ., Milam 19, 10:30 a.m.

Fisheries & Wildlife: "Changes in Instream Habitat, Large Woody Debris, and Coho Salmon Production After Rehabilitating a Coastal Oregon Stream," Bob House, BLM, Monday Morning Stream Team, Nash 10, 9 a.m.

Gene Research and Biotechnology: "Flow Cytometric Analysis of the Regulation of Gene Expression and of Gene Product Targeting in Higher Plants," David Galbraith, Univ. of Arizona MU 206, 3:30 p.m.

TUES/25

Event: MU Program Council, Fun Flicks (have a video tape made, lip syncs, etc.), MU Ballroom, 11 a.m.-5 p.m. (\$3/tape; \$1/person in video)

Meeting: Christian Faculty, Fellowship Luncheon, Jerry cottonbone, speaker, MU 109A, noon

Seminar

Kerr Library: "Searching the Internet," Kerr 135, 2:30 p.m.

Horticulture: "Modelling Approach to Control Weeds," Lucky Amarasinghe, Cordley 2035, 4 p.m.

Geography: "Application of a Synoptic Approach to Locating Wetland Restoration Projects in Illinois," Brooke Abbruzzese, ManTech/U.S. EPA, Wilkinson 129, 4 p.m.

Invitation

Sophomore Michelle Sandoz (left) leaps from the balance beam during a recent meet. Faculty and staff are invited to attend tomorrow night's (Feb. 21) gymnastics meet free of charge against Stanford and Seattle Pacific. Simply show your employee ID. The action is set for Gill Coliseum at 7:30 p.m. Tickets for non-staff are \$5 for adults, and \$3 for high school students and senior citizens.

WED/26

Videoconference: Multicultural Affairs, "Improving Minority Adult Participation in Higher Education," MU 105, 9 a.m. - noon

Global Issues Forum: International Education and African Student Association, "Where is the Third World in the New World Order?" Dapo Sobomehin, Oregon Multicultural Education Association, MU 206, 11:30 a.m.-1 p.m.

Broadcast: Oceanography, "Economics of Oil and Fish Off Oregon's Coast," Susan Hanna, Ocean Research Frontiers Class, Channel 4, 4:30 p.m.; "Fishes of Oregon's Deep Rocky Banks," Mark Hixon, 5:20 p.m.; "Oregon Fisheries Issues," James Martin, 6:10 p.m.

Film: "I Have Heard the Mermaids Singing," Women in Movies Current Issues Series, Women's Center, 7 p.m.

Reception: Art, "Art About Agriculture," LSC Giustina Gallery, 7:30-9 p.m.

Meeting: Silent Lunch, (bring your lunch), sign language only, Women's Center-Benton Annex, noon - 1 p.m.

Meeting: Hewlett-Packard, Latest Techniques in Bioscience Applications, LSC, 1-4:30 p.m.

Meeting: International Education, Information session for academic advisers to explain new immigration regulations, MU 208, 1:30 p.m.

Meeting: Academic Affairs, "Hearing on the Vision Statement," LSC, 7 p.m.

Seminars

Kerr Library: "Searching the Internet," Kerr 135, 10:30 a.m.

Printing & Mailing Services: Recycled Paper Update '92, Speaker/Displays/Samples, David Haugen, Boise Cascade, LSC, 1-3 p.m.

Fisheries & Wildlife: "Cumulative Effects of Logging, Fish and Winter Storms on Endangered Salmon of Southwest Oregon," Chris Frissell, Nash 206, 3:30 p.m.

Workshops

Office Personnel Assoc.: "The Unwriting Workshop," MU 211, noon - 1 p.m. (bring your own lunch) (registration)

Computing Services: "Introduction to Microsoft Word for the Macintosh," Milne 203, 2-5 p.m.

Benton County Extension:

(WED/26 continued)

Master Gardener, LSC, 8:30 a.m. (\$)

Student Health Center: Stress Workshop, MU 206, 6 p.m.

THUR/27

Lecture: "Iran," Mehra Shirazi, Women's Roles in a Changing World series, Women's Center, noon - 1 p.m. (bring your lunch)

Concert: MU Program Council, Mazurkevich Violin Duo with Rachele McCabe, piano, Chamber Music a la Carte series, MU Lounge, 12:30 p.m.

Reception: Educational Opportunities Program, Honor Roll Reception (for Fall Term), Waldo 337, 2-3 p.m.

Violin Master Class: Yuri Mazurkevich and Dana Pomerants-Mazurkevich, Walker Recital Hall, Benton Hall, 4 p.m.

Open House: Project Vote Smart, national voter's information center, StAg 33, 5-7 p.m. Sponsor: The Center for National Independence in Politics, Corvallis.

Men's Basketball: OSU vs. Arizona State, Gill, 7:30 p.m. (\$7 adults, \$4 children, \$2 OSU students)

Seminars

Geosciences: "Active Faulting in the Mediterranean Region," Daniela Pantosti, Institute of Geophysics, Italy, Wilkinson 129, 3:30 p.m.

Entomology: "Climbing a Ladder of Integration in Pest Management," Ron Prokopy, Univ. of Massachusetts, Cordley 2087, 3:30 p.m.

Forest Science: "New Forestry," Dave Perry, Forest Science Lab 200, 3:30 p.m.

Pharmacy: "Development of a Human Insulin Cartridge Delivery System," Michael Akers, Eli Lilly Co., Pharmacy 213, 4 p.m.

Town & Country Realty: "So You Want to Buy a Home," LSC, 7 p.m.

Chemistry: "Asymmetric Cyclopropanation with Selected Transition Metals," James LaMunyon, Gilbert 324, 7:30 p.m.

Workshops

Oregon Dept. of Energy: Energy Facility Siting Council, MU 105, 9:30 a.m. - 5 p.m. Also Feb. 28.

Computing Services: "WordPerfect - Macros & Tables," Milne 202, 1-4 p.m.

LaSells Stewart Center: Conference Workshop, LSC, 1:30 p.m.

Notices

Recycled paper update '92: Printing and Mailing Services will feature speakers, displays and samples from 13 mills on Feb. 26 from 1-3 p.m. in the LaSells Stewart Center. Graphic designers and users should find the seminar useful. Questions? Call Carol at 7-3977.

OSU Folk Club Thrift Shop scholarships will be awarded to Benton County high school students headed for OSU next fall. Forms are available in school counseling offices and at the Thrift Shop, 144 N.W. 2nd St. Scholarships based on need and merit are awarded to older-than-average undergraduate and master's level women students. Applicants must be over age 25, Benton County residents, and enrolled or accepted at OSU. The forms are on hand at the Thrift Shop and in the Financial Aid Office.

The OSU Physics Department and a group of German students has planned a tree planting ceremony in honor of the missing German student, Stefan Bissert. The tree is set for Feb. 20, or the next dry Tuesday or Thursday in the People's Park (near the Student Health Center) at 11:30 a.m.

The ASOSU Experimental College is accepting class proposals for its spring catalog. The college invites staff, students and community members to submit ideas. Instructors are volunteers. Applications, due March 6, can be picked up at the Experimental College in Snell Hall. Call 7-4683.

International exchange and travel opportunities for the disabled will be the topic of a talk by Susan Sygall, executive director of Mobility International, on Feb. 27 in Snell 448 at 3:30 p.m. The program is sponsored by the Office of International Education and Services for Students with Disabilities.

Hunger and Homelessness in Benton County will be the topic of a public forum tonight (Feb. 20) in McLean Hall, Westminster House at 7 p.m. Joseph Krause will moderate discussions on "Community Solutions to a Growing Problem."

Vacancies

The following are **classified and management service** employment openings at OSU. For information about exam availability or closing dates, contact Human Resources at 7-3103.

Food Service Coordinator (AY), Programmer Analyst, Accounting Technician, Campus Dispatcher, Editor (PT), Food Service Worker 1 (PT), Library Tech 2, Office Assistant 2, Office Coordinator, Office Specialist 1 and 2, Radiologic Tech 1 (PT), Trades Maintenance Worker 2.

Job-seekers may also call the OSU Jobsline at 737-0554 and the state Jobsline at 373-1199 for information about vacancies for which you will need to apply to Personnel and Labor Relations in Salem.

A notebook listing **academic positions** is available for viewing in the Affirmative Action Office, AdS 526.

Deadlines and submissions

OSU This Week is published weekly during the academic year, except during breaks, by OSU News and Communication Services, which has editorial control over the newsletter's content.

Submit everything *except* calendar items by noon Monday for that week's issue in person or by campus mail to the editor, Betsy Krause, AdS 416. Items may be sent via cc:mail or the Internet at krauseb@ccmail.orst.edu. Phone: 7-4611 or 7-0786.

Material for the calendar should be submitted by noon on Friday for the next week's issue to Lydia Perry at LaSells Stewart Center, 7-2402. The Internet address is perryll@ccmail.orst.edu.

OSU This Week can be recycled.



Oregon State University: Beginning the 21st Century

Central Assumptions

Envisaging Oregon State University in the year 2000 and beyond is not an exercise in prognostic capabilities; rather, the vision statement is a mechanism for shaping the future. The vision statement integrates institutional values and beliefs, assumptions about the future, and assessments of strengths and challenges in order to sketch a picture of what the university should be like as the 21st century begins. One cluster of assumptions about the future is crucial to the approach selected in developing the vision statement:¹

- The Oregon State System of Higher Education (OSSHE) will be required to cut its budget for the 1993-95 biennium by a substantial amount. OSU accounts for 30 percent of the OSSHE budget and, regardless of what systemwide decisions are reached, the state system will not be able to come up with the required budget cuts without requiring that substantial cuts be made at OSU.

- Among state system institutions, Oregon State University is strategically well placed. With its importance to Oregon as a Land Grant, Sea Grant and Space Grant institution, OSU will continue even if the budgetary situation requires that OSSHE consider closing or redefining one or more institutions.

- After a period of retrenchment, Oregon State University will again grow. The need for higher education will become ever more pressing as the ranks of graduating high school seniors swell over the next decade, as the State of Oregon addresses deficiencies in its system of public finance, and as the real losses imposed by Measure 5 are felt.

- The period of growth and recovery will be marked by institutional evolution and change. Oregon State University is a very different institution today than it was ten years ago and it will continue to evolve. As budgets increase, the institution will not simply add back elements that were eliminated; evolution, not mere recovery, will mark the period of growth.

The vision statement will provide guidance as to what needs to be protected during the immediate budget crisis in order to maintain the foundation required to achieve the vision. The vision can also guide the multitude of decisions that will be made as Oregon State University again enters a period of growth.

¹ The vision statement follows from a number of other assumptions made about the external and internal environment. Those assumptions are reported in Appendix A.

Implications

Various implications can be identified that result from the vision of Oregon State University in the year 2000 and that provide further elaboration of that image. Academic responsibilities form the mission of Oregon State University and this section addresses implications for those academic responsibilities; there will be many additional consequences for the important services that support academic programs but those consequences will follow from change and evolution in the university's primary undertakings.

- Professional programs with extremely high costs per student and that serve a relatively small number of students will either be supported by differential tuition; will be maintained by an earmarked source of funding provided by the Legislature; or will no longer be available on the OSU campus even if not offered elsewhere in the State.

- Programs in the liberal arts, sciences, and applied sciences that are unusually expensive *and that are not central to other elements of the vision of the university* will be redirected, eliminated, or reduced to those components that serve other responsibilities of the university.

- Oregon State University will experiment with innovations designed to serve non-traditional students. Both on and off campus, courses may be completed in a portion of a term or may extend over more than ten weeks, Saturday meetings may be used, and there may be wide variations from the 3-credit norm for courses. The university will seek opportunities to provide more intense baccalaureate degree programs that can be completed in shorter periods of time. Bureaucratic impediments to such experimentation will be eliminated.

- Natural resources and the physical environment will be the primary substantive focus for Oregon State University's programs of instruction, research, and service; human development will also be emphasized.

- On its own, or through leadership in cooperative endeavors, Oregon State University will be fulfilling a responsibility to meet the evolving needs of the Portland metropolitan area for professional, extension, and academic programs in those areas where Oregon State University has distinctive excellence. Oregon State University will play a major role in the development, provision, and application of technology for the delivery of extended education and will offer programs in areas of unique strength. Distance education will be more centrally directed and other OSSHE institutions will be exerting their leadership and strategic advantages in this area.

- Oregon State University will contribute to programs for the preparation of teachers in areas in which the university has unique strengths. These contributions will be made in the context of a teacher education effort that is integrated across OSSHE institutions and that is subject to significantly improved central coordination and direction.

- Oregon State University will realize the tangible results

Continued on Page 6

Oregon State University in the Year 2000: A Vision

Editor's note: This vision is a draft statement. The final planning document must be completed by April 1 in order to guide the 1993-95 budgetary process. Hearings to gather feedback on the vision will be held Monday, Feb. 24, in the MU Forum from 3-5 p.m. and Wednesday, Feb. 26, in the Engineering Room of the LaSells Stewart Center from 7-9 p.m. The task force that developed the draft vision, chaired by Bruce Shepard, also welcomes written comments. Send input by March 15 to the Office of Academic Affairs.

Oregon State University, in the year 2000, will provide students with the intellectual skills and values, the perspectives, and the knowledge to make sound decisions in a pluralist democracy, in a changing economy, and in a global environment. OSU will make a unique contribution to Oregon through its leadership, built on historical strengths as a Land Grant, Sea Grant, and Space Grant institution, in providing education, knowledge, and service that improves human understanding of and management of natural and human resources in a complex physical, economic, and political context. These foci will provide guidance across the university as programs review opportunities for the initiation of new activities and the reorientation of existing efforts.

Necessary to the fulfillment of this vision, and implicit in the concept of a university, are strong offerings in the liberal arts and sciences.

In the year 2000, the majority of Oregon State University students will continue to be undergraduate students who seek general education or preparation for the professions. To serve them well, Oregon State University will develop a smaller number of more flexible and more general majors that, in an increased number of cases, integrate knowledge and skills from traditionally separate disciplines.

In the year 2000, OSU will continue to be committed to graduate education in selected disciplines, particularly in the sciences, and the applied sciences. Because research is an essential component of this education and crucial to Oregon State University's service responsibilities, OSU will continue to conduct those scholarly activities that contribute to the intellectual development of students and increase human understanding and well-being. High levels of externally funded research activity will be increasingly important to the successful fulfillment of the institution's research, instructional, and service missions and will remain a means for maintaining institutional flexibility in the face of fluctuations in public fiscal support.

In the year 2000, OSU will continue to provide professional education in selected fields. In response to the complex and changing nature of the professions,

professional education will increasingly be seen, not as narrow technical training, but as broader education for leadership. To provide that kind of an education, the professional schools will become increasingly linked in educationally sound, innovative ways to each other and to the liberal arts and sciences.

In the year 2000, OSU's responsibilities as a Land Grant, Sea Grant, and Space Grant institution will continue to focus on educating students to make sound decisions about the use of natural resources. Integration of the academic areas will match increasing recognition of the inter-relations among elements of the global ecosystem. All colleges will educate students for leadership positions in a complex physical, economic, and political environment; thus, the year 2000 is expected to bring a broad-based re-imagining of the curriculum and scholarly activities of the university including a rethinking of the extension mission.

The year 2000 will find OSU an increasingly international and multi-cultural university, with faculty, staff, administrators, and students from around the world and from all ethnic and racial backgrounds. This will make a crucial contribution to the intellectual richness of OSU and to the university's efforts to prepare every student for an increasingly diverse and global society. Opportunities for success at Oregon State University will not be related to irrelevant distinctions. The university will achieve tangible results from its moral commitment to improving opportunities for groups that are under-represented or that have suffered from discrimination.

In the year 2000, OSU will be a leader in integrating the educational efforts of public educational institutions across the State. New technologies will make OSU education accessible to people formerly geographically isolated. Cooperation among campuses and institutions will expand the educational opportunities for all students; inter-institutional integration will strengthen academic programs and provide opportunities for OSU, in collaboration with other institutions, to serve students with academic interests that are outside academic areas where OSU has developed strength.

While maintaining a flexible array of instructional programs that respond to student demand, Oregon State University will be distinguished among institutions by excellence in selected professional programs and the applied sciences, extramurally funded research enterprises, extension and service responsibilities, and by strength in supporting disciplines. Oregon State University will be further distinguished by its responsibility for academic programs in the area of the natural physical environment and will be recognized as Oregon's international university bringing the world to Oregon and Oregon to the world.

of a continuing commitment to increasing the diversity of its student body, faculty, staff, and curricula and this commitment will increase in intensity and scope. These efforts will target specific goals and there will be an emphasis upon the increased representation of women and minorities at the senior faculty ranks. Particular attention will be given to maintaining a supportive environment.

- Oregon State University will be more clearly perceived—and distinguished—as Oregon's international university. There will be increased opportunities for international exchanges of faculty and students and for international research and development efforts, and the Pacific Rim will be an increasingly important focus of the university's international programs.

- Oregon State University's "low walls" culture will be protected and enhanced in support of increasingly important interdisciplinary instructional and research programs. A relatively small number of high quality, externally reviewed centers and institutes will continue to be important elements in the ability of the university to respond flexibly and quickly to emerging needs for the development and application of expertise.

- After a period of contraction forced by budgetary considerations, Oregon State University's student body will have grown again, perhaps to a size that approximates the current enrollment of 15,000. A higher percentage of the student body will be composed of international students, out-of-state students, and students pursuing degrees through external and off-campus programs. Oregon State University will continue to be the OSSHE institution of choice for graduating Oregon high school students. The university will continue its commitment to attracting outstanding students as admission to undergraduate programs becomes more competitive.

- Modest increases in the numbers of graduate students will continue, bringing the balance of graduate and undergraduate students closer to that observed in comparable universities. Undergraduate education will remain the central educational focus of the university and, among undergraduates, there will not be a shift in the ratio of upper division students to lower division students.

- OSU will rededicate itself to quality in instruction. This means that OSU will need to attract, promote, and retain excellent teachers. To this end, it will revise some hiring, promotion, tenure, and review policies and practices, expanding the definition of scholarship and taking steps to assure that the revised policies are implemented at all levels. In a time of integration and innovation, opportunities for faculty development will be essential, as will flexibility in the balance of teaching and research responsibilities of individual faculty members.

- OSU will support the instructional mission with suitable classrooms, reliable equipment, and class sizes reasonably related to the subject matter and pedagogical requirements of the course.

- Human resource development will be a larger component of strategies used to maintain faculty and staff excellence.

- Oregon State University will more clearly define the purposes of its general education program and will rou-

tinely and systematically monitor achievement of those purposes. End-of-program assessments of student outcomes will be a routine part of monitoring and improving each undergraduate major.

- Oregon State University will be a "flatter organization" with fewer administrative positions, fewer administrative units (colleges, academic departments, vice presidential areas, and service departments) and with broader ranges of responsibility for those administrative positions that remain. However, reorganization places great stress upon individuals and academic units while saving very little in the way of administrative expense; reorganization will only be undertaken where potential programmatic improvements clearly justify change.

- Oregon State University will be forced to depend less upon general fund allocations for operating and capital budgets. Funded research activities will continue to be an important contribution to the fiscal health of the university but will not grow at rates experienced in the 1980s; tuition will become an even more significant source of revenue and privately raised dollars will be more important to us.

- As tuition rises, a portion of the increase will be used to augment financial aid in order to maintain access to "The People's University."

Getting to the Year 2000

Without a vision, institutional change—be it expansion or contraction—can be no more than the summary effect of many incremental and uncoordinated decisions. That is particularly likely in a decentralized organization like OSU where many units are each pursuing their own visions. While development of a vision statement for the university provides a means for coordinating decisions, that alone will not suffice. There likely will have to be greater attention centrally to those decisions that are made by units in order to assure that those decisions support institutional objectives. Certainly, as we approach the immediate budget problems, there will be more 'top down' involvement in identification of programs for reduction, elimination, or redirection. The university needs to consider whether it will be as important, in the years of growth ahead, that there be greater central guidance in the development of new programs and initiatives.

The vision statement provides some guidance during the coming period of program reduction and elimination. However, the statement does not replace the "Criteria for Program Reduction, Termination, and Reorganization" (adopted June 10, 1988); rather, the vision statement facilitates the application of those criteria by more clearly articulating what is central to the mission of the university.

The full range of "Criteria for Program Reduction ..."—and not just the vision statement—must be considered if sound decisions are to be made. A strong program that makes major contributions to the state of Oregon at little cost should be a serious candidate for retention even if the program does not closely support the vision of Oregon State University; similarly, a weak program that is consistent with the vision but that provides few benefits at disproportionate cost must be a candidate for elimination or reduction.

Maintaining a University through the Next Biennium

While the vision statement can provide some guidance for the budgetary deliberations that lie ahead, one inescapable conclusion emerges: *Oregon State University can not sustain a budget reduction of 20% or more and continue to be a viable land grant university.* The conclusion is straight-forward. Consider the alternatives.

Administrative cuts will be made. However, prior cuts have disproportionately affected administration and support services. While budget cuts would again be more heavily targeted for those areas in order to protect academic programs, perhaps no more than a quarter of the required savings could be obtained from such reductions. Major reductions in academic programs would be necessary.

Degree programs in such areas as business and the liberal arts could be eliminated or drastically reduced. Were these cuts severe enough—as they likely would have to be—Oregon State University might, *de facto*, be returned to the status of Oregon State College. That, alone, would seriously jeopardize achievement of the vision statement. However, there are also more mundane, pecuniary considerations that make such an approach impossible. These programs generate tuition that exceeds or comes close to covering the cost of the programs and the elimination of such programs produces no net reduction in the university's budget; elimination of our largest enrollment and lowest cost programs produces no budgetary savings and leaves a university with a small number of students, all enrolled in expensive programs. That is neither a politically nor a fiscally tenable position for the university.

Reductions of programs in the sciences would threaten the foundations of programs in the applied sciences and would also have serious consequences on the revenue side although, in this case, the effects would follow from reductions in grants and contracts.

Reductions in relatively more expensive instructional programs in some areas such as agriculture, engineering, and forestry would produce net budgetary savings but such cuts strike at the core of the land grant mission.

This analysis yields the conclusion that there must be state-level decisions about the basic needs of Oregon that will be met by OSU and other OSSHE institutions.

We reach one paradoxical conclusion: preparing a vision statement will be of little help if Oregon State University is forced to cut programs by the amount now under discussion. Put differently, the vision statement makes clear the interconnections that must be maintained if Oregon State University is to remain a university with a land grant mission. Assuming that necessary state-level decisions are made and that OSU is faced with budget reductions that, while painful, do not vitiate its existence as a land grant university, then the vision statement can be of some help.

Growing to the Year 2000 and Beyond

As immediate as the budgetary challenges of the next biennium are, it is more important to consider the ways in which the university should evolve as difficulties posed by

Measure Five are overcome. What specific program redirections, restorations and reinvigorations should be of top priority? What initiatives should the university be prepared to undertake? Answers to these questions must be a part of the strategies and tactics that follow from preparation of the vision statement and should be a focus as members of the broad university community review this draft. **The content of this section depends upon your suggestions.**

APPENDIX A:

Assumptions about the External Environment

Vision statements add specificity to mission statements by strategically assessing the external environment. A number of assumptions about the external environment influence the vision statement. Several of those assumptions were expressed in the preceding section. Some additional assumptions that bear critically upon the vision statement follow.

- The ethnic diversity of students seeking entry to institutions of higher education will increase and there will be greater need for all graduates to be able to work effectively in an ethnically diverse society.
- Issues surrounding the quality of the natural physical environment will continue to be of great concern as subjects of interest for instructional, research, and service programs; issues involving the development of human potential and the quality of the social environment will increase in importance.
- The problems that institutions of higher education are expected to address through instruction, research, and service will be increasingly interdisciplinary or multidisciplinary in nature.
- Basic but more general skills in such areas as critical thinking, problem solving, and ability to work in groups will become increasingly important components of technical and professional training and extension out-reach.
- Professional curricula will further emphasize thorough grounding in basic and general skills as students are prepared for lives in which they will change careers — not just jobs — an average of three or four times.
- Recent legislation designed to reform elementary and secondary education in Oregon notwithstanding, there will be no significant improvements in the basic academic skills of students seeking entry to OSU; indeed, the reforms may mean that the university will be serving students with a much wider range of preparation for higher education.
- As the population ages and as the pace of technological change is maintained, the needs of citizens for regular, concentrated, and focused re-education will increase.
- Although there will be short-term fluctuations, student demand for the variety of majors offered by OSU will continue and it is beyond the influence of OSU to shape demand for majors; further, students' capacity to successfully complete various courses of study will also not change significantly.
- The pressures to more clearly distinguish the missions of OSSHE institutions will persist; where program initiatives are proposed, there will be increased emphasis upon approaches that integrate the resources of OSSHE institutions and, where appropriate, other sectors of post-secondary education.
- The revenue implications of enrollment reductions will continue to mean that enrollment reductions at OSU that are proportionately greater than those planned for the State System are impractical.
- State System funding of OSU will continue to employ approaches that would not fully reflect increases in average instructional costs that might result from changes in the blend of academic programs or instructional levels emphasized at OSU; more simply put, OSU would not be fully compensated for programmatic decisions that resulted in increases in the average costs of instruction.
- Modest increases in the funding levels for research grants and contracts will be matched by increased competition for those funds.
- Public interest in accountability will continue to be strong; legislatures will not dictate the outcomes for higher education but will require that public institutions of higher education clearly define outcomes and then document the achievement of results.

Indian Education Office opens house

The Office of Multicultural Affairs invites staff, faculty and students to celebrate the opening of the Indian Education Office and to meet Cassandra Manuelito-Kerkvliet, who was appointed Indian education coordinator in November. The reception will be held Friday, Feb. 21, in Snell 330 from 3-6 p.m.

The Indian Education Office is the result of more than two years of negotiations between the OSU administration and Indian education leaders throughout Oregon, according to Manuelito-Kerkvliet.

"My biggest efforts will be put toward retention," she said.

As the Indian education coordinator, Manuelito-Kerkvliet assists in the recruitment and retention of Native American students, faculty, staff and administrators; serves as a resource to faculty and administrators; maintains contact with Native American communities, tribal governments, and other groups involved with Native American issues; and promotes the university's awareness and responsiveness to Indian cultures and values.

Group seeks to bridge, support environmental programs

Providing coordination and support for the existing and emerging environmental and natural resource degree programs at OSU is a charge facing the Committee to Coordinate Environmental Programs. The committee, comprised of members recommended by the deans of 10 colleges and appointed by Provost Roy Arnold, is now seeking input from faculty and students, according to Sandra Woods, chair of the committee.

In addition to the many strong existing environmental and natural resource programs at OSU, proposals for several new degree programs are being prepared for consideration next fall by the State Board of Higher Education. These programs include undergraduate and graduate degrees in Environmental Science, an undergraduate major in Natural Resources, and an undergraduate minor and option in Environmental Engineering.

"OSU's combination of degree programs in environmental and natural resources is unique within the state of Oregon," according to the committee. "No other university has the capability to offer undergraduate and graduate degrees in areas including, but not limited to, environmental sciences, environmental engineering, forestry, agricultural sciences, marine resource management, natural resources, and environmental health."

To meet its goals of proposing mechanisms to provide better support for interdisciplinary programs and better coordination between existing and emerging environmental degree programs, the committee plans to:

- 1) Develop a document describing the vision for environmental and natural resources educational programs at OSU in the year 2000;
- 2) Create a document to accompany and support the proposals for the new environmental degree programs to the State Board of Higher Education;
- 3) Develop recommendations to allow better support of individual interdisciplinary programs; and
- 4) Propose a mechanism that will provide better coordination between environmental programs at OSU.

For further information or to provide input, call the committee chair, Sandra Woods, Department of Civil Engineering, or any member of the committee. Committee members include: Chris Anderson, associate professor of English; Perry Brown, associate dean of forestry; Tony Frank, assistant professor of veterinary medicine; Jeff Gonor, professor and head adviser, oceanography; Bill Krueger, head of rangeland resources; Bob Larson, professor of pharmacy; Ron Miller, chair of management and marketing; Ann Rossignol, chair of public health; Dick Tubb, head of fisheries and wildlife; Bill Winner, associate professor of botany and plant pathology.

It's never too early

The Faculty Retirement Committee is hosting seminars this year that may be of interest to faculty or staff who are nearing retirement as well as employees interested in long-term planning. Spouses or partners are welcome to attend any of these sessions with faculty or staff. The following are scheduled:

- "Preparing to Retire in the Next Few Years," March 3, LaSells Stewart Center, Construction & Engineering Hall, 7 p.m. It will include retirement issues such as "tricks" of the retirement process; perspectives on aging; fitness; health insurance; and additional benefits for OSU retirees. Featured speakers include George Martin, associate professor emeritus of business administration; Clara Pratt, professor of human development & family science and director of the OSU Gerontology Program; Bill Winkler, associate professor of exercise & sport science and leader of the Faculty/Staff Fitness

Program; and Lois de Geus, OSU Staff Benefits manager.

- "Long-Term Health Care Insurance," April 13, LaSells Stewart Center, Construction & Engineering Hall, 7 p.m. Designed for all interested people in the university community. Featured speakers include Thomas Erwin, Oregon Insurance Consumer Advocate from the Dept. of Insurance and Finance; and Karen Clawson from HealthChoice Administrators in Portland.

- "Tax-Deferred Investments," April 23, noon, MU 206. The brown-bag lunch program is designed for all employees 20-30 years from retirement who are interested in starting a retirement savings program. Lois de Geus, OSU Staff Benefits Manager will explain the tax-deferred investments plans available to OSU employees.

- "Tenure Relinquishment," May 11, 7 p.m., MU 208. Designed for tenured faculty several years from retirement. John Dunn, associate vice president for academic affairs, will speak.

OSU NEWS IN BRIEF

Arnold to speak to community

OSU's second "Community Quarterly" program, a periodic report by campus administrators to the Corvallis community, will be held tonight (Feb. 20) at 7:30 p.m. in the LaSells Stewart Center.

Roy Arnold, provost and vice president for academic affairs, will speak on "Oregon State University—Teaching and Research and Service." His talk is open free to the public.

'Young Generation' to dance

The Young Generation Indian Club of Warm Springs—which promotes self-responsibility, education, health and freedom

from drugs and alcohol—will present an American Indian Dance Exhibition at the LaSells Stewart Center on Friday, Feb. 21, at 7 p.m. Tickets cost \$3 for students, seniors, and children, and \$5 for general admission and are on sale at the Native American Longhouse, 7-2738, or the Office of Multicultural Affairs, Snell 330, 7-4381.

The exhibition is sponsored by the Native American Student Association with support from the OSU Chapter of the American Indian Science and Engineering Society (AISES).

Art About Agriculture on display

The 10th annual Art About Agriculture exhibit opens Feb. 24 in the Giustina Gallery

in the LaSells Stewart Center.

This year, 186 artists submitted work and 47 were selected by the jury, comprised of James Kirk, professor emeritus of art education; Tom Allen, artist-in-residence, College of Agricultural Sciences; and Linda Patterson, an art patron and agriculturalist from Sisters.

The public is invited to a reception and awards presentation on Wednesday, Feb. 26, from 7:30-9 p.m. Eight works were given purchase awards, and seven artists received cash awards. The awards totaled \$4,500.

The exhibit continues through April 1. Giustina Gallery is open to the public weekdays from 8 a.m. to 5 p.m. and during special events on evenings and weekends.

March 2, 1992

TO: Kathleen Heath, President
Faculty Senate

FROM: Tony Wilcox, Senator *TW*
College of Health and Human Performance

RE: Revision of proposal to change policy regarding incomplete (I) grades

As an alternative to the proposal which allows an I to remain permanently on a student's grade record if an incomplete has not been removed a year after its receipt, I wish to have the Faculty Senate consider the following proposal. It has been developed with input from John Morris, Robert Schwartz, and Ken Krane. The intent of the proposal is to permit an instructor to register a substitute grade at the same time he/she gives a student an I grade. Both proposals will allow an I to automatically become permanent at the end of the year, but the proposal below will avoid that occurring as a result of the instructor forgetting to submit a change of grade when a year has passed and the student has failed to complete his/her deficiency. Many instructors are prepared to record the default grade at the same time they give the I, but currently there is no university-wide mechanism for doing so. At the direction of the Faculty Senate, the Registrar's Office can handle this matter, and the faculty can avoid the need to track for a year the students who received an incomplete.

Proposal:

17. When the quality of the work is satisfactory and the scheduled final exam has been taken but a requirement of the course has not been completed for reasons acceptable to the instructor, a report of I (incomplete) may be made and additional time granted. The instructor states the deficiency and the additional time for completing the deficiency on the grade roster. The instructor has the option of also recording a substitute grade on the grade sheet. To remove an incomplete, a student must complete the deficiency within the allotted time and the instructor will submit the appropriate grade. If an incomplete is not removed within one calendar year following its receipt, the grade submitted with the I becomes the grade of record, or, if no grade was submitted, the I becomes permanent. The I grade will have no effect on the student's grade point average.

NEW BUSINESS

The Association of Oregon Faculties is continuing its efforts to ensure that faculty receive the second of two 3% salary increases that were approved by the 1992 Legislature. Mark Nelson, Executive Director of AOF, presented the issue to the Senate in December. He stated that, because of a computational error, there was not enough money to fund this raise. This resolution supports the efforts of the AOF to honor the commitment made to faculty.

RESOLVED: The Faculty Senate of Oregon State University endorses ongoing efforts on the part of the Association of Oregon Faculties (AOF) to ensure that prior state pledges of record regarding the effective date of 1993 faculty salary adjustments be honored. Further, the Senate urges that the Chancellor diligently pursue means of internal budgetary transfer to achieve said purpose.

REPORTS TO THE FACULTY SENATE

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331-6203

503-737-4344

FACULTY SENATE OFFICE
Social Science 107

Thursday, April 2, 1992; 3:00 pm - 5:00 pm
Construction & Engineering Hall
LaSells Stewart Center

AGENDA

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

A. ACTION ITEMS

1. IW Grade (p. 1)

This item was postponed from the March meeting; please see the enclosed original motion and the amendment.

2. S-U Grading (p. 2)

The Academic Regulations Committee is recommending two changes regarding S-U Grading as suggested by the Academic Advising Council:

- a. Extend Length of S-U Grading - extending the length of time allowed to change to or from S-U grading from five to seven weeks.
- b. Clarification Involving S-U Grading of Courses in the Minor Field - clarifies S-U grading in student's minor field.

3. Category I Proposals

A representative from the Curriculum Council will present the follow Category I Proposals for Senate approval:

- a. Proposal for the Establishment of a Center for At-Risk Youth (pp. 3-10)
- b. Proposal for the Establishment of a Center for Community College Education (pp. 11-20)

B. DISCUSSION ITEMS

1. Affirming Diversity

Mary Jane Collier, Affirming Diversity Committee Chair, will present the committee's recommendations to the Senate. The proposal will be discussed during the April meeting and acted upon in May.

2. Institutional Procedures and Criteria for Program Redirection, Reorganization, Reduction and Termination (pp. 21-33)

This document combines the two earlier documents: "Guidelines for Program Redirection (5/5/88) and "Criteria for Program Redirection, Termination and Reorganization (6/10/88) and adds the recommendations from the Senate on 6/6/91.

C. INFORMATION ITEMS

1. AOF/AAUP Joint Meeting

A joint meeting of AOF and AAUP will be held on the OSU campus in the MU East Forum on April 18 from 8:00 am to 12:30 pm. Chancellor Tom Bartlett will answer faculty concerns and Governor Barbara Roberts will speak and react to questions from a panel of Faculty Senate Presidents. The program will start with a continental breakfast at 8:00 am. All faculty are urged to attend.

2. Annual Reports of Committees/Councils Due

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

3. Faculty Senate Committee/Council Volunteers Sought

A Volunteer Form indicating willingness to serve on University and Faculty Senate committees and councils is being distributed to all Faculty. Please complete and return the form as soon as possible.

During the month of May, the Executive Committee makes new appointments to the committees and councils of the Faculty Senate. Since a major portion of the Senate's work is done through its committees, all Senators are urged to volunteer along with other faculty.

D. REPORTS FROM THE EXECUTIVE OFFICE

Roy Arnold, Provost & Vice President for Academic Affairs

E. REPORTS FROM THE FACULTY SENATE PRESIDENT

F. EXECUTIVE SESSION

The purpose of the Executive Session is to consider the nominees for the Distinguished Service Award and the D. Curtis Mumford Award. The Committee reports for each of these awards is included separately with Senators' agendas and marked "CONFIDENTIAL."

Clara Pratt, Faculty Recognition and Award Committee Chair, will present the report and discuss with Senators the nominations for OSU Distinguished Service Award recipients for 1992; conferral will be at the June 14 Commencement.

Larry Griggs, D. Curtis Mumford Faculty Service Award Subcommittee Chair, will present the report and discuss the nomination with Senators.

In accordance with the Senate's Bylaws (Article IX, Section 3), the Senate President may call an Executive Session, which excludes all but elected and ex-officio members or their designated substitutes (Proxies) and Senate Office staff. Before going into Executive Session, the Senate President must also announce the statutory authority for such action (Attorney General's Opinion #6996, I., D.).

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

G. NEW BUSINESS

DECEMBER 1, 1991

To: Faculty Senate Executive Committee

From: Mina R. McDaniel, Chair, Academic Regulations Committee

Subject: Proposed grading changes

The Academic Regulations Committee has developed recommendations to modify the grading structure and wishes at this time to request input from ASOSU, Graduate Council, Advancement of Teaching Committee, and Academic Requirements Committee. Briefly, we propose to:

Add An "IW" grade. This grade would be used when a student does a total withdrawal from the University within the last four weeks of the term because of an emergency.

When an emergency occurs at the end of the term, the current practice is to allow a total withdrawal from the University with I grades being assigned in all subjects. If the deficiency is not completed within one year, the grades would go to a W under the current system, and to an F under the system suggested above. Practice suggests that this may be too harsh, especially with the extreme nature of some emergencies and the large numbers of incompletes to complete. The IW, an incomplete due to withdrawal from the university, would be used uniquely for this situation. IWs may be removed upon completion of the course work but without any time limitation. Therefore an IW may remain on the record indefinitely.

(Motion 92-483-11, as presented at the March 5, 1992 Faculty Senate Meeting follows:)

13. c. When a student's academic progress is interrupted by an emergency situation such as serious illness, accident, or death of a family member, within the last four weeks of the term, and the student submits evidence of such to the Registrar, he or she may withdraw from the University with + IW grades in all subjects. **IWs may be removed upon completion of the course work. An IW may remain on the record indefinitely.**

At the March 5, 1992 Faculty Senate meeting, Senator Gary Tiedeman, Liberal Arts, proposed an amendment to the above motion, #92-483-12, which would replace the next to the last line:

IW's may be removed upon completion of the course work within one calendar year following the term in which the IW grade is given.

DEPARTMENT OF
FOOD SCIENCE AND TECHNOLOGY



OREGON STATE UNIVERSITY
Wiegand Hall · Corvallis, Oregon 97331-6602
Telephone 503-737-3131 Fax 503-737-1877

March 22, 1992

To: Faculty Senate Executive

From: Mina R. McDaniel, Chair, Academic Regulations Committee *JRM*

Subject: Recommendations from the Academic Advising Council

1. The Academic Advising Council requested that the time to change either to or from S-U grading should be permitted through the seventh week of any term. This would then be the same time limit as for withdrawing from a class.

The Academic Regulations Committee proposes the following change in the regulations:

18.a.1.(b) A student normally elects the option S-U at the time of registration. Changes either to or from S-U grading will be permitted through the end of the ~~fifth~~ **seventh** week of any term.

2. The Academic Advising Council also recommended a clarification involving the grading of courses in the minor. The Academic Regulations Committee agrees with the change which would require a student's academic advisor to approve taking of courses in the minor field S-U. We strongly encourage that each department publish their requirements regarding this in their departmental literature.

The Academic Regulations Committee proposes the following change in the regulations:

18a.1.(c). A student must obtain the approval of his or her academic adviser in order to elect to be graded on an S-U basis in any course required in his or her major **or** **minor** field.

ABBREVIATED OSSHE FORMAT FOR CATEGORY I PROPOSALS

Oregon State University
College of Education

PROPOSAL FOR THE ESTABLISHMENT OF A
CENTER FOR AT-RISK YOUTH

DESCRIPTION OF PROPOSED CENTER

- 1. Title of the proposed instructional, research or public service unit.

CENTER FOR AT-RISK YOUTH

- 2. Location within the institution's organizational structure.

The Center will be located in the College of Education. The College of Education and the College of Home Economics will combine July, 1992, at which time the Center will reside in the Education unit of the College of Home Economics.

The Center will have three organizational mechanisms designed to assure appropriate focus and function:

- A. The Director will report to the College Dean;
- B. A multi-discipline faculty **Steering Committee** to advise the Director; and
- C. An **Advisory Committee**, representing school and agency personnel who serve at-risk youth, who will advise on state-wide issues which need to be addressed.

A **Steering Committee** will be organized of faculty members from different academic disciplines relating to at-risk children and youth. The **Steering Committee**, designed to insure a multi-disciplinary dimension, will change composition as different needs or priorities are identified or as the Center takes on specific grant activity. Original makeup of the **Steering Committee** will include faculty from the following units [See Appendix C for **Steering Committee** members]:

Counselor Education
Human Development and Family Sciences
Health and Human Performance
Curriculum and Instruction

An **Advisory Committee** has been in place for over a year [see Appendix B]. The **Advisory Committee** represents practitioners, policy makers, and administrators from K-12 education, community and state agencies serving at-risk youth, students, and university personnel. The **Advisory Committee** will be asked to review the performance of the Center annually to recommend continuation or change of emphasis.

3. Objectives, functions, and activities of the proposed unit.

There are two primary missions of the Center for At-Risk Youth: The first will be to promote interdisciplinary research activities which emphasize knowledge of causal and preventive factors associated with at-risk children and youth. The second is the design and implementation of service and information activities which will improve delivery of services and treatment programs for at-risk children and youth.

A note on definition of "At-Risk Youth."

The term at-risk is currently applied to a wide variety of young people. The most common definition of "at-risk" implies that a young person (under 18 years of age) is likely to leave public education before obtaining a high school diploma or certificate of accomplishment¹. Recent federal guidelines for proposal development in response to at-risk initiatives emphasize non-completion of twelfth grade as a prime indicator of "risk"; however, the identification of probable causal factors or correlates of "risk" cut across multiple characteristics.

The U. S. Department of Education, Division of Drug-Free Schools, uses the following definition for "high-risk youth"²

"High-Risk Youth" means an individual who is under 21 years of age and is at high risk of becoming, or has been a drug or alcohol abuser, and who--

- (1) Is a school dropout;
- (2) Has experienced repeated failure in school;
- (3) Has become pregnant;
- (4) Is economically disadvantaged;
- (5) Is the child of a drug or alcohol abuser;
- (6) Is a victim of physical, sexual, or psychological abuse;
- (7) Has committed a violent or delinquent act;
- (8) Has experienced mental health problems;
- (9) Has attempted suicide;
- (10) Has experienced long-term physical pain due to injury; or
- (11) Is a juvenile in a detention facility within the state.

Underlying this proposal is the position that the most appropriate method for study of "at-risk" youth (with the term youth similarly ill defined across research and funding agencies) is to create a vehicle [The Center for

¹Capuzzi, D. & Gross, D. (1989). Youth at Risk, Alexandria, VA: American Association for Counseling and Development.

²Department of Education (1991). Final Regulations, RIN 1810-AA56.

At-Risk Youth] which enables a multi-disciplinary study of a complex condition.

Objectives of the Center

- A. To serve as a resource for instruction within the Master of Arts Teaching Program or other academic courses which emphasize at-risk children and youth.
- B. To provide the opportunity for K-12 educators, other youth service providers, and scholars in the social sciences to pursue inter-disciplinary research related to at-risk youth.
- C. To conduct, collect, and synthesize basic and applied research relating to at-risk youth and to disseminate findings throughout the scientific, educational, and youth service provider communities.
- D. To provide continuing professional education and in-service activities for K-12 teachers, administrators, youth service providers, and other community service and agency personnel through specialized conferences, internship opportunities, workshops, and advanced telecommunications media (such as Ed-Net).
- E. To provide technical and networking assistance to K-12 schools and youth service agencies toward the development, improvement, and expansion of strategies, activities, and programs designed to serve at-risk youth. Additionally, the Center will facilitate relationships between school-based and university-related research activities concerning at-risk youth.
- F. To advocate for at-risk youth through presentations to policy bodies on the critical need for improved educational opportunities and better youth service facilities to serve this population.

4. **Resources Needed:**

4.a Academic:	0.5 FTE	Director
	0.5 FTE	Graduate Research Assistant
	0.75 FTE	Special Projects Manager
Classified:	0.5 FTE	Secretary
4.b Facilities and equipment		

The proposed Center will utilize current facilities in the College of Education (located in Rooms 230 B-D in Education Hall). The need for additional facilities is not contemplated at this time; however, equipment and facilities budgets will be included in each contract developed or proposal submitted for funding.

A note on library resources. Current holdings, either in the Kerr Library or in collections in 230 Education Hall, are catalogued in a 53-page annotated bibliography compiled by Marjorie Knittel and former College of Education personnel.³ A library impact statement has been forwarded to the University Curriculum Council from Marjorie Knittel (dated November 6, 1991).

5. **Funding requirements and sources thereof**

A 0.5 FTE position was designated as assigned to the "At-Risk Center" in the recent reorganization of the College of Education following budget reductions. The following budget projections include 0.5 FTE within the existing college budget [OSU column]. The balance of needed funds is expected to come from grant and contract activity [Grant column]. The proposal for the Center is presented under the assumption that the 0.5 FTE support will continue as part of the OSU budget allocation. The expectation is that the Center must generate its own operating funds.

³Knittel, M. C., Barr, R. D., Hobbs, B. A., & Parrett, W. (1991). At-Risk Youth Resources: A Guide to Publications, Media, Organizations, and Services. Oregon State University: Center for At-Risk Youth, College of Education.

The estimated costs of the proposed Center are as follows [See Appendix D for budget detail]:

<u>Category</u>	<u>\$ Need</u>	<u>OSU</u>	<u>GRANTS</u>
Personnel:			
Academic	74,814	34,224	40,590
Classified	14,600	7,300	7,300
Services & Supplies	9,000	4,500	4,500
Total	98,414	46,024	52,390

NOTE: Current and Anticipated Funding. At the present, two contracts are in place for evaluation activities. These contracts for services total \$26,000. One contractor has indicated their intention to extend their service contract through June, 1992, for an additional \$15,000 (approx.) which would provide salary and services and supplies support for the Special Projects Manager. Additional contractual services are being discussed with three funding agencies. Federal Grant proposals are being developed--the September, 1991 announcements include four DOE grants targeted for "At-Risk Youth." An additional federally-funded contract ("Gateway Drug Awareness Education Program") will be administered from the Center for Dr. Jodi Engel.

6. Relationship of the proposed unit to the institutional mission.

The following is based on the goals identified in the OSU Strategic Plan⁴

Serve people through instruction, research, and service [Goal 1, p. 44].

The proposed Center's functions are consistent with the land-grant mission of Oregon State University: to improve the lives of people through quality teaching, research, and public service and technical assistance. The Center will (a) support teaching activity, (b) be actively involved in interdisciplinary research related to at-risk correlates, and (c) further enhance OSU's responsiveness to the needs of Oregon's youth at risk.

⁴Oregon State University (January, 1990). Creating the Future: A Plan for Beginning the '90s.

Sustain and expand research excellence and artistic creativity [Goal 3, p. 44].

There is a critical need to expand the scope and quality of basic and applied research on at-risk youth. The Center will facilitate this need and establish OSU as an institutional leader in at-risk research and dissemination.

Expand educational and professional opportunities for members of minority, female, disadvantaged, and disabled populations [Goal 5, p. 44].

Given the increasing populations of minorities, at-risk youth, and handicapped populations in K-12 education, the Center will emphasize and target the recruitment and training of minority, female and disadvantaged students and educators for preservice, inservice, and graduate level educational training preparation.

Sustain, coordinate, and sharpen the university's international focus [Goal 7, p. 44].

Consistent with OSU's leadership in international education and international development, the proposed Center will advocate for international, comparative understanding in seeking solutions for the crisis facing Oregon's at-risk youth. The Center's efforts will be initiated to incorporate global perspectives, comparative study, cross-cultural exchange, and international understanding into pre-service, inservice, and post-graduate curricula.

Improve the university's relations with its many constituencies [Goal 10, p. 45].

The Center will enhance OSU's statewide relations with K-12 education and other agencies and institutions concerned with improving the education of at-risk youth. Through the preparation of effective teachers for at-risk populations, the provision of technical assistance to schools and communities, and statewide networking and advocacy work, the Center will serve and strengthen the University's state responsibility as a land grant institution. Further, the teaching, research, and service mission of the Center will place Oregon State University nationally among a select few state institutions which address the preparation of teachers for at-risk youth.

7. **Long-range goals and plans for the unit**
- A. To develop a consistent level of externally-funded activity necessary to accomplish the information and research goals described in this proposal.
 - B. To increase the level of knowledge and training among the state's population of practitioners and educational leaders who work with at-risk youth.
 - C. To provide specific opportunities for graduate student research activity related to at-risk youth.
 - D. To conduct, collect, and synthesize research on at-risk youth and to serve as a research clearinghouse to the state.
 - E. To provide professional development opportunities for K-12 educators, agency personnel, community members and parents interested in improving their understanding and abilities to educate at-risk youth.
 - F. To provide technical assistance to schools and community agencies concerned with the development, improvement, and expansion of services to at-risk youth.
 - G. To serve as an advocate for at-risk youth through promoting and enhancing public awareness of the critical need for increased educational opportunities to serve these youth.
8. **Relationship of the proposed unit to programs at other institutions in the state**

A number of state and private institutions within Oregon offer occasional graduate coursework and/or institutes focusing on at-risk youth. The OSU Center for At-Risk Youth will emphasize school- and agency-based service delivery to at-risk youth, building on the multi-disciplinary aspects described above. The makeup of the **Advisory Committee** will be such that it cuts across K-12 educational settings as well as state and local service agencies [see **Advisory Committee** membership list in Appendix B].

The Center will cooperate with all OSSHE institutions to coordinate services, coursework, and research opportunities throughout the state. The University of Oregon has on-going projects related to at-risk youth. In conversation with Hill Walker at the U of O, it is clear that the emphasis of work will be different than that proposed at OSU. Dave Capuzzi, at Portland State University, has described the emphasis on at-risk youth that the "Center for Urban Research in Education"

(CURE) is taking. The particular urban focus in that center indicates that there may be some conceptual overlap but that there are unique differences among the three institutional programs which deal with at-risk youth.

On the OSU campus, the Center will be intentional about including faculty from a variety of academic disciplines on an ad hoc basis as specific funding opportunities arise. It would be desirable to include faculty from other campuses as situations arise which make that possible.

ABBREVIATED OSSHE FORMAT FOR CATEGORY I PROPOSALS

Oregon State University

PROPOSAL FOR THE ESTABLISHMENT OF A
CENTER FOR COMMUNITY COLLEGE EDUCATION

DESCRIPTION OF PROPOSED CENTER

1. Title of the proposed instructional, research or public service unit.

Western Center for Community College Professional Development

2. Location within the institution's organizational structure.

The Center will be located within the College of Education and the Center's Director will report to the Dean of that College. In July 1992, the Center will be transferred to the new college being formed through the merger of the College of Home Economics and the College of Education.

3. Rationale for proposed Center.

Beginning in the early 1960's, this nation opened community colleges at the rate of one per week. Today, there are over 1,200 two-year colleges employing more than 300,000 professionals and serving nearly 6,000,000 students. Twenty-five percent of the full and part time community college staff will reach retirement age in this decade. This means replacement numbers from retirement alone will exceed 77,000 for the nation. Oregon currently employs over 7,000 full and part time professionals; this State will require nearly 2,000 replacements as a result of retirements. California estimates a need for 7,000 this decade. These numbers will be considerably expanded by replacements occasioned by other forms of attrition between now and the year 2,000.

The Center will concentrate and focus the diverse resources of the University and the western region of the United States towards the rapidly growing needs for interdisciplinary research, personnel development and technical assistance within the community colleges and technical institutes. The demand for new professionals in the region's community colleges and technical institutes is projected to be significant within the next decade, due to the aging population currently staffing these positions and the growth within these institutions. The Center is

**Proposal for the Establishment of a
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intended to respond to these rapidly growing needs through concentrated interdisciplinary research and expanded professional development programs delivered both on and off campus throughout the region.

In addition, the Center will be in a position to facilitate the community colleges and technical institutes in accessing the expertise of the university for such needs as program development, evaluations, institutional research and technology transfer. Community colleges are inheriting new roles and relationships with public schools through the school reform movement nation wide, such as those being forged through the new House Bill 3565 in Oregon. Through the Center an informal consortia of western community colleges, technical institutes and four-year institutions will be in place to enhance the working relationships and formation of new partnerships. This informal relationship will expedite these institutions in their efforts to address the changes within their communities.

It is essential that the Center remain responsive to its mission and its clientele. To ensure this responsiveness there will be an external review of the Center, its services, its personnel and its mission every three years. This review will be conducted by the Center's external advisory committee and their report shall be made to the Dean of the College administratively housing the Center.

4. Objectives, functions and activities of the proposed unit.

MISSION

The mission of the Western Center for Community College Professional Development at Oregon State University is to enhance the future development of community colleges and technical institutes in the 13 states of the Western Interstate Commission on Higher Education (WICHE) and the Pacific Rim countries. The Center, consistent with the university's land-grant mission, will enhance the capacity of these institutions to meet the educational, economic and social needs for local community development.

The Center is committed to increasing the professional knowledge and competence of community college instructional, student service and administrative personnel to enhance the delivery of education, training and student services. The discovery of new knowledge through interdisciplinary research, the dissemination of this knowledge, and the

**Proposal for the Establishment of a
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design and delivery of professional development programs are primary activities in fulfilling the Center's mission.

The Center, as an umbrella organization, brings together the research, instructional, and service resources of OSU and participating institutions (other four-year colleges and universities, community colleges, technical institutes, professional groups, agencies, and companies) across the region to foster collaborative partnerships to meet identified needs of community college personnel. Through these partnerships, new capacity is added for Center staff to address the needs of the constituent institutions. The Center enhances public awareness of both the community colleges' and the universities' roles in training and retraining the work force, in promoting diversity and in global economic integration.

FUNCTIONS

The Center, in cooperation with participating clients, will facilitate the professional development of community college faculty, student services and administrative personnel through the following functions.

INSTRUCTION

- * Design, deliver and cosponsor workshops, seminars and conferences
- * Conduct professional development forums
- * Facilitate access to university based degree programs
- * Coordinate field based professional development experiences such as internships, externships, class projects, and collaborative projects with industry

RESEARCH

- * Discover and disseminate new knowledge through interdisciplinary research (eg. emerging paraprofessional occupations in areas such as gerontology, community development, industrial safety, and the role of Community Colleges and technical institutes in preparing this work force; options for updating college and institute instructors in such disciplines as sociology, engineering, nursing, forestry, performing arts, geology, or work place wellness; and comparative success of community college transfer students pursuing a baccalaureate degree in a university)

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- * Disseminate and assist in interpreting existing knowledge
- * Assist participating institutions (community colleges, technical institutes, four-year colleges, universities, and research centers working in a formal or informal arrangement with the Center) in establishing a recommended priority research agenda for those conducting research (graduate students, faculty, researchers) regarding the community college or technical institutes

SERVICE

- * Assist staff in colleges and institutes with program development
- * Conduct needs assessments and data analysis for participating institutions
- * Coordinate an information depository and dissemination network through existing resource centers and libraries
- * Facilitate the information of new consortia and networks
- * Assist colleges and institutes in accessing new technology, such as EdNet, satellite transmission, and electronic bulletin boards in delivering personnel development activities

OBJECTIVES AND ACTIVITIES

The following short term objectives are planned to support the long range goals set forth under section eight of this proposal. The number of each objective corresponds to the numbering of those five long range goals.

- a.1. Stimulate and coordinate research on community colleges and technical institutes including creation of statewide and regional agendas and to facilitate the dissemination and publication of findings to the higher educational academic community.
- a.2. Facilitate interdepartmental cooperation among and between OSU faculty and community college or technical institute staff through collaborative interdisciplinary research and teaching.
- a.3. Prepare three to five proposals for specific research projects to address the priorities identified on the research agenda.

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- b.1. Secure funding to support Center operations.
- b.2. Identify potential funding sources for research in the community college and technical institute arenas, monitor the priorities and disseminate appropriate results and related information.
- c.1. Form an advisory/planning committee comprised of constituent institutional representatives and utilize it to guide the development and operation of the Center.
- c.2. Conduct at least one activity annually that strengthens the general and specific relationships between Oregon State University and community college and technical institute programs.
- d.1. Coordinate and facilitate conferences, internships, workshops, forums, independent study, and instructional telecommunications systems which meet client needs.
- d.2. Develop a proposal for preparing community college instructors through the existing interdisciplinary masters degree program, with community college courses being one segment of the program.
- d.3. Participate in school reform consortia by assisting in the design and delivery of inservice programs for community college personnel.
- e.1. Utilize educational technologies to enhance teaching and learning for a minimum of two program deliveries, and present at least one professional development activity in community college education through EdNet.

5. Resources Needed.

a.1. Academic	1.00 FTE	Executive Director
	.50 FTE	Graduate Assistant
Classified	1.00 FTE	Secretary

Due to the priority of community college education for the Oregon State University College of Education, a variety of faculty within the college will be addressing issues relevant to these institutions. At any given time there will be at least 25% of the College's faculty engaged in research that will add to the new knowledge base for community colleges and technical institutes.

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Page 6**

Current and projected funding for the Center is based on sources from outside the general fund budget of the institution. Current funding for planning and development includes resources from Continuing Higher Education and Chemeketa Community College. A grant is currently under negotiations from the Oregon State Department of Education in the amount of \$384,000 for an 18 month period to provide technical and applied academics teacher training services needed to implement H.B. 3565 school reform in the state. The Center will also be involved in two other grants currently under negotiations; Statewide Career Guidance and Counselor Improvement grant for \$44,000 at Oregon State University and \$44,000 at Portland State University; and the Mathematics/Science/Technology Teacher Retraining grant at Oregon State University for \$122,903.

Other grant proposals are under development dealing with leadership training, research in leadership development, and enhancing the learning resource centers in community colleges and technical institutes. The expectation is that the Center must generate its own operating funds on a continuing basis.

a.2. Facilities and equipment

The proposed Center will utilize existing facilities and equipment within the College of Education. Additional facilities or equipment will be accessible through cooperative arrangements with the Communication Media Center, Office of Continuing Higher Education, Kerr Library, individual Oregon State University academic units, participating community colleges and technical institutes, and other campuses and external organizations as appropriate.

6. Funding requirements and sources thereof.

A three year plan delineating funding requirements, estimated costs, and sources is presented in Appendix B.

Funding for the 1991-92 year is available and committed or in the process of being committed. Funding for each of the following three years is contingent upon revenues coming available on the basis of the best information accessible at this time. The Center's program and staffing plans will necessarily require modification and fine tuning to coincide with the amount, source and corresponding requirements for

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use of those funds. The annual scope of work will be developed in accordance with the funds specifically secured by the Center.

7. Relationship of the proposed unit to the institutional mission.

The proposed Western Center for Community College Professional Development will strengthen the mission of Oregon State University through the extension of research, teaching, service and professional development activities consistent with the institutional goals identified in the OSU Strategic Plan - "Creating the Future: A Plan for Beginning the 1990's".

Goal 1: Serve People through Instruction, Research and Extension

The proposed Center's functions are consistent with the land-grant mission of Oregon State University to improve the lives of people through quality teaching, research, and extended learning programs. The Center's activities will support these critical components and further enhance OSU's responsiveness to the needs of lifelong learners.

Goal 3: Sustain and Expand Research Excellence and Artistic Creativity

There is a critical need to expand the scope and quality of research on community college education. The Center will facilitate appropriate, needed research and establish OSU as an institutional leader in coordinating the dissemination of community college and technical institute research.

Goal 4: Attract, Develop and Retain Faculty and Staff Committed to Excellence

The proposed Center will foster excellence in community college and technical institute research, teaching and student services. This reputation will attract OSU faculty, community college and institute staff, and visiting scholars committed to enhancing the quality of postsecondary education in the region.

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**Goal 5: Expand Educational and Professional Opportunities
for Members of Minority, Female, Disadvantaged and Disabled
Populations**

The Center will emphasize the training of female, disadvantaged, disabled and ethnic and minority persons for leadership roles in community colleges and technical institutes. The increasing numbers of minorities, at risk and disabled populations in these institutions will be served with greater sensitivity and awareness through the Center's commitment to training minorities and promoting diversity within community colleges and technical institutes.

**Goal 10: Improve the University's Relations with Its Many
Constituencies**

The Center will enhance OSU's cooperative relationships with community colleges and technical institutes across the United States and Pacific Rim Nations, reduce traditional barriers between two year and four year institutions, facilitate new articulation efforts, encourage faculty exchanges between community colleges and four year colleges and universities, and build upon the existing programmatic and public service efforts of the OSU Cooperative Extension Service and extended learning initiatives implemented through the Office of Continuing Higher Education.

8. Long range goals and plans for the unit.

- a. To encourage the expansion of interdisciplinary research in community college education.
- b. To develop and sustain a continuous research funding base.
- c. To increase cooperation among OSU academic units, their faculty, the proposed Center, community colleges, technical institutes and other institutions and organizations, in the conduct of interdisciplinary research and teaching.
- d. To develop the institutional capacity for continuous coordination and delivery of graduate education and continuing professional development programs to community college and technical institute personnel that remain flexible and respond to the changing needs of these institutions, higher education and society in general.

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- e. To promote the use of educational technologies in the discovery and dissemination of knowledge and in teaching.
- 9. Relationship of the proposed unit to programs at other /institutions in the state.**

Historically, Oregon State University has been the only institution authorized by the Oregon State Board of Higher Education (OSBHE) to provide graduate study and degrees in community college education, college student service administration, community education, vocational education, adult education, and college and university teaching.

The proposed Center will cooperate with other Oregon State System of Higher Education institutions regarding their offerings of selected academic subject matter course work and services which may enhance programs coordinated through the Center and with other related continuing professional development programs for community college and technical institute personnel. The proposed Center will involve these institutions in the process of developing a priority research agenda, and promote that agenda among all researchers within the State Systems of Higher Education throughout the region. Through the proposed Center every effort will be made to capitalize on the existing resources within the Oregon and other State Systems of Higher Education within the region, to better address the priority needs of community colleges and technical institutes.

Appendix B

SUMMARY OF ESTIMATED COSTS OR SAVINGS
AND SOURCES OF FUNDS

Program/Unit Western Center for Community College
Professional Development
Institution Oregon State University

	First Year	FTE	Second Year	FTE	Third Year	FTE	Fourth Year	FTE
Resources Required								
Personnel								
Faculty & Exec. Dir.	\$ 73,500	1.0	\$ 92,610	1.0	\$ 97,241	1.0	\$ 100,210	1.0
Graduate Assistants	\$ 8,566	.5	\$ 8,994	.5	\$ 9,444	.5	\$ 9,916	.5
Support Personnel	\$ 24,348	1.0	\$ 25,565	1.0	\$ 26,844	1.0	\$ 28,186	1.0
Fellowships & Scholarships	\$		\$		\$		\$	
Total	\$ 106,414	2.5	\$ 127,169	2.5	\$ 133,529	2.5	\$ 138,312	2.5
Percentage of Total From State Funds	0%		0%		0%		0%	
	\$ 0	2.5	\$ 0	2.5	\$ 0	2.5	\$ 0	2.5
Other Resources								
Library	\$		\$		\$		\$	
Supplies & Services	\$ 11,100	00	\$ 13,340	00	\$ 14,840	00	\$ 16,140	00
Movable Equipment	\$		\$		\$		\$	
Total	\$ 11,100	00	\$ 13,340	00	\$ 14,840	00	\$ 16,140	00
Percentage of Total From State Funds	0%		0%		0%		0%	
	\$ 0	00	\$ 0	00	\$ 0	00	\$ 0	00
Physical Facilities								
Construction of New Space or Major Renovation	\$		\$		\$		\$	
Percentage of Total From State Funds	\$		\$		\$		\$	
GRAND TOTAL	\$ 117,514	00¹	\$ 140,509	00²	\$ 148,369	00²	\$ 154,452	00²
PERCENTAGE OF TOTAL FROM STATE FUNDS	0%		0%		0%		0%	
	\$ 0	2.5	\$ 0	2.5	\$ 0	2.5	\$ 0	2.5
Source of Funds								
State Funds-Going-level Budg.	\$		\$		\$		\$	
State Funds--Special Approp.	\$		\$		\$		\$	
Federal Funds	\$ 14,519		\$ 47,960		\$ 56,900		\$ 60,000	
Other Grants	\$ 54,822		\$ 82,000		\$ 79,000		\$ 82,000	
Fees, Sales, Etc.	\$ 8,500		\$ 10,549		\$ 12,469		\$ 12,720	
Other	\$ 39,673 ³		\$		\$		\$	

1 - Calculated on start-up September 1, 1991

2 - Built in 5% inflation factor over previous year

3 - Contribution from Chemeketa Community College to Exec. Dir. salary and costs

DRAFT DRAFT DRAFT - 3/24/92

Institutional Procedures and Criteria for Program Redirection, Reorganization, Reduction and Termination

GUIDELINES FOR PROGRAM REDIRECTION

PREFACE

In order to maintain a strong University and meet changing needs for University services, a process providing for program reorganization is required. Program reorganization is an appropriate response to opportunities to strengthen University programs, faculty-mandated changes such as revised general education requirements, reduced enrollments, and budgetary crises. A process also is needed in case a state of financial exigency should occur. Academic program reorganization requires faculty consultation, is vital to the health of the University, and should recognize the personal commitments made to the University by faculty, staff, and students. The purpose of these Guidelines is to delineate procedures for that consultation.

Program reorganization is defined as any plan that proposes either to change the scope of a University academic program so that it is no longer recognizable in its previous form or to restructure or change the mission of an academic unit or an academic support unit so as to alter relationships within the University. This includes academic programs defined as Category I for curricular approval or those service programs which affect academic programs.

Any administrative actions to redirect budgets follow criteria widely acceptable to the faculty and students at Oregon State University. This document provides a detailed framework for program review and emphasizes the fundamental importance of the University's missions, the primacy of academic programs, and a commitment to academic freedom, tenure, affirmative action, and accountability. When faced with significant budget reductions, reducing programs selectively, however difficult, is preferable to across the board cuts for maintaining overall institutional quality.

UNDERFUNDING SITUATIONS

Three Underfunding situations may exist or be anticipated:

1. Financial Exigency: According to the Oregon Administrative Rules (Chapter 580, Division 21 - Board of Higher Education), the declaration of a financial exigency which may result in the termination of a tenured faculty member's appointment requires that a prior and bona fide determination be made by the

President that sufficient funds are not available for payment of compensation for the position concerned. If the appointment of any academic staff member with or without indefinite tenure is to be terminated because of financial exigency, maximal possible notice shall be provided.

2. Program or Department Reductions or Eliminations: Program or department reductions or eliminations may be made by the President, upon determination, pursuant to institutional procedures providing for faculty and other input, that such reductions or eliminations are consistent with institutional goals and needs. As in the previous situation, any faculty member can be terminated, but such actions shall reflect a regard for the rights of affected faculty.

It is recognized the President is not in control of all these decisions. Even so, those individuals (Chancellor, Board of Higher Education, Legislator, Governor) making budget decisions should use a consultative process.

3. Other Underfunding Situations: This category includes those underfunding situations where the adjustments do not involve termination of faculty with indefinite tenure. In this case, the underfunding may be less severe and other adjustments, such as layoffs of fixed-term faculty, termination of faculty with annual tenure, not filling vacancies, or encouraging early retirement, are possibilities.

CRITERIA FOR PROGRAM REDUCTION, TERMINATION, AND REORGANIZATION

I. GENERAL CRITERIA AND PRINCIPLES

Oregon State University, a University designated as a Land Grant, Sea Grant and Space Grant institution, has a unique set of responsibilities for education, research and service. As a comprehensive research university, it encompasses a variety of academic programs, research interests and service functions. Because of its complexity and diversity, a single set of specific criteria will not be applicable to all of its programs and functions. However, common to all of its activities is a commitment to its institutional goals and mission. Also inherent in its diversity is a common commitment to quality. The general principles herein stated are thus fundamental criteria and applicable to all elements of the University:

A. Basic Mission

"Oregon State University serves the people of Oregon, the nation and the world through education, research and service.

Oregon State extends its programs throughout the world, and is committed to providing access and educational opportunities to

minorities and to disabled and disadvantaged persons.

Oregon State has an inherent commitment to provide a comprehensive array of high-quality educational programs in the sciences, liberal arts, and selected professions. The University encourages students, both on and off campus, to develop an enriched awareness of themselves and their global environment.

Through research, Oregon State extends the frontiers of knowledge in the sciences, liberal arts, and in all aspects of natural, human, and economic resources. Oregon State contributes to the intellectual development and the economic and technological advancement of humankind.

As a Land Grant, Sea Grant and Space Grant university, Oregon State has a special responsibility for education and research enabling the people of Oregon and the world to develop and utilize human, land, atmospheric, and oceanic resources. Unique programs of public service throughout Oregon supplement campus-based university teaching and research." (from Preparing for the Future: Strategic Planning at Oregon State University)

Program reviews must be conducted fully cognizant of this mission. Major reductions of budget support may necessitate review and revision of the mission. This document recognizes that Oregon State University may have a revision of the mission as it is a dynamic document. As a corollary, all programs, support functions and services must contribute to the institutional mission.

B. Integration and Balance of Mission

The University is committed to an effective integration of its primary functions of teaching, research and service. The university community supports the thesis that the quality of instruction and service is enhanced when faculty also are engaged in research and scholarship. Therefore, an appropriate balance of teaching, research and service should be maintained within the major academic units and the university at-large.

C. Primacy of Academic Programs

Academic programs exist for the purpose of fulfilling the primary missions of extending our knowledge base, providing teaching and an environment for learning, and encouraging service. Primacy should therefore be accorded to maintaining and enhancing the quality of academic programs through talented faculty, well-qualified students, and dedicated staff. Certain disciplines are central to all universities and provide the foundation for overall strength of university programs.

D. Necessity of Support Programs

To fully and effectively utilize its human resources and achieve its mission, the University must provide the necessary physical facilities and resources including buildings, laboratories, and equipment. However, in time of budget revision, scrutiny of all opportunities to increasing efficiency must be considered, including such things as building closure and elimination of high-cost maintenance equipment.

Strong academic programs depend upon effective and efficient support functions to achieve the primary mission of the University. The evaluation of support programs should, therefore, be based primarily upon how they contribute to the performance and strength of academic programs.

E. Academic Freedom and Tenure

A great university must support the principles of tenure and academic freedom. They help create a climate which engenders creative thought and unbridled expression. They serve the University by ensuring an environment necessary to attract and retain the best available faculty.

Program reviews and subsequent reductions or eliminations must not abrogate the principles of tenure, academic freedom or due process which are essential to the stability, integrity and excellence of the institution.

F. Affirmative Action

Oregon State University has a demonstrable commitment to affirmative action and educational opportunity with particular focus on ethnic minorities and women. Consistent with the principles of the long-range plan, this commitment should not be compromised by economic pressures.

G. Accountability

Oregon State University, as a publicly assisted University, has the obligation to manage its activities effectively and efficiently. Efficiency in this context should be gauged relative to the nature of the missions to be performed and should not be used to justify reductions in the quality of the University's functions. The University must not compromise its commitment to excellence and strong academic programs.

H. Uniqueness and Duplication

Program reviews must be made in the context of the University's mission and specific goals. The concerns about program duplication must recognize the interrelatedness of University programs and the necessity

of balance in a comprehensive research university. In general, programs central to all universities and those unique to OSU should receive a high priority for continuation.

I. Relationship with the State and Society at Large

The University must enjoy a close relationship with the State of Oregon and the larger society it serves. Indeed, the maintenance of OSU's excellence enhances the overall quality of life within society-at-large. However, the emergence of a body of knowledge and new ideas should not be determined by the availability of external resources or the demands of clients. The University must retain its autonomy and the capacity to act as a constructive force within the society it serves.

II. CRITERIA FOR ACADEMIC PROGRAMS

Two alternative types of actions will be considered in review of academic programs. These are: 1) reduction or termination of existing programs; and 2) reorganization and consolidation of existing programs. Though these measures are not entirely mutually exclusive, they are sufficiently distinct in character to require differing sets of criteria to control their application. Thus, criteria set forth for academic programs are presented in two categories: reduction/termination, and restructuring. It may be appropriate to consider a given program in each category or in only one.

A number of criteria, both positive and negative, are included in each category. Given a great diversity of academic programs, the stated criteria will not include all considerations that may be applicable to individual programs. It is understood that such additional considerations are not rendered irrelevant by their omission and may, therefore, be considered. It also should not be assumed that every stated criterion is of equal weight, or that a program will be "scored" by the algebraic addition of its positive and negative features. Rather, the "negative" criteria listed in each section are intended as indicators of programs that may be appropriate for review. The criteria should be cited to support any suggestion of program modification. The "positive" criteria, by contrast, are of critical relevance to ultimate decisions as to which programs will be formally considered for modification. Many of these latter criteria are partially or substantially subjective in character, and the balancing of these factors will involve value assumptions and policy choices. These balances will be finally struck and policy choices made at the campus level only after opportunity to address them has been afforded all interested persons in accordance with established OSU and OSSHE procedures.

A. Definition of Program

The unit of review for these criteria is a "program." A program is a unit which has one or more of the following characteristics:

- * has the word "College," "School," "Department," "Center," "Office," "Institute," "Station," "Division," "Council," "Service," "Program," "major," "minor," or "option" as a part of its title;
- * is headed by a person entitled "dean," "director," "chair," "head," "coordinator," "manager," "superintendent," or "leader;"
- * is identified as a degree or certificate program in OSSHE listings of OSU programs;
- * offers a degree, a certificate, or a credential;
- * has a sequence of specific academic requirements;
- * is an established distinct academic option or track within a larger unit;
- * has been approved as a distinct function or activity of OSU by the OSBHE.

B. Criteria for Reduction or Termination

The following criteria will be applied in determining whether to recommend that a program be reduced. The criteria under 1) will be used to assist in identifying programs in which reductions may be feasible. The criteria under 2) and 3) will then be considered in determining which programs should not be recommended for reduction or elimination.

1. Criteria Supporting Reduction (Including Possible Termination)
 - a. The program's contribution to the OSU missions of teaching, research, and service does not justify maintenance of its present size.
 - b. The program is significantly larger than such programs found in OSU's comparator institutions.
 - c. The program is one that if reduced will not substantially impair the viability or quality of other OSU programs.
 - d. The program is one that normally would be expected to be accredited but is not; or one which is exposed to a

substantial risk of loss of accreditation. If the program is not appropriate for accreditation, the program has been deemed to be of a level of quality or size that raises questions concerning its viability or continuation.

- e. The program is one for which the present and probable future demand is insufficient to justify its maintenance at existing levels of support. Insufficient demand may be indicated by significant decline in one or more of the areas over a protracted period:
- 1) in the number of completed applications for admission to the program;
 - 2) in the student credit hours generated in lower division, upper division, and/or graduate level courses in the program;
 - 3) in the number of students who complete majors or degrees in the program;
 - 4) for instructional programs designed to prepare graduates for specific employment, the market demand for graduates of the program;
 - 5) in the case of support and service programs, the level of demand for the service provided;
 - 6) in the case of research programs, the level of research being conducted or the level of funding for the program.
- f. The program's productivity relative to the University's investment in faculty, staff, equipment, facilities, or other resources has declined significantly without demonstrable enhancement of quality or redirection to other aspects of OSU's overall mission.
- 1) In the case of instructional programs, the following may be considered to indicate a significant decline in productivity:

The average credit hours of lower division, upper division or graduate level courses taught per full time equivalent faculty declined significantly over the past five years relative to OSU enrollment trends, and are at their present levels below those prevailing in such programs at OSU's comparator institutions.

2) In the case of non-instructional programs, productivity shall, where possible, be measured in terms of units of output appropriate to the unit's mission.

g. The instructional productivity of a program is substantially less than the average for OSU as a whole. The level of instructional and, where relevant, the mode of instruction appropriate to the program shall be considered, including particularly the average number of contact hours carried by the faculty.

2. Criteria Contraindicating Reduction

- a. The program's nature is such that reduction would impair the critical mass necessary to have adequate quality.
- b. The program cannot be reduced without a substantial risk to accreditation.
- c. Current projections indicate that demand for the program or its graduates will increase substantially within the next five years.
- d. Scholarly research or creative activity of the faculty within this program, as shown by publications, creative production, honors and awards, external funding, or other objective measure, is higher than that of the institution as a whole.

3. Criteria Contraindicating Elimination

- a. The program is one that objective evaluation indicates has achieved a national or international reputation for exceptional quality.
- b. The program supplies significant instruction, research, or service that OSU is better equipped to supply than other organizations.
- c. The program exists as a result of legislative statute.
- d. The program is the only one of its kind within the state of Oregon or the region.
- e. The program is an essential program for every university.
- f. The program's elimination would have a substantially

negative impact on education and societal concerns to Oregon.

- g. The program's elimination would result in substantial loss of revenue currently derived from grants, contracts, endowments or gifts.
- h. The program's cost is minimal relative to the tuition or other income generated by it.
- i. The program represents a substantial capital investment in specialized physical plant or equipment that could not be effectively redirected to alternative uses.
- j. The program is one characteristically staffed by members of groups protected by affirmative action.

C. Criteria for Reorganization, Consolidation, or Restructuring

1. Criteria Supporting Reorganization

- a. Two or more programs have a substantial similarity or affinity of objective such that economies of operation or improvement in quality may reasonably be expected from their consolidation.
- b. The clarity of the program's identity and function will be increased by transfer to or consolidation with another program.
- c. The nature and function of the program is such that its support might appropriately be transferred in whole or part to grant, contract, user fees, or other state agencies.

2. Criteria Contraindicating Reorganization

- a. The consolidation or transfer is sufficiently uncommon within American higher education so as to render recruitment and retention of quality students and faculty difficult.
- b. The consolidation or restructuring would endanger the quality and/or accreditation status, where applicable, of one or more of the programs affected.
- c. The programs, though dealing with similar subject matter, are substantially different in orientation, objective, or clientele.

- d. The cost reduction of consolidation or transfer would be so modest as to make such reorganization rather pointless.

III. CRITERIA FOR ADMINISTRATIVE AND SUPPORT SERVICES

Any decision to reduce, terminate, or consolidate programs should be subject to central review because of the possible impact of such action on another unit. Reductions, terminations, or reorganizations made with no recognition of quality or psychological impact can be detrimental to the university, and therefore to the success of academic programs.

Types of actions to be considered in the review of student, academic, and administrative support programs include reduction or termination of existing programs and/or reorganization and consolidation. Criteria to be used as the basis of decision making in these areas may differ among units, but the following general guidelines are suggested for use in the overall review.

A. Criteria for Termination, Reduction, or Reorganization

1. Opportunities for significant cost reductions for similar or higher levels and quality of essential service(s) through:
 - *reorganization/restructuring of service units and programs.
 - *purchase of services at lower cost from external providers; or obtaining them at no cost through partnerships with the private sector.
 - *substitution of services that meet university needs, but at lower costs.
2. Redundancy of service(s): functions provided by other administrative units or levels within OSU, OSSHE, or state government with no net additional cost.
3. Demand by faculty, students, or administration for the services is modest or low.
4. Service(s) are determined to be less essential for the performance and strength of Oregon State University academic programs.
5. Other methods.

B. Criteria Contraindicating Termination, Reduction, or Reorganization

1. Similar essential service(s) otherwise unavailable.

2. Similar essential service(s) available from alternative providers only at increased cost or at great inconvenience to users.
3. Service available from alternative providers is inferior in quality or level of service provided.
4. Support service is interdependent with and directly supportive of academic functions.
5. Service and support activity is mandated by federal or state statute, funding agency regulations, or administrative rules and regulations of OSSHE.
6. Support service is essentially self-supporting, resulting in limited opportunity for significant budget savings.
7. Cost to the university in public support and image is, in the President's view, greater than the monetary savings incurred.
8. Reduction or termination of the support service would transfer responsibility to another unit without a significant overall cost savings.
9. Support service generates income whose loss would be detrimental to the university.
10. Support service is essentially self-supporting, resulting in limited opportunity for significant budget savings.
11. The nature and function of the program is such that its support might appropriately be transferred in whole or part to grant, contract, user fees, or other state agencies.

PROCEDURES FOR FACULTY INPUT

RATIONALE FOR FACULTY CONSULTATION

The involvement of faculty at all organizational levels in the long-range planning and decision-making process in the redirection of programs has a strong base in managerial and organizational theory. It also represents sound academic practice consistent with standards set by AAUP and other professional organizations. Another important aspect, of course, is morale. Rumors and misinformation can be a deterrent to productivity.

Oregon Administrative Rule 580-21-315 requires that "program or department reductions or eliminations may be made by the President, upon determination, pursuant to institutional procedures providing for faculty and other appropriate input,

that such reductions or eliminations are consistent with institutional goals and needs."

Further, the Rules require that such consultation by the President with the Faculty be pursuant to institutional procedures. It is the purpose of these guidelines to outline such procedures.

The Bylaws of the Faculty Senate indicate that one of the objectives of the Senate is to "provide the means by which the administration may be apprised of representative opinion of the entire faculty." Furthermore, the Senate is to "provide the means through which any matter of general interest to the faculty, or pertaining to the institution and its purpose may be brought to the Faculty Senate for discussion and appropriate action."

The Faculty Senate also has a specific role to play regarding the redirection, reduction or elimination of programs or departments. The President, according to the Oregon Administrative Rules, can make these redirections, reductions or eliminations if they are determined to be consistent with institutional goals and needs. In its Bylaws, the Faculty Senate has a role to "determine and establish the purposes of Oregon State University, formulate and evaluate policies and activities in harmony with these purposes."

PROCEDURES

A proposal to declare financial exigency and/or a proposal to reduce or eliminate a specific program or department should be presented in confidence by the University President or Provost to the Faculty Senate Executive Committee. Such proposals will be made only when the administration believes it has exhausted other possibilities. State Board and University procedures will be followed.

As much time as possible should be allowed for such consultation. Thoughtful consideration of financial and/or resource deficits and appropriate Faculty input, as required by Oregon Administrative Rules, require adequate time. Since State and/or University financial and resource problems usually arise over extended periods, solutions to these problems should be developed and Faculty advice solicited before the problems become crises. This advice and comparison to the criteria should take place at all levels of program implementation.

With all administration proposals to declare financial exigency or eliminate programs, the Executive Committee of the Faculty Senate shall convene a special Ad Hoc Faculty Consultative Group (FCG). The Faculty Consultative Group shall consist of the Executive Committee and the Chair of each of the following Faculty Senate Standing Committees: Budgets and Fiscal Planning, Curriculum Council, and Faculty Status. When designated individuals from these committees are unavailable, replacements should be made from among the membership of those designated standing committees. The Chair of the Ad Hoc Group shall be the President of the Faculty Senate or, in that person's absence, the President-Elect.

The form of consultation shall be to describe and to discuss fully the magnitude of the financial distress, and to analyze options available for resolution of the problem. The presentation should be made at the earliest mutually convenient time and place to allow reasonable opportunity for the Group to confidentially offer constructive suggestions and comments, and to obtain an appropriate spectrum of Faculty input and expertise. If initial proposals arise out of the Colleges, then the procedures should specify that faculty participate in discussions and decision-making within the Colleges. If this has been done, the FCG can be bound to confidentiality. However, if there is no assurance that faculty have had input in discussing and setting priorities for cuts and redirection at the College level, then the FCG must have the opportunity to solicit faculty and other input from affected units or programs.

The specific criteria used for program reduction and/or redirection must be fully articulated with respect to each reduction or redirection. That is to say, it must be clearly demonstrated that proposed program reductions or redirections clearly fall within the specified criteria.

Any plan for reorganization will include discussion of and will seek provisions for reassigning, reemploying, and/or retraining faculty and staff whose positions are eliminated or altered by reorganization. Any reduction of positions will be handled in accordance with the rules of the State Board of Higher Education.

The Faculty Consultative Group assessment of the impacts of the proposed program reorganization will be reported to the Administration as directed by the Executive Committee.

The University President or Provost should indicate to the Executive Committee when a report to him or her should be made by the Faculty Consultative Group. The Group should allow sufficient time for the University President to consider the suggestions of the Faculty before declaring a Financial Exigency or the need for program or department redirection, reduction or elimination.

In making the above recommendations, the Faculty Senate has taken into consideration the need for timely involvement of the Faculty. The Faculty Consultative Group, as designated, could be convened in a matter of hours, and should be able to begin work rapidly to provide the University President or Provost adequate consultation.

PROCEDURES FOR INPUT FROM A COUNCIL OF ACADEMIC ADMINISTRATORS

A proposal to declare financial exigency and/or a proposal to reduce or eliminate a specific program or department should be presented in confidence by the University President or Provost to a Council of Academic Administrators shall include the deans of the academic colleges and such other administrators as the President and/or the Provost designates. Such proposals will be made only when the administration believes it has exhausted other possibilities. State Board and University procedures will be followed. As much time as possible should be allowed for such consultation.

Membership in the CAA shall be limited to the designated principals. The Chair of the CAA shall be the senior academic dean from point of service as a dean at OSU or, in that person's absence, the next most senior academic dean.

The form of consultation, as with the Faculty Consultative Group, shall be to describe and to discuss fully the magnitude of the financial distress, and to analyze options available for resolution of the problem. The presentation should be made at the earliest mutually convenient time and place to allow reasonable opportunity for the CAA to confidentially offer constructive suggestions and comments, and to obtain appropriate input. To the extent that initial proposals arise from within an affected College, the CAA can be bound to confidentiality. However, if proposals have arisen from outside the College potentially affected, members of the CAA must have the opportunity to solicit faculty and other input from affected units or programs.

The specific criteria used for program reduction and/or redirection must be fully articulated with respect to each reduction or redirection. That is to say, it must be clearly demonstrated that proposed program reductions or redirections clearly fall within the specified criteria.

Any plan for reorganization will include discussion of and will seek provisions for reassigning, reemploying, and/or retraining faculty and staff whose positions are eliminated or altered by reorganization. Any reduction of positions will be handled in accordance with the rules of the State Board of Higher Education.

The CAA's assessment of the impacts of the proposed program reorganization will be reported to the Administration. The University President or Provost should indicate a reporting deadline that allows sufficient time for subsequent discussions with the CAA before declaring a Financial Exigency or the need for program or department redirection, reduction or elimination.

In making the above recommendations for the creation of the CAA, the need for timely involvement of such academic administrators has been considered. The CAA as designated, could be convened in a matter of hours, and should be able to begin work rapidly to provide the University President or Provost adequate consultation.

This document combines "Guidelines for Program Redirection" (5/5/88) and "Criteria for Program Reduction, Termination, and Reorganization" (6/10/88)

CONFIDENTIAL

DATE: March 26, 1992

TO: OSU Faculty Senators

FROM: D. Curtis Mumford Subcommittee -
Larry Griggs, Janet Nishihara, and Laura Rice

RE: Nomination for the 1992 D. Curtis Mumford Faculty Service Award

The Executive Committee and Sub-Committee recommend that the Senate confirm Michael V. Martin, Department of Agriculture and Resource Economics, as its 1992 recipient of the D. Curtis Mumford Faculty Service Award.

Michael V. Martin received his BA degree in Business/Economics and his MA degree in Economics from Mankato State College in 1969 and 1971, respectively. After holding several teaching positions in Minnesota and Wisconsin, Michael returned to school to continue his education at the University of Minnesota. He received his PhD in Agriculture and Applied Economics in 1977 and joined the OSU faculty.

Dr. Martin has served the faculty of OSU in many capacities, on a variety of campus wide boards, committees and task forces. Some examples are: the Executive Advisory Committee for the International Trade Institute; member of the Library Expansion Project Steering Committee; Chair of the Board of Directors of the Natural Resources Trade Consortium; Athletic Department Advisory Committee; Chair of the Task Force on Minority Issues; Academic Regulations Committee and Board of Directors of the Transportation Research Institute. In addition, Mike has served as Faculty Senator, and member of the Faculty Senate Executive Committee and President of the Faculty Senate in 1990. During his tenure as Faculty Senate President, Mike earned a reputation as being effective in communicating faculty concerns to the central administration. According to one Vice President, Mike has been considered a "constructive critic of many aspects of the University which has kept many of us on our toes."

Michael's activities and efforts extend beyond the campus and include state, national and international organizations and associations. He has participated, or is currently active, in the American Economic Association, American Agricultural Economics Association, Western Agricultural Economics Association, International Association of Agricultural Economists, International Agricultural Trade Research Consortium and Sigma Xi.

Michael's professional services include involvement with many professional panels, advisory boards, and research teams related to Research and Agricultural Economics. Michael's professional activities have taken him to various foreign communities. He has been the author of many journal articles, contributed to many trade publications and presented papers to many professional meetings. His collaboration with faculty involving research and publications, not only included those from his own Department and College, but faculty from throughout the University.

Michael's service to the University community has been recognized by being chosen as the recipient of the Search for Excellence Award: Outstanding Leadership in Educational Programming, Oregon Extension Association, 1986. He received the Savery Outstanding Young Faculty Award from the College of Agricultural Sciences in 1985 and the Registry of Distinguished Teachers Award in 1981.

The Executive Committee is very pleased to present to the Faculty Senate this recommendation that Michael V. Martin, be selected as the 1992 D. Curtis Mumford Faculty Service Award recipient.



OREGON STATE UNIVERSITY

Milam Hall · Corvallis, Oregon 97331-5102

Telephone 503-737-4765

To: Vicki Nunnemaker
Fr: Clara Pratt, Chair *Clara*
Faculty Awards and Recognitions Committee
Re: OSU Distinguished Service Award for 1992

The committee has selected two nominees and this selection has been approved by Provost Roy Arnold acting for President Byrne. These nominees must now be confirmed by the Faculty Senate. The nominees are described below.

Phil Lane, Sr., is an OSU Alum from the College of Forestry (1941) and leader in the American Indian Science and Engineering Society. Mr. Lane is a Native American who has distinguished himself through service to Native Americans in the Northwest. An example of his work was the development of a cultural society called the Confederated Indian Tribes at the Washington State Penitentiary in Walla Walla, bringing to the Native Americans incarcerated there a sense of spirit and pride. He has received numerous awards over his lifetime for his professional and community service, including the Lyndon Johnson Presidential Citation for 30 years of outstanding work with the Corps of Engineers, the Bahai Community United Nations Human Rights Award, the Washington State Governor's Distinguished Volunteer Award, and the Ely Parker Award from the American Indian Science and Engineering Society.

Faye Stewart is a graduate of the OSU College of Forestry (1938) and President of the Flying Scotsman, Inc., and Western Coating, Inc. He pioneered the development of heavy lift balloons for logging sensitive sites with minimal environmental impact. In partnership with other members of his family, he established Bohemia, Inc., as a leading forest products company in Oregon. He is well-known for his philanthropy including major support of the Cottage Grove Hospital, Sacred Heart Hospital (Eugene), Easter Seal Society of Oregon, Boys Scouts of America, and Oregon State University's LaSells Stewart Center, Gene Research and Biotechnology, Marine Mammal Research, Intercollegiate Athletics, Forest Engineering, and the College of Forestry.

We believe that these nominees have made exceptional contributions to society through their work with OSU, the state, region, and nation. We encourage the Faculty Senate to act to confirm these nominees for the OSU Distinguished Service Award.

c. Vice President and Provost Arnold

DEPARTMENT
OF
PHYSICS



OREGON
STATE
UNIVERSITY

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March 24, 1992

To: Kathy Heath, President, OSU Faculty Senate

From: Ken Krane, Chair, Curriculum Council

Subj: Category I proposals

A handwritten signature in cursive script, appearing to read 'Ken Krane', written over the printed name in the 'From:' field.

At its meeting on February 21, 1992 the Curriculum Council approved the following two Category I proposals:

Proposal to Establish a Center for At-Risk Youth

Western Center for Community College Professional Development

These proposals originated from the College of Education but if approved will be administered under the consolidated College of Home Economics and Education.

These proposals should be reviewed and discussed by the Faculty Senate at its April meeting.

RECEIVED MAR 20 1992

**A FACULTY CONVERSATION WITH GOVERNOR ROBERTS
" HOW WILL OUR CHILDREN JUDGE US "**

- 8-8:30 CONTINENTAL BREAKFAST
- 8:30-8:45 OPENING REMARKS:
Bob McCoy--AOF
Jean Stockard--AAUP
- 8:45-9:30 **CHANCELLOR TOM BARTLETT ANSWERS FACULTY CONCERNS**
Faculty Audience Urged to participate
- 9:30-10:00 **MARK NELSON**, Exec. Director Public Affairs Counsel, AOF Lobbyist
"18 MONTHS OF DENIAL: WHAT'S NEXT?"
- 10:00 TO 10:15 COFFEE BREAK
- 10:15 - 11:15 **GOVERNOR ROBERTS TALKS TO THE FACULTY**
Panel Discussion with Faculty Senate Presidents from all 8 OSSHE campuses
Moderator: Bonnie Staebler, Interinstitutional Faculty Senate
- 11:15 - NOON **"NEEDED--A PARTNERSHIP BETWEEN HIGHER EDUCATION
AND BUSINESS AS WE FACE A TROUBLED FUTURE "**
RICHARD BUTRICK, President Associated Oregon Industries
BILL WYATT, President Oregon Business Council

PLACE:
**FORUM ROOM
MEMORIAL UNION EAST
OREGON STATE UNIVERSITY**

Sponsored by:

**OREGON Conference AAUP
American Association of University Professors**

and

AOF, Association of Oregon Faculties

April 18, 1992

ALL CAMPUS "EDUCATIONAL ALTERNATIVE" PROPOSAL

On Wednesday, April 15, Oregon State University will join with other state Universities and Colleges in holding a series of informational meetings addressing the negative effects of Ballot Measure Five. In keeping with the educational goals of OSU, the Administration is offering their support to the following proposal:

12:00- Campus wide rally in the quad, in front of the student union. Speakers may include President Byrne, Charlie Varrs, and others. Information regarding the days events will be given.

1:00- First Meeting of workshops all over campus. These workshops will focus on the specific concerns of students by examining the effects of funding cuts on Colleges, Majors, Special Interest Groups, etc. (workshops will last 1 hour, 30 minutes)

2:30- Second Meeting of workshops. This will be a second opportunity for students to ask questions regarding effects of cuts on Colleges, Majors, etc. (workshops will last 1 hour, 30 minutes)

5:15- A Community wide rally/informational meeting will be held in Gill Coliseum. This rally will be open to faculty, staff, students, and Corvallis Community members.

The importance of these workshops and meetings is clear. OSU students are sadly uninformed regarding the possible future of their University, and the effects funding cuts will have on Oregon as a whole. Through these workshops, students will be given the opportunity to ask questions about Measure Five, Tax Reform, and about how funding cuts will impact the majors, Colleges, and activities of importance to them. Faculty and Staff are asked to support these workshops in three ways. First, by giving students the time to attend the workshops, second, by facilitating workshops of interest to students, and third, by organizing rooms and disseminating information about the meetings. For example, a Professor in Speech Communication may take her class to a 2:30 workshop dealing with the impacts of funding cuts on the College of Liberal Arts. At that meeting, that same professor may help to facilitate the workshop by answering questions or providing information. The largest problem we face is an organizational one. In order to be effective, each College and major needs to organize a room where the workshop can be held during the times indicated. Also, we need help in publicizing the event.

FACULTY SENATE BALLOT

OSU DISTINGUISHED SERVICE AWARDS FOR 1992

Mr. Phil Lane, Sr.

___ I support this nomination

___ I oppose this nomination

Mr. Faye Stewart

___ I support this nomination

___ I oppose this nomination

D. CURTIS MUMFORD FACULTY SERVICE AWARD

Dr. Michael Martin

___ I support this nomination

___ I oppose this nomination

REPORTS TO THE FACULTY SENATE

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331-6203

503-737-4344

FACULTY SENATE OFFICE
Social Science 107

Thursday, May 7, 1992; 3:00 pm - 5:00 pm
Construction & Engineering Hall
LaSells Stewart Center

AGENDA

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

A. SPECIAL REPORTS

1. Interinstitutional Faculty Senate

- a. Bonnie Staebler, Interinstitutional Faculty Senate President, will report on recent IFS activities.
- b. Jim Pease, Interinstitutional Faculty Senate Representative, will report on the meeting held in Eugene in April.

B. ACTION ITEMS

1. Affirming Diversity (pp. 1-2)

Mary Jane Collier, Affirming Diversity Chair, will present the proposal to add the category "Difference, Power and Discrimination" to the Baccalaureate Core and the criteria for course selection. The Baccalaureate Core Committee approved this proposal.

2. Institutional Procedures and Criteria for Program Redirection, Reorganization, Reduction and Termination (pp. 3-16)

This document combines the two earlier documents: "Guidelines for Program Redirection" (5/5/88) and "Criteria for Program Redirection, Termination and Reorganization" (6/10/88) and adds the recommendations from the Senate on 6/6/91 and from the Ad Hoc Committee to review these guidelines. This was a discussion item at the April meeting.

3. Category I Proposal (pp. 17-27)

Proposal to rename the College of Home Economics and the College of Education

C. DISCUSSION ITEM

Vision Statement (pp. 28-34)

OSU's new vision statement is attached. President John Byrne asked the Executive Committee to review it and to consider a forum to discuss the ideas involved. We will have an Open Forum during the Senate meeting for further dialogue on the Vision. Please encourage all faculty in your academic unit to attend.

D. ANNUAL REPORTS

All Senate committees and councils are to report annually to the Senate and describe their work for the year. Below is a list of reports that have been received. In most instances, the reports are for the information of the Senate, and committee chairs may not be present at the Senate meeting. These reports may contain specific recommendations. Questions regarding a report should be directed to the chair (prior to the meeting, through the departmental affiliation), or the Senate president, if appropriate.

Advancement of Teaching Committee, Norm Lederman, Chair (p. 35)

Budgets & Fiscal Planning Committee, Andy Hashimoto, Chair (pp. 36-37)

Faculty Mediation Committee, Ron Miller, Chair - There is no report attached, but the committee reports no activities in 1991-92.

Instructional Media Committee, Curtis Cook, Chair (pp. 38-39)

Special Services Committee, Don Johnson, Chair (p. 40)

Student Recognition & Awards Committee, Beth Strohmeier, Chair (pp. 41-42)

E. REPORTS FROM THE EXECUTIVE OFFICE

Roy Arnold, Provost & Vice President for Academic Affairs

F. REPORTS FROM THE FACULTY SENATE PRESIDENT

G. NEW BUSINESS

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

April 28, 1992



OREGON
STATE
UNIVERSITY

Social Science 307
Corvallis, Oregon
97331-6206

TO: Kathy Heath, President
OSU Faculty Senate

FROM: Jim Foster, Chair *JCF*
Baccalaureate Core Committee

The Baccalaureate Core Committee met on Tuesday, April 28 to review the proposal of the Affirming Diversity Committee.

The Baccalaureate Core Committee unanimously supports the addition of the "Difference, Power and Discrimination" course requirement to the Baccalaureate Core as well as the proposed criteria for selecting classes to meet this requirement. My colleagues and I on the Baccalaureate Core Committee urge the Senate to adopt the Affirming Diversity Committee's proposal.

Telephone
503-737-2811

Fax
503-737-2434

PROPOSED TITLE AND CRITERIA FOR NEW BACCALAUREATE CORE CATEGORY
DIFFERENCE, POWER AND DISCRIMINATION

Courses Should:

1. Be three credits.
2. Be grounded in one or more academic disciplines.
3. Address a wide range of historical and contemporary examples of difference, power and discrimination across socio-political systems.
4. Study the origins, operation and consequences of different types of discrimination, including structural and institutional discrimination.
5. Focus on the United States, referring to other societies for comparative purposes.
6. Concentrate on TWO or more groups that have or are currently experiencing discrimination, discussing similarities and differences between these groups and others.
7. Critically examine personal beliefs and actions in a classroom dedicated to tolerance and civil discussion.

The Difference, Power and Discrimination Course Category will be listed as a subcategory of PERSPECTIVES (30 units) in the Baccalaureate Core.

At present, SIX ELECTIVE (FLOATING) CREDITS are included in the 30 credit requirement in PERSPECTIVES. Those six credits (two courses) must come from courses in subcategories of Western Culture, Cultural Diversity, Literature and the Arts, and Social Processes and Institutions.

With the Difference, Power and Discrimination subcategory in place, students will be required to take a course in the Difference, Power and Discrimination, and students will still have THREE ELECTIVE CREDITS for a course in any one of the other subcategories in PERSPECTIVES listed above.

Difference, Power and Discrimination Courses may be double-counted to fulfill requirements in more than one Baccalaureate Core Category.

PROPOSED COURSE APPROVAL PROCESS

Approvals must be obtained from:

1. Department Curriculum Committee
2. Faculty Senate Curriculum Council
3. Difference, Power and Discrimination Committee
4. Baccalaureate Core Committee

The Difference, Power and Discrimination Course Requirement will become effective when a sufficient number of courses have been approved; colleges may elect to implement the requirement sooner.

05/07/92

Institutional Procedures and Criteria for Program Redirection, Reorganization, Reduction and Termination

GUIDELINES FOR PROGRAM REDIRECTION

PREFACE

In order to maintain a strong university and meet changing needs for university services, a process providing for program reorganization is required. Program reorganization is an appropriate response to opportunities to strengthen university programs, faculty-mandated changes such as revised general education requirements, reduced enrollments, and budgetary crises. A process also is needed in case a state of financial exigency should occur. Academic program reorganization requires faculty consultation, is vital to the health of the University, and should recognize the personal commitments made to the University by faculty, staff, and students. These guidelines delineate procedures for that consultation.

Program reorganization is defined as any plan that proposes either to change the scope of a university academic program so that it is no longer recognizable in its previous form or to restructure or change the mission of an academic unit or an academic support unit so as to alter relationships within the University. This includes academic programs defined as Category I for curricular approval or those service programs that affect academic programs.

Any administrative actions to redirect budgets follow criteria widely acceptable to the faculty and students at Oregon State University. This document provides a detailed framework for program review and emphasizes the fundamental importance of the University's missions, the primacy of academic programs, and a commitment to academic freedom, tenure, affirmative action, and accountability. When faced with significant budget reductions, reducing programs selectively, however difficult, is preferable to across the board cuts for maintaining overall institutional quality.

UNDERFUNDING SITUATIONS

Three Underfunding situations may exist or be anticipated:

1. **Financial Exigency:** According to the Oregon Administrative Rules (Chapter 580, Division 21 - Board of Higher Education), the declaration of a financial exigency which may result in the termination of a tenured faculty member's appointment requires that a prior and bona fide determination be made by the

President that sufficient funds are not available for payment of compensation for the position concerned. If the appointment of any academic staff member with or without indefinite tenure is to be terminated because of financial exigency, maximal possible notice shall be provided.

2. Program or Department Reductions or Eliminations: Program or department reductions or eliminations may be made by the President, upon determination, pursuant to institutional procedures providing for faculty and other input, that such reductions or eliminations are consistent with institutional goals and needs. As in the previous situation, any faculty member can be terminated, but such actions shall reflect a regard for the rights of affected faculty.

It is recognized that the President is not in control of all these decisions. Even so, those individuals (Chancellor, Board of Higher Education, Legislators, Governor) making budget decisions should use a consultative process.

3. Other Underfunding Situations: This category includes those underfunding situations where the adjustments do not involve termination of faculty with indefinite tenure. In this case, the underfunding may be less severe and other adjustments, such as layoffs of fixed-term faculty, termination of faculty with annual tenure, not filling vacancies, or encouraging early retirement, are possibilities.

CRITERIA FOR PROGRAM REDUCTION, TERMINATION, AND REORGANIZATION

I. GENERAL CRITERIA AND PRINCIPLES

Oregon State University, a university designated as a Land Grant and Sea Grant university, has a unique set of responsibilities for education, research and service. As a comprehensive research university, it encompasses a variety of academic programs, research interests and service functions. Because of its complexity and diversity, a single set of specific criteria will not be applicable to all of its programs and functions. However, common to all of its activities is a commitment to its institutional goals and mission. Also inherent in its diversity is a common commitment to quality. The general principles herein stated are thus fundamental criteria and applicable to all elements of the University:

A. Basic Mission

"Oregon State University serves the people of Oregon, the nation and the world through education, research and service.

Oregon State extends its programs throughout the world, and is committed to providing access and educational opportunities to minorities and to disabled and disadvantaged persons.

Oregon State has an inherent commitment to provide a comprehensive array of high-quality educational programs in the sciences, liberal arts, and selected professions. The University encourages students, both on and off campus, to develop an enriched awareness of themselves and their global environment.

Through research, Oregon State extends the frontiers of knowledge in the sciences, liberal arts, and in all aspects of natural, human, and economic resources. Oregon State contributes to the intellectual development and the economic and technological advancement of humankind.

As a Land Grant and Sea Grant university, Oregon State has a special responsibility for education and research enabling the people of Oregon and the world to develop and utilize human, land, atmospheric, and ocean resources. Unique programs of public service throughout Oregon supplement campus-based university teaching and research." (From Preparing for the Future: Strategic Planning at Oregon State University.)

Program reviews must be conducted fully cognizant of this mission. Major reductions of budget support may necessitate review and revision of the mission. This document recognizes that Oregon State University may have a revision of the mission as it is a dynamic document. As a corollary, all programs, support functions and services must contribute to the institutional mission.

B. Integration and Balance of Mission

The University is committed to an effective integration of its primary functions of teaching, research and service. The University community supports the thesis that the quality of instruction and service is enhanced when faculty also are engaged in research and scholarship. Therefore, an appropriate balance of teaching, research and service should be maintained within the major academic units and the University-at-large.

C. Primacy of Academic Programs

Academic programs exist for the purpose of fulfilling the primary missions of extending our knowledge base, providing teaching and an environment for learning and encouraging service. Primacy should, therefore, be accorded to maintaining and enhancing the quality of academic programs through talented faculty, well-qualified students, and dedicated staff. Certain disciplines are central to all universities and provide the foundation for overall strength of university programs.

D. Necessity of Support Programs

To fully and effectively utilize its human resources and achieve its mission, the University must provide the necessary physical facilities and resources including buildings, laboratories, and equipment. However, in times of budget revision, scrutiny of all opportunities to increasing efficiency must be considered, including such things as building closure and elimination of high-cost maintenance equipment.

Strong academic programs depend upon effective and efficient support functions to achieve the primary mission of the University. The evaluation of support programs should, therefore, be based primarily upon how they contribute to the performance and strength of academic programs.

E. Academic Freedom and Tenure

A great university must support the principles of tenure and academic freedom. They help create a climate which engenders creative thought and unbridled expression. They serve the University by ensuring an environment necessary to attract and retain the best available faculty.

Program reviews and subsequent reductions or eliminations must not abrogate the principles of tenure, academic freedom or due process which are essential to the stability, integrity and excellence of the institution.

F. Affirmative Action

Oregon State University has a demonstrable commitment to affirmative action and educational opportunity with particular focus on ethnic minorities and women. Consistent with the principles of the long-range plan, this commitment should not be compromised by economic pressures.

G. Accountability

Oregon State University, as a publicly assisted institution, has the obligation to manage its activities effectively and efficiently. Efficiency in this context should be gauged relative to the nature of the missions to be performed and should not be used to justify reductions in the quality of the University's functions. The University must not compromise its commitment to excellence and strong academic programs.

H. Uniqueness and Duplication

Program reviews must be made in the context of the University's mission and specific goals. The concerns about program duplication must

recognize the interrelatedness of university programs and the necessity of balance in a comprehensive research university. In general, programs central to all universities and those unique to OSU should receive a high priority for continuation.

I. Relationship with the State and Society-at-Large

The University must enjoy a close relationship with the State of Oregon and the larger society it serves. Indeed, the maintenance of OSU's excellence enhances the overall quality of life within society-at-large. However, the emergence of a body of knowledge and new ideas should not be determined by the availability of external resources or the demands of clients. The University must retain its autonomy and the capacity to act as a constructive force within the society it serves.

II. CRITERIA FOR ACADEMIC PROGRAMS

Two alternative types of actions will be considered in review of academic programs. These are: 1) reduction or termination of existing programs; and 2) reorganization and consolidation of existing programs. Though these measures are not entirely mutually exclusive, they are sufficiently distinct in character to require differing sets of criteria to control their application. Thus, criteria set forth for academic programs are presented in two categories: reduction/termination, and restructuring. It may be appropriate to consider a given program in each category or in only one.

A number of criteria, both positive and negative, are included in each category. Given a great diversity of academic programs, the stated criteria will not include all considerations that may be applicable to individual programs. It is understood that such additional considerations are not rendered irrelevant by their omission and may, therefore, be considered. It also should not be assumed that every stated criterion is of equal weight, or that a program will be "scored" by the algebraic addition of its positive and negative features. Rather, the "negative" criteria listed in each section are intended as indicators of programs that may be appropriate for review. The criteria should be cited to support any suggestion of program modification. The "positive" criteria, by contrast, are of critical relevance to ultimate decisions as to which programs will be formally considered for modification. Many of these latter criteria are partially or substantially subjective in character, and the balancing of these factors will involve value assumptions and policy choices. These balances will be finally struck and policy choices made at the campus level only after opportunity to address them has been afforded all interested persons in accordance with established OSU and OSSHE procedures.

A. Definition of Program

The unit of review for these criteria is a "program." A program is a unit which has one or more of the following characteristics:

- * has the word "College," "School," "Department," "Center," "Office," "Institute," "Station," "Division," "Council," "Service," "Program," "major," "minor," or "option" as a part of its title;
- * is headed by a person entitled "dean," "director," "chair," "head," "coordinator," "manager," "superintendent," or "leader;"
- * is identified as a degree or certificate program in OSSHE listings of OSU programs;
- * offers a degree, a certificate, or a credential;
- * has a sequence of specific academic requirements;
- * is an established distinct academic option or track within a larger unit;
- * has been approved as a distinct function or activity of OSU by the OSBHE.

B. Criteria for Reduction or Termination

The following criteria will be applied in determining whether to recommend that a program be reduced. The criteria under 1) will be used to assist in identifying programs in which reductions may be feasible. The criteria under 2) and 3) will then be considered in determining which programs should not be recommended for reduction or elimination.

1. Criteria Supporting Reduction (Including Possible Termination)
 - a. The program's contribution to the OSU missions of teaching, research, and service does not justify maintenance of its present size.
 - b. The program is significantly larger than such programs found in OSU's comparator institutions.
 - c. The program is one that if reduced will not substantially impair the viability or quality of other OSU programs.
 - d. The program is one that normally would be expected to be accredited but is not; or one which is exposed to a

substantial risk of loss of accreditation. If the program is not appropriate for accreditation, the program has been deemed to be of a level of quality or size that raises questions concerning its viability or continuation.

e. The program is one for which the present and probable future demand is insufficient to justify its maintenance at existing levels of support. Insufficient demand may be indicated by significant decline in one or more of the areas over a protracted period:

- 1) in the number of completed applications for admission to the program;
- 2) in the student credit hours generated in lower division, upper division, and/or graduate level courses in the program;
- 3) in the number of students who complete majors or degrees in the program;
- 4) for instructional programs designed to prepare graduates for specific employment, the market demand for graduates of the program;
- 5) in the case of support and service programs, the level of demand for the service provided;
- 6) in the case of research programs, the level of research being conducted or the level of funding for the program.

f. The program's productivity relative to the University's investment in faculty, staff, equipment, facilities, or other resources has declined significantly without demonstrable enhancement of quality or redirection to other aspects of OSU's overall mission.

- 1) In the case of instructional programs, the following may be considered to indicate a significant decline in productivity:

The average credit hours of lower division, upper division or graduate level courses taught per full time equivalent faculty declined significantly over the past five years relative to OSU enrollment trends, and are at their present levels below those prevailing in such programs at OSU's comparator institutions.

2) In the case of non-instructional programs, productivity shall, where possible, be measured in terms of units of output appropriate to the unit's mission.

g. The instructional productivity of a program is substantially less than the average for OSU as a whole. The level of instructional and, where relevant, the mode of instruction appropriate to the program shall be considered, including particularly the average number of contact hours carried by the faculty.

2. Criteria Contraindicating Reduction

- a. The program's nature is such that reduction would impair the critical mass necessary to have adequate quality.
- b. The program cannot be reduced without a substantial risk to accreditation.
- c. Current projections indicate that demand for the program or its graduates will increase substantially within the next five years.
- d. Scholarly research or creative activity of the faculty within this program, as shown by publications, creative production, honors and awards, external funding, or other objective measure, is higher than that of the institution as a whole.

3. Criteria Contraindicating Elimination

- a. The program is one that objective evaluation indicates has achieved a national or international reputation for exceptional quality.
- b. The program supplies significant instruction, research, or service that OSU is better equipped to supply than other organizations.
- c. The program exists as a result of legislative statute.
- d. The program is the only one of its kind within the state of Oregon or the region.
- e. The program is an essential program for every university.
- f. The program's elimination would have a substantially

negative impact on education and societal concerns to Oregon.

- g. The program's elimination would result in substantial loss of revenue currently derived from grants, contracts, endowments or gifts.
- h. The program's cost is minimal relative to the tuition or other income generated by it.
- i. The program represents a substantial capital investment in specialized physical plant or equipment that could not be effectively redirected to alternative uses.
- j. The program is one characteristically staffed by members of groups protected by affirmative action.

C. Criteria for Reorganization, Consolidation, or Restructuring

1. Criteria Supporting Reorganization

- a. Two or more programs have a substantial similarity or affinity of objective such that economies of operation or improvement in quality may reasonably be expected from their consolidation.
- b. The clarity of the program's identity and function will be increased by transfer to or consolidation with another program.
- c. The nature and function of the program is such that its support might appropriately be transferred in whole or part to grant, contract, user fees, or other state agencies.

2. Criteria Contraindicating Reorganization

- a. The consolidation or transfer is sufficiently uncommon within American higher education so as to render recruitment and retention of quality students and faculty difficult.
- b. The consolidation or restructuring would endanger the quality and/or accreditation status, where applicable, of one or more of the programs affected.
- c. The programs, though dealing with similar subject matter, are substantially different in orientation, objective, or clientele.

- d. The cost reduction of consolidation or transfer would be so modest as to make such reorganization rather pointless.

III. CRITERIA FOR ADMINISTRATIVE AND SUPPORT SERVICES

Any decision to reduce, terminate, or consolidate programs should be subject to central review because of the possible impact of such action on another unit. Reductions, terminations, or reorganizations made with no recognition of quality or psychological impact can be detrimental to the University, and therefore to the success of academic programs.

Types of actions to be considered in the review of student, academic, and administrative support programs include reduction or termination of existing programs and/or reorganization and consolidation. Criteria to be used as the basis of decision making in these areas may differ among units, but the following general guidelines are suggested for use in the overall review.

A. Criteria for Termination, Reduction, or Reorganization

1. Opportunities for significant cost reductions for similar or higher levels and quality of essential service(s) through:
 - *reorganization/restructuring of service units and programs.
 - *purchase of services at lower cost from external providers; or obtaining them at no cost through partnerships with the private sector.
 - *substitution of services that meet university needs, but at lower costs.
2. Redundancy of service(s): functions provided by other administrative units or levels within OSU, OSSHE, or state government with no net additional cost.
3. Demand by faculty, students, or administration for the services is modest or low.
4. Service(s) are determined to be less essential for the performance and strength of Oregon State University academic programs.
5. Other methods.

B. Criteria Contraindicating Termination, Reduction, or Reorganization

1. Similar essential service(s) otherwise unavailable.

2. Similar essential service(s) available from alternative providers only at increased cost or at great inconvenience to users.
3. Service available from alternative providers is inferior in quality or level of service provided.
4. Support service is interdependent with and directly supportive of academic functions.
5. Service and support activity is mandated by federal or state statute, funding agency regulations, or administrative rules and regulations of OSSHE.
6. Support service is essentially self-supporting, resulting in limited opportunity for significant budget savings.
7. Cost to the University in public support and image is, in the President's view, greater than the monetary savings incurred.
8. Reduction or termination of the support service would transfer responsibility to another unit without a significant overall cost savings.
9. Support service generates income whose loss would be detrimental to the University.
10. Support service is essentially self-supporting, resulting in limited opportunity for significant budget savings.
11. The nature and function of the program is such that its support might appropriately be transferred in whole or part to grant, contract, user fees, or other state agencies.

PROCEDURES FOR FACULTY INPUT

RATIONALE FOR FACULTY CONSULTATION

The involvement of faculty at all organizational levels in the long-range planning and decision-making process in the redirection of programs has a strong base in managerial and organizational theory. It also represents sound academic practice consistent with standards set by AAUP and other professional organizations. Another important aspect, of course, is morale. Rumors and misinformation can be a deterrent to productivity.

Oregon Administrative Rule 580-21-315 requires that "program or department reductions or eliminations may be made by the President, upon determination,

pursuant to institutional procedures providing for faculty and other appropriate input, that such reductions or eliminations are consistent with institutional goals and needs."

Further, the Rules require that such consultation by the President with the Faculty be pursuant to institutional procedures. These guidelines outline such procedures.

The Bylaws of the Faculty Senate indicate that one of the objectives of the Senate is to "provide the means by which the administration may be apprised of representative opinion of the entire faculty." Furthermore, the Senate is to "provide the means through which any matter of general interest to the faculty, or pertaining to the institution and its purpose may be brought to the Faculty Senate for discussion and appropriate action."

The Faculty Senate also has a specific role to play regarding the redirection, reduction or elimination of programs or departments. The President, according to the Oregon Administrative Rules, can make these redirections, reductions or eliminations if they are determined to be consistent with institutional goals and needs. In its Bylaws, the Faculty Senate has a role to "determine and establish the purposes of Oregon State University, formulate and evaluate policies and activities in harmony with these purposes."

PROCEDURES

A proposal to declare financial exigency and/or a proposal to reduce or eliminate a specific program or department should be presented in confidence by the University President or Provost to the Faculty Senate Executive Committee. Such proposals will be made only when the administration believes it has exhausted other possibilities. State Board and university procedures will be followed.

As much time as possible should be allowed for such consultation. Thoughtful consideration of financial and/or resource deficits and appropriate faculty input, as required by Oregon Administrative Rules, require adequate time. Since State and/or university financial and resource problems usually arise over extended periods, solutions to these problems should be developed and faculty advice solicited before the problems become crises. This advice and comparison to the criteria should take place at all levels of program implementation.

With all administration proposals to declare financial exigency or eliminate programs, the Executive Committee of the Faculty Senate shall convene a special Ad Hoc Faculty Consultative Group (FCG). The Faculty Consultative Group shall consist of the Executive Committee and the Chair of each of the following Faculty Senate Standing Committees: Budgets and Fiscal Planning, Curriculum Council, and Faculty Status. When designated individuals from these committees are unavailable, replacements should be made from among the membership of those designated standing committees. The Chair of the Ad Hoc Group shall be the President of the Faculty Senate or, in that person's absence, the President-Elect.

The form of consultation shall be to describe and to discuss fully the magnitude of the financial distress, and to analyze options available for resolution of the problem. The presentation should be made at the earliest mutually convenient time and place to allow reasonable opportunity for the Group to confidentially offer constructive suggestions and comments, and to obtain an appropriate spectrum of faculty input and expertise. If initial proposals arise out of the Colleges, then the procedures should specify that faculty in affected programs participated in discussions within the Colleges. If this has been done, the FCG can be bound to confidentiality. However, if there is no assurance that faculty have had input in discussing and setting priorities for cuts and redirection at the College level, then the FCG must have the opportunity to solicit faculty and other input from affected units or programs.

The specific criteria used for program reduction and/or redirection must be fully articulated with respect to each reduction or redirection. That is to say, it must be clearly demonstrated that proposed program reductions or redirections clearly fall within the specified criteria.

Any plan for reorganization will include discussion of and will seek provisions for reassigning, reemploying, and/or retraining faculty and staff whose positions are eliminated or altered by reorganization. Any reduction of positions will be handled in accordance with the rules of the State Board of Higher Education. The University administration will act in good faith and diligently seek out and attempt to place the affected faculty member in an alternate position in the University.

The Faculty Consultative Group assessment of the impacts of the proposed program reorganization will be reported to the Administration as directed by the Executive Committee.

The University President or Provost should indicate to the Executive Committee when a report to him or her should be made by the Faculty Consultative Group. The Group should allow sufficient time for the University President to consider the suggestions of the Faculty before declaring Financial Exigency or the need for program or department redirection, reduction or elimination.

In making the above recommendations, the Faculty Senate has taken into consideration the need for timely involvement of the Faculty. The Faculty Consultative Group, as designated, could be convened in a matter of hours, and should be able to begin work rapidly to provide the University President or Provost adequate consultation.

PROCEDURES FOR INPUT FROM A COUNCIL OF ACADEMIC ADMINISTRATORS

A proposal to declare financial exigency and/or a proposal to reduce or eliminate a specific program or department should be presented in confidence by the University President or Provost to a Council of Academic Administrators (CAA), which shall include the deans of the academic colleges and such other administrators as the President and/or the Provost designates. Such proposals will be made only when the administration believes it has exhausted other possibilities. State Board and university procedures will be followed. As much time as possible should be allowed for such consultation.

Membership in the CAA shall be limited to the designated principals. The Chair of the CAA shall be the senior academic dean from point of service as a dean at OSU or, in that person's absence, the next most senior academic dean.

The form of consultation, as with the Faculty Consultative Group, shall be to describe and to discuss fully the magnitude of the financial distress, and to analyze options available for resolution of the problem. The presentation should be made at the earliest mutually convenient time and place to allow reasonable opportunity for the CAA to confidentially offer constructive suggestions and comments, and to obtain appropriate input. To the extent that initial proposals arise from within an affected College, the CAA can be bound to confidentiality. However, if proposals have arisen from outside the College potentially affected, members of the CAA must have the opportunity to solicit faculty and other input from affected units or programs.

The specific criteria used for program reduction and/or redirection must be fully articulated with respect to each reduction or redirection. That is to say, it must be clearly demonstrated that proposed program reductions or redirections clearly fall within the specified criteria.

Any plan for reorganization will include discussion of and will seek provisions for reassigning, reemploying, and/or retraining faculty and staff whose positions are eliminated or altered by reorganization. Any reduction of positions will be handled in accordance with the rules of the State Board of Higher Education.

The CAA's assessment of the impacts of the proposed program reorganization will be reported to the Administration. The University President or Provost should indicate a reporting deadline that allows sufficient time for subsequent discussions with the CAA before declaring Financial Exigency or the need for program or department redirection, reduction or elimination.

In making the above recommendations for the creation of the CAA, the need for timely involvement of such academic administrators has been considered. The CAA as designated, could be convened in a matter of hours, and should be able to begin work rapidly to provide the University President or Provost adequate consultation.

This document combines "Guidelines for Program Redirection" (5/5/88) and "Criteria for Program Reduction, Termination, and Reorganization" (6/10/88)



OREGON STATE UNIVERSITY
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Telephone 503·737·4631 Fax 503·737·1683

April 17, 1992

To: Kathy Heath, President, Faculty Senate

From: Ken Krane, Chair, Curriculum Council

A handwritten signature in cursive script, appearing to read 'Ken Krane', written over the printed name in the 'From:' field.

Subj: Category I Proposal

The Curriculum Council has approved the Category I proposal for the renaming of the College of Home Economics and Education. We submit this proposal for action by the Faculty Senate.

lkb

INSTITUTION: Oregon State University

NAME OF PROPOSING COLLEGES: Home Economics and Education

TITLE OF PROPOSED UNIT: Current: College of Home Economics
College of Education

PROPOSED: College of Home Economics and Education

Rationale: In January of 1991 OSSHE and OSU made the decision to close the College of Education, to reduce the budget for programs then in the College of Education to approximately one third of its 1990-91 size, and to merge some programs in Education with the existing College of Home Economics. This proposal for name and for department and administrative structure implements that decision.

The attachments detail the process by which the faculty has made these decisions; the involvement of other stakeholders such as alumni, donors, staff, and faculty emeritus from both units; presents schematics of both the department and the administrative structure; and the rationale for the choices.

We emphasize that the decision to merge the two Colleges and the program deletions and consolidations precipitated by budget reductions were already made by forces external to the two Colleges. Our responsibility was to select an organizational structure and name for the unit which implements the financial decisions and program decisions made at the University and state system level.

FUNCTIONS AND RELATIONSHIP TO INSTITUTIONAL MISSION:

The mission of the new College is:

to promote the social, psychological and physical well being of individuals, families, communities, and organizations. This is accomplished through interdisciplinary programs in teaching, research, and service that are respected nationally and internationally for quality. All programs of the College recognize development across the life span, diversity and global perspective as integral to the discovery of new knowledge and the preparation of professionals. These activities are guided by intellectual curiosity, social responsibility, compassion, and high ethical standards.

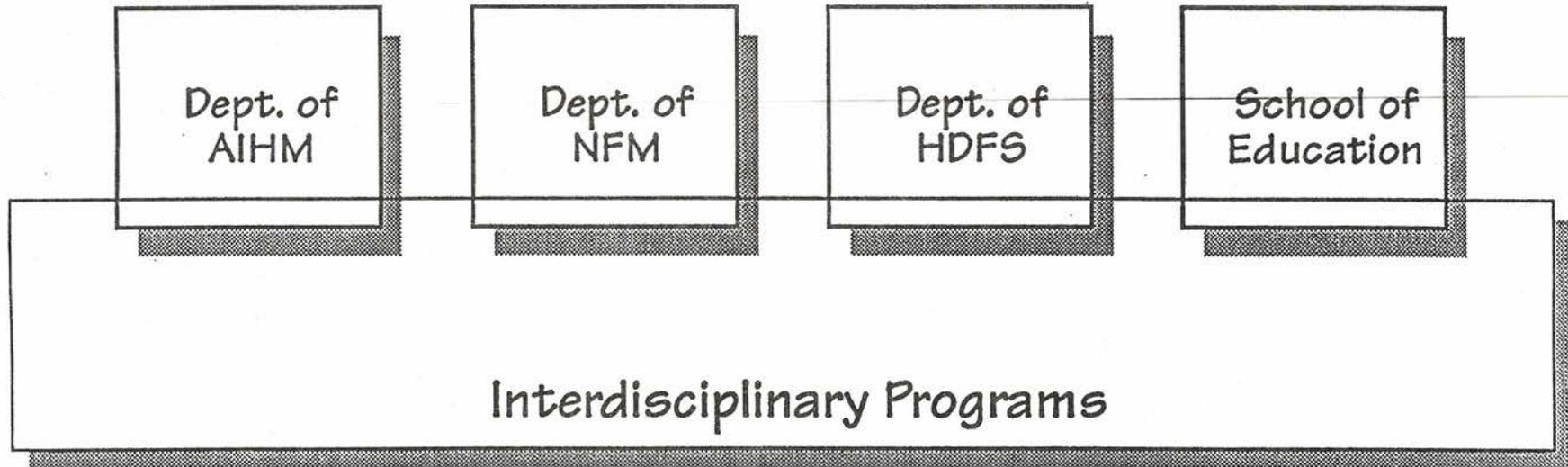
The new College of Home Economics and Education will include undergraduate programs within all the specializations in the profession of Home Economics; programs at both the masters and doctoral level in both professions of Home Economics and

Education; and aggressive research agenda; service to the state and colleagues in other nations through technical assistance and support of professional organizations; preparation of personnel to serve nationwide; active involvement in pertinent professional societies; and management of the OSU Extension program in both Home Economics and 4-H/Youth Development.

A long range plan for the new college is in progress. It will include goals, measurable objectives, assignment of responsibilities, implementation strategies, resource requirements and timelines. We are working on program integration, shared research agendas, course consolidations and other changes which will more fully integrate the two units. These changes, however, will take time and many of these must evolve from the faculty. We request approval of the structure and name so that we can proceed with these other planning decisions.

The mission and goals of the unit are consistent with the mission of Oregon State University. The new college will be the primary contributor to OSU's capacity to fulfill its commitment to social and economic development, especially in human development, social sciences, interdisciplinary programs, and preparation of a professional workforce for Oregon in children, youth, consumer and family programs and services.

College Department / Content Structure



AN EVALUATION OF THE RECOMMENDED STRUCTURE

CRITERIA MET

- 1) Preservation and protection of best attributes of existing programs and systems
- 2) Dept/School identification based on content commonality (vis a vis clientele or function)
- 3) Inclusion of all functions in each sub-unit
- 4) Identity, visibility for profession of Education
- 5) Identity, visibility for profession of Home Economics
- 6) Identity, visibility for specializations within Home Economics
- 7) Inclusion/encouragement of interdisciplinary programs
- 8) Reduction of administrative FTE (see Appendix B)
- 9) Accommodation of addition of Extension Home Economics--4-H/Youth Development merger
- 10) Provision of stability, continuity to enhance faculty productivity
- 11) Goal of unity achieved (consider continuum of
1-----1
unity integration)
- 12) Critical mass in each sub-unit (operationally defined as minimum of 10 faculty, 25 students)
- 13) No additional level of management between departments and Dean

Criteria for Interdisciplinary Programs

- A) 2 or more units contributing content expertise
- B) Leadership resides in a unit of this College
- C) Faculty FTE committed from 2 or more units
- D) Multidisciplinary or interdisciplinary program content

Examples of Interdisciplinary programs

- 1- Gerontology
- 2- Center for At-Risk Youth
- 3- Family resource management graduate degrees
- 4- Partnership with Avinashilingam Univ./Coimbatore, India
- 5- Western Center for Community College Leadership
- 6- Professional core program (undergraduate) in Home Economics

Organization of Interdisciplinary Programs

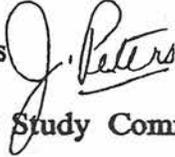
- A. All faculty members hold rank and tenure in a department.
- B. The majority of a faculty member's FTE is allocated to department responsibilities.
- C. Interdisciplinary program managers or coordinators' appointments are negotiated between the Associate Dean of Instruction and Research and the pertinent department heads.
- D. Assignment to an interdisciplinary program will be negotiated among the Associate Dean for Instruction and Research, the department heads/director and the managers of the interdisciplinary programs.
- E. Interdisciplinary program managers through the Associate Dean will submit budget proposals to the Dean.

College of Home Economics and Education

February 3, 1992

To: Dean Kinsey Green

From: Jean H. Peters



Subj: College Name Study Committee's Recommendation

Our progress report to the faculties on November 26, 1991 indicated that we had developed name criteria and researched a broad spectrum of possibilities. These ranged from the totally revolutionary and different to the more conservative and stable approaches. It was decided that further consideration of name would await the college organizational model to be recommended by the *Structure Committee*.

On January 28, 1992, the *Name Study Committee* met to examine the *Structure Committee's* model and complete our task of recommending a college name. We agreed with the *Structure Committee's* decision to opt for stability and a more evolutionary approach. The merger is of sufficient magnitude that it cannot realistically be achieved all at once. It will no doubt evolve over time into a more integrated and unique model. As the more integrated structure and functions evolve, it will be appropriate to revisit the name issue. At that time, a more integrated -- possibly as yet unthought of -- college name may become very logical.

However, in these politically and financially uncertain times, it is imperative that we maintain all existing support for both colleges while also seeking new possibilities. If current alumni, corporate, and granting agency support for our activities in teaching, research, and extension, is to continue, they must be able to recognize us. If graduate and undergraduate students are seeking degrees, they must be able to recognize us. These are difficult times to forge a totally new identity. We need to maintain our links with the past while creating a new future.

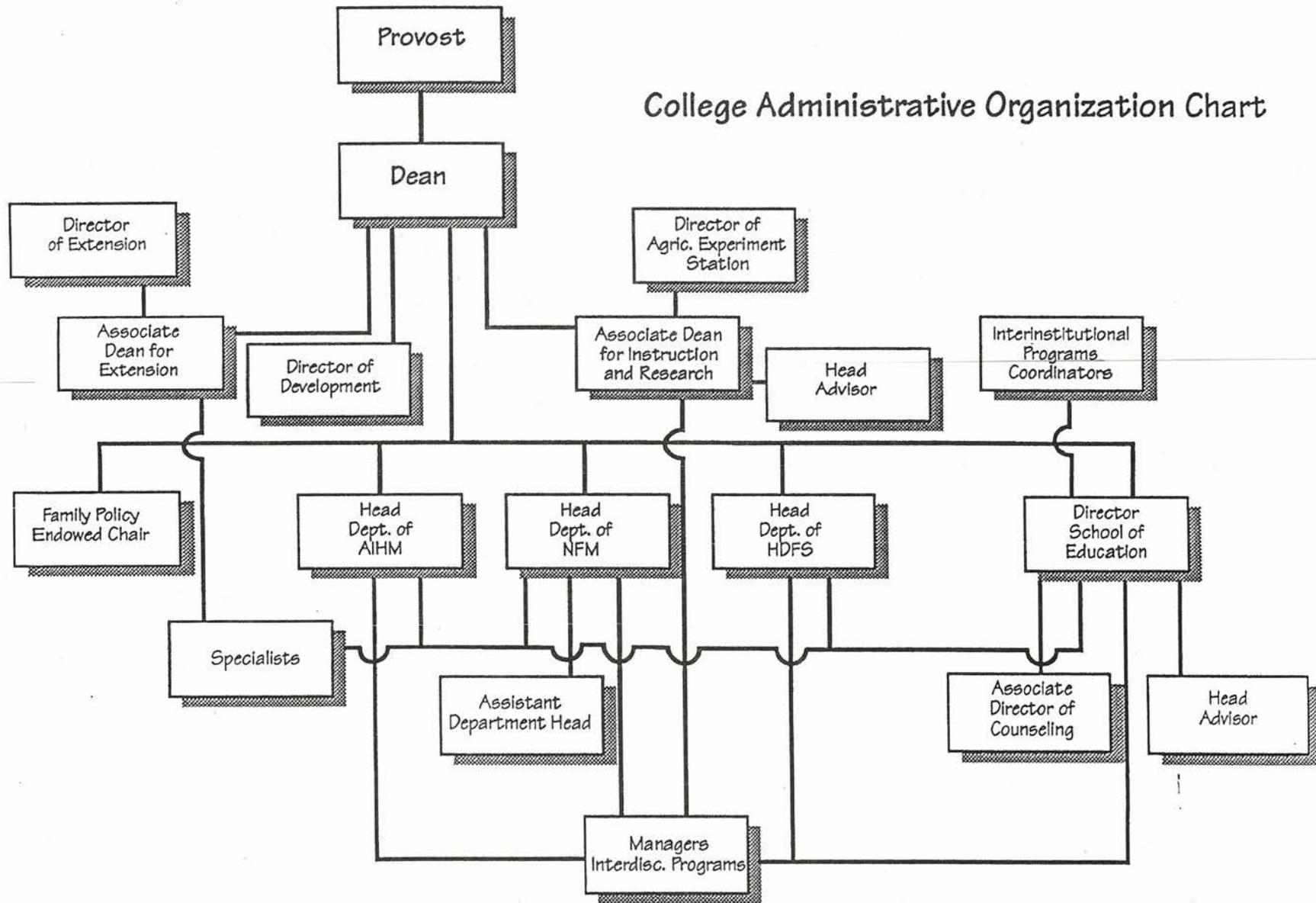
Therefore, at this time, the *Name Study Committee* recommends as the most appropriate name to fit the organizational model recommended by the *Structure Committee*, that the merged college be called:

College of Home Economics and Education

PROCESS AND CRITERIA FOR CHOOSING A STRUCTURE AND NAME FOR THE
MERGED COLLEGES OF HOME ECONOMICS AND EDUCATION

- February, 1991 Provost Spanier approved the planning principles, process and timeline for recommending a name for the new unit.
- September, 1991 The combined faculties of the Colleges of Home Economics and Education worked in a two day retreat session at Menucha to agree on a mission statement for the new unit and to delegate responsibility for recommendations re. structure, faculty governance, and name
- September, 1991 Current administrators in the two units were charged with the responsibility of recommending a structure.
- Current faculty Senators were charged with the responsibility of recommending faculty governance policies.
- A committee appointed by the Dean comprising current faculty, faculty emeritus, graduate students, staff, alumni and donors was charged with recommending a name for the new unit.
- October, The Administrative Structure Committee evaluated
November options and made a recommendation to the faculty on Nov. 21.
- December Five faculty forums were held to discuss the proposal and listen to faculty concerns. 35 faculty members met with 10 committee members in one or more of these sessions.
- January Themes from the meetings with faculty were identified. The original recommendation was modified and refined to reflect faculty concerns.
- January 28 The Structure Study Committee shared with the Name Study Committee the proposed structure. Based on that structure, the Name Study Committee voted unanimously to submit a recommendation to the faculty.
- February 3, 1992 The combined faculties of the Colleges of Home Economics and Education voted unanimously to endorse the proposed structure.
- February 3, 1992 The combined faculties of the Colleges voted by secret ballot 43 to 18 to endorse the recommended name The College of Home Economics and Education.

College Administrative Organization Chart



ADMINISTRATIVE FULL-TIME EQUIVALENTS

	1988-89		Current		Proposed	
	Education	Home Economics	Education	Home Economics	Home Economics & Education	
Dean	1.00	1.00	1.00	1.00	1.00	
Asso/Asst. Deans	(2) 2.00	1.00		.90 1 @ .10 1 @ .80	1.90	1 @ .80 1 @ .10 1 @ 1.00
Head Adviser	1.00		1.00	.65	1.65	1 @ .65 1 @ 1.00
Dir./Dept. Head	3.50 7 @ .50	3.00 6 @ .50	1.50 3 @ .50	3 @ .50	2.50	3 @ .50 1 @ 1.00
Asst. Dept. Heads				.25	.50	2 @ .25
Interdisciplinary Program Managers		.30	1.50 1 @ .50 1 @ 1.00 (self sup)	.30	1.80	
Ext. Program Leader	1.00		1.00		.20 AES .10 Ger .50 CARY 1.00 WCCLC FRM	
Assoc. Dean/ Extension Program Leader		1.00		1.00	1.00	
	8.5	6.30	6.00	5.6	10.35	= 4.45 FTE

REDUCTION OF ADMINISTRATIVE FTE

Oregon State University
College of Home Economics and Education

Graduate Programs in Education

Degree	Programs
Ed.M.	Adult Education College Student Services Administration Education
M.S.	College Student Services Administration Counseling
Ed.D.	Education
Ph.D.	Education
MAT	Teaching MAT areas of concentration : Agricultural Education Elementary Education Health Education Home Economics Language Arts Mathematics Education Music Education Physical Education Science Education

For Information Contact:
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OREGON STATE UNIVERSITY Beginning the 21st Century

INTRODUCTION

"OREGON STATE UNIVERSITY: Beginning the 21st Century" is a vision of the future, a picture of what Oregon State University should look like as the twenty-first century begins. The Vision starts with the existing Mission of the University:

MISSION

OREGON STATE UNIVERSITY serves the people of Oregon, the nation, and the world through education, research, and service.

Oregon State extends its programs throughout the world and is committed to providing access and educational opportunities to minorities and to disabled and disadvantaged persons.

Oregon State has an inherent commitment to provide a comprehensive array of high-quality educational programs in the sciences, liberal arts, and selected professions. The University encourages students, both on and off campus, to develop an enriched awareness of themselves and their global environment.

Through research, Oregon State extends the frontiers of knowledge in the sciences, liberal arts, and in all aspects of natural, human, and economic resources. Oregon State contributes to the intellectual development and the economic and technological advancement of humankind.

As a Land Grant and Sea Grant university, Oregon State has a special responsibility for education and research enabling the people of Oregon and the world to develop and utilize human, land, atmospheric, and ocean resources. Unique programs of public service throughout Oregon supplement campus-based university teaching and research.

The Vision sketches a picture of how the University should take shape if it is to fulfill its Mission within a context defined by current conditions and our expectations about the future.

Thus, the Vision will serve to help guide decisions about the specific form and direction of the University during the next decade and into the next century.

The document is built on one central assumption -- the fundamental conviction that Oregon State University must continue to be a comprehensive university, Oregon's Land-Grant University, committed to intellectual leadership and excellence.

As a *university*, Oregon State has a responsibility to develop and disseminate knowledge -- to learn and to teach. Thus the University will foster scholarly and creative activities that contribute to the intellectual and aesthetic development of students and increase human understanding and well-being. At the same time, OSU will provide opportunities, inside and outside the classroom, that help students understand themselves and their broader cultural and natural environments. Graduates of the University will have the intellectual skills and values, the perspective, and the knowledge needed to make sound decisions in a pluralist democracy, in a changing social context, and in a global environment. In both scholarship and instruction, the University demands inquiry and discourse that are open, credible, independent, and inclusive.

As a *land-grant university*, Oregon State has a special responsibility to offer a high quality, affordable, and intellectually liberating university education to capable students. In addition, OSU is specially charged to find ways to use theoretical knowledge to anticipate and solve practical problems and to extend education to people across the State and around the world. As it furthers instruction and scholarship, and facilitates their application, Oregon State will provide leadership in this time of change.

*

The following document contains three sections: Section I is a statement of the Vision, Section II assesses the context in which the Vision will shape change in the University, and Section III draws particular implications and suggests strategies for the future.

I

OREGON STATE UNIVERSITY IN THE YEAR 2000: A VISION

Oregon State University, in the year 2000, shall embrace the fundamental and unique missions of a university to teach, conduct scholarship, and serve its constituents. The University will continue to lead Oregon and Oregonians as the State's only Land Grant Carnegie Research I University. Our mission must be undertaken in a social and cultural context characterized by diversity, a dynamic economy, and a global environment. Fundamental to this mission and the concept of a university will be excellence in the liberal arts and sciences. Our mission will reflect the responsibilities of a modern land grant university, and thus OSU will be recognized for excellence in advancing knowledge and its application to practical problems, particularly those related to human resources, natural resources and the physical environment.

Education

In the year 2000, OSU will provide an academic environment that fosters the development of intellectual skills and values together with the perspectives and knowledge to make sound decisions. The majority of OSU students will be undergraduates who seek general education and/or preparation for the professions. To serve both our students and our society, OSU will develop more flexible majors that integrate knowledge and skills from traditionally separate disciplines. There will be increasing emphasis on multi-disciplinary programs and the associated synthesis and integration of knowledge. In response to the complex and changing nature of the professions, education will be designed to prepare an informed and caring citizenry and to insure technical competence. To this end, the professional programs will become increasingly linked in educationally sound, innovative ways to each other and to the liberal arts and sciences. Co-curricular activities will augment educational opportunities provided by the academic programs. Fundamental to this overall vision of education is the need to invest in outstanding faculty and staff through effective recruitment and ongoing development.

Scholarship

In the year 2000, OSU will continue to be committed to graduate education in selected disciplines. Scholarship is essential to the process of higher education and is crucial to Oregon State University's service responsibilities; therefore, OSU will continue to conduct those research and creative activities that contribute to the intellectual and aesthetic development of students and that increase human understanding and well-being. The imaginative and responsible application of theoretical knowledge to social concerns will remain a distinguishing emphasis, a focus for scholarship within and across disciplines. Continued success in obtaining gifts, grants, and contracts in an increasingly competitive funding environment will contribute to the fulfillment of the institution's research, instructional, and service missions.

Service

In the year 2000, OSU will lead the integration of educational outreach efforts across the State. New technologies will make OSU's education accessible to people geographically isolated. Interinstitutional integration will strengthen academic programs and provide opportunities for OSU to serve more effectively the students and citizens of Oregon. Responsibility for the delivery of knowledge to people across the State will be broadened to include most academic units. The University will maintain a leadership position as this outreach function becomes a priority for the Oregon State System of Higher Education.

Oregon State University will increasingly be a multi-cultural and international university with faculty, staff, administrators and students from around the world and from diverse ethnic and racial backgrounds. The University will be committed to achieving tangible improvement in opportunities for groups that are under-represented, thereby providing students with an environment conducive to critical thought and reflective of the cultural complexity of our collective histories and societies. Oregon State University will be distinguished as an international university bringing the world to Oregon and Oregon to the world.

II CONTEXT

The Vision offers great potential and significant challenge. However, there may be impediments to the full realization of that vision. As the University makes plans to achieve the Vision, those limitations must be recognized. Several considerations will affect our ability to become the dedicated, distinctive, and distinguished university envisioned for the year 2000:

- Among OSSHE institutions, Oregon State University is well placed as a unique and crucial component of Oregonians' investment in higher education. OSU is the only Oregon institution classified as a Carnegie Research I University. OSU is a comprehensive Land Grant, Sea Grant, and Space Grant university. And, each year, more Oregon high school graduates choose OSU than any other OSSHE institution.
- Fiscal support for public higher education in Oregon has long been precarious. The support for higher education as a percentage of the State budget has been in decline for thirty years, and the actual dollars allocated to Oregon State University have, once adjusted for inflation, been declining for the last dozen years. As problematic as Measure 5 may seem, the financial difficulties faced by public higher education in Oregon predate that ballot initiative and the current recession and are, thus, much more difficult to address. This long-term absence of adequate support for public higher education must be confronted in making realistic plans for the future of Oregon and Oregon State University.
- The need for higher education will become ever more pressing as the ranks of graduating high school seniors swell over the next decade and as there is increased need for lifelong learning. After a period of retrenchment provoked by Measure 5, Oregon State University will have to grow to meet this demand.
- Oregon State University is a very different institution today than it was ten years ago, and it will continue to evolve. However, given the long-term trend of inadequate funding for public higher education, it is unreasonable to expect that budget increases alone will permit Oregon State University to realize fully the Vision. Internal reallocation and redirection will also be important elements in pursuit of the Vision.

III IMPLICATIONS AND STRATEGIES

Certain implications and strategies follow from the Vision taken in context. Several follow:

- Academic responsibilities -- teaching, scholarship, and service -- form the mission of Oregon State University; there will be implications and strategies for the important services that support academic programs, but those developments will occur in response to change and evolution in the University's primary undertakings.
- Achievement of central components of the vision will require the redirection of resources. Existing procedures and criteria for program elimination, redirection, and reorganization must be used as necessary to serve the need for reallocation.
- Oregon State University will encourage innovations designed to serve non-traditional students. Both on and off campus, courses may be completed in a portion of a term or may extend over more than ten weeks. The work week may be redefined, and there may be creative variations from the 3-credit norm for courses. The University will seek opportunities to provide more intensive degree programs that can be completed in shorter periods of time.
- On its own, or through leadership in cooperative endeavors, Oregon State University will be fulfilling a responsibility to meet the evolving needs of geographically isolated areas as well as the Portland metropolitan area for professional, outreach, and other academic programs.
- Distance education will be more centrally directed. Oregon State University will play a major role in the development, provision, and application of technology for the delivery of extended education and will offer programs in areas of unique strength.
- Oregon State University will prepare teachers in areas where the University has unique strengths. Teacher education efforts will be integrated across OSSHE institutions and subject to significantly improved coordination and direction.
- Oregon State University will realize the tangible results of a continuing commitment to increasing the diversity of its student body, faculty, staff, and curricula; this commitment will increase in intensity and scope. These efforts will target specific goals, and there will be an emphasis upon the increased representation of women and minorities at all levels with emphasis upon the senior faculty ranks. Particular attention will be given to the maintenance of a supportive environment for all under-represented groups.

- Oregon State University will be more clearly perceived -- and distinguished -- as Oregon's international university. There will be more opportunities for international experiences for faculty and students, increased emphasis upon foreign language competence and cultural sensitivity, and enhanced international development and research efforts. In the long run, the Pacific Rim will be an increasingly important focus of the University's international programs.
- Oregon State University's "low walls" culture -- a tradition of cross-unit cooperation - - will be protected and enhanced in support of increasingly important interdisciplinary instructional and research programs. A relatively small number of high quality, regularly reviewed centers and institutes will continue to be important elements in the ability of the University to respond flexibly and quickly to emerging needs for the interdisciplinary development and application of expertise.
- After a period of contraction forced by budgetary considerations, the size of Oregon State University's student body will again grow. A higher percentage of the student body will be composed of international students, out-of-state students, and students pursuing degrees through off-campus programs. Differential tuition will become more common.
- The University will improve the effectiveness of its efforts to attract outstanding students.
- Undergraduate education will remain the central educational focus of the University and, among undergraduates, the University will not seek a shift in the ratio of upper division students to lower division students. Modest increases in the numbers of graduate students will bring the balance of graduate and undergraduate students closer to that observed in comparable universities.
- OSU will rededicate itself to high quality in instruction. This means that OSU will recruit, promote, and retain excellent teachers. To this end, it will revise some hiring, promotion, tenure, and review policies and practices, expanding the definition of scholarship and taking steps to assure that the revised policies are implemented at all levels. In a time of integration and innovation, opportunities for faculty development will be essential, as will flexibility in the balance of teaching, outreach, and scholarly responsibilities of individual faculty members.
- OSU must support the instructional mission with suitable classrooms, reliable equipment, and class sizes reasonably related to the subject matter and pedagogical requirements of the course.
- The University will encourage cooperation among staff, faculty, and administrators; provide opportunities for staff to enlarge their roles in service to the University; and remove impediments to the full participation of staff in achieving the Vision. The

provision of staff and faculty training and growth opportunities will be an important component of strategies used to maintain staff and faculty excellence.

- Following from its dedication to consistently improving quality, Oregon State University will more clearly define the purposes of its general education program and will routinely and systematically monitor achievement of those purposes. End-of-program assessments of student outcomes will be a routine part of monitoring and improving each undergraduate major.
- As tuition rises, a portion of the increase will be used to augment financial aid in order to maintain access to "The People's University."

SCIENCE
AND MATHEMATICS
EDUCATION
College of Science

To: Kathleen Heath
President, OSU Faculty Senate

From: Norman Lederman, Chair *NL*
Advancement of Teaching Committee

Re: Annual Report

Date: April 13, 1992



OREGON
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Weniger Hall 253
Corvallis, Oregon
97331-6508

The primary activities of the Committee during the 1991-92 academic year focused on the L.L. Stewart Faculty Development Awards. Specifically, the Committee:

1. Accepted proposals for Stewart Awards on a quarterly basis. Previously, proposals were only accepted on a yearly basis.
2. Investigated new ways to publicize the awards so as to increase applications
3. Received and reviewed a total of 22 proposals. A total of nine (9) awards were made for a total of \$13,940.00.

In addition to the review of Stewart Award Proposals, the Committee continued to:

- * Collect and statistically analyze course evaluation data
- * Monitor the implementation and effect of guidelines related to teaching evaluations on departmental and college level procedures
- * Monitor the effect of teaching evaluations on promotion and tenure decisions

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April 21, 1992

MEMO TO: Executive Committee of the Faculty Senate
Kathy Heath, President

FROM: Budgets and Fiscal Planning Committee *AMH*
Andy Hashimoto, Bioresource Engineering
Gary Beach, Budgets and Planning
Mina Carson, History
Scott Carter, Senior, Political Science
Curtis Cook, Computer Science
Donald Cook, Computer Science
Donald Farness, Economics
Alex Krupkin, Grad Student, Forest Sci.
Robert Michael, Exercise & Sports Sci.



OREGON
STATE
UNIVERSITY

Gilmore Hall 116
Corvallis, Oregon
97331-3906

SUBJECT: Annual Report for 1991-92

The Budgets and Fiscal Planning Committee has been involved with two major activities: review of Category I proposals and review of administrative units.

Category I Proposals:

The following Category I proposals have been reviewed by the committee:

Ph.D. in Molecular and Cellular Biology

M.A. in English

M.A., M.S., Ph.D. in Apparel, Interiors,
Housing and Merchandising

B.A. in International Studies

M.A., M.S. and Ph.D. in History of Science

The Category I proposal for an M.S. in Counseling Psychology is on hold.

Review of Administrative Units:

University Relations was reviewed by the committee during Fall term. The Final Report was presented to the Faculty Senate Executive Committee, with a Summary Report to the Faculty Senate.

Finance and Administration (excluding Physical Plant) is currently being reviewed. A draft report should be completed by the end of Spring term.

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Faculty Senate Executive Committee
B & FP Annual Report
Page 2

Recommendations:

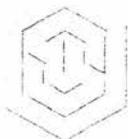
All Category I proposals that have budgeting implications should be reviewed by the Budgets & Fiscal Planning Committee. Currently, abbreviated Category I proposals are not reviewed by the Committee.

Chair of the Budgets and Fiscal Planning Committee serves as a faculty observer at University Budget Hearings. This has been the precedent for the past two years, and should be included in the Standing Rules for the Committee.

agh/er



OREGON
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Dearborn Hall 303
Corvallis, Oregon
97331-3202

April 22, 1992

TO: Executive Committee of the Faculty Senate
Kathy Heath, President

FROM: Instructional Media Committee
Craig Anderson, Communications Media Center
Daisy Clifton, OSU Foundation
Judy de Szoeki, Mathematics Learning Center
Leonard Walstad, Oceanography
Tom Savage, Animal Sciences
Jon Root, Communications Media Center
Curtis Cook, Computer Science

SUBJECT: Annual Report for 1991-92

The two major activities of the Instructional Media Committee were: Overview of policies and plans of Communication Media Center and proposal for Electronic Technology Instructional Consortium.

Overview of policies and plans of Communication Media Center:

1. Discussion of CMC charges.
2. Analysis of CMC questionnaire administered last spring.
3. Plans for Ed-Net, etc.

Proposal for Electronic Technology Innovation Consortium (ETIC):

1. In June 1991 the Instructional Computing Subcommittee of the University Steering Committee prepared a vision statement entitled "The Future of Instructional Computing at Oregon State University". Goal 3C of this statement was to

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expand or integrate the roles of CMC and University Computing Services in electronic technologies and recommended formation of an Electronic Technologies Innovation Center (ETIC).

2. The Instructional Media Committee instigated formation of ad hoc committee to propose implementation of an ETIC. Curtis Cook agreed to chair the ad hoc committee and Tom Savage and Jon Root agreed to serve on the committee.

3. The ad hoc ETIC committee produced a proposal that was accepted by the University Steering Committee on April 15, 1992 and will be forwarded to the Provost.

Recommendation:

1. I would recommend that the Instructional Media Committee be disbanded or merged with a related committee because it seems limited to interacting with Communication Media Center. Perhaps its standing rules could be enlarged. The ETIC proposal was a product of the ad hoc ETIC committee, three of whom were members of the Instructional Media Committee.



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Memorial Union
Oregon State University

Memorial Union Programs

Corvallis, Oregon 97331-1610 (503) 737-6872

M E M O R A N D U M

DATE: April 23, 1992

TO: Kathleen Heath
President, OSU Faculty Senate

dj FROM: Don Johnson
Chair, Special Services Committee

SUBJECT: Annual Report

The Special Services Committee convened for one meeting during the 1991-92 academic year. Faculty from the Educational Opportunities Program attended and reported on the status of EOP, Student Support Services, the EDGE Program, and the CAMP Program.

The committee found difficulty in determining how it could effectively respond to it's committee charge. With the efforts of the Educational Opportunities Program, increased activity in the Culture Centers, addition of a Diversity Coordinator in the Memorial Union and the addition of the office of Multicultural Affairs, it appears the significance of this committee may have become less necessary.

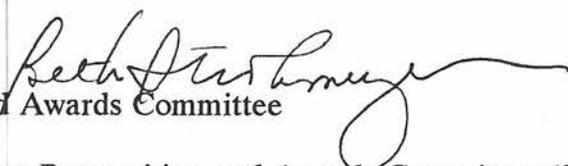




OREGON STATE UNIVERSITY
Dixon Recreation Center • Corvallis, Oregon 97331 • 3301
Telephone 503 • 737 • 3736

DATE: April 24, 1992

TO: Kathy Heath, President
OSU Faculty Senate

FROM: Beth Strohmeyer, Chair 
Student Recognition and Awards Committee

RE: Annual Report of Student Recognition and Awards Committee (SR&A)

The first meeting of the SR&A Committee was held on February 5, 1992, to initiate plans for selecting the All-University Award recipients and coordinating the banquet, set for Wednesday, May 20, 1992. Sub-Committees were established as follows: Banquet Arrangements, Awards, Program, Publicity, Entertainment, and Class Sub-Committees (4).

The committee chose John Evans, pastor of the First Christian Church in Corvallis, as this year's banquet speaker. His topic will be *Ethical Leadership*.

A time table was developed to direct the SR&A Committee and the respective sub-committees in their various tasks. The Waldo-Cummings Award application forms were distributed at the end of Winter Term to 1,250 OSU undergraduates maintaining a 3.5 GPA. Approximately 135 applications were submitted by eligible students.

Interviews of award finalists are presently being undertaken and will be completed by the end of April.

The Chair of the SR&A Committee contacted the appropriate representative of each organization which sponsors the 11 other major awards to be presented at the Awards Banquet. The Martin A. and Helen Horning Schreiber Award will be discontinued until such time as the Honor's Program is reinstated. Names of award presenters and award recipients will be secured by May 6 to facilitate printing the program.

The primary concern of the SR&A Committee has been the continuation of financial support for printing, mailing, awards, banquet arrangements and dinners associated with this recognition and awards process. The OSU Student Foundation, for the past several years has supported this event with an annual grant of nearly \$2,200. This past fall the grant was for \$500. This obviously put the future of the Undergraduate Recognition and Awards Program in jeopardy and caused the committee chair to take on the role of fund-raiser.

A decision was made by the committee, in consultation with Kathy Heath, to have all faculty and administrators pay for their own meals at the banquet. Some funds have been secured from the President's Office, a second grant proposal to the Student Foundation on April 22 resulted in an additional \$750, and negotiations with University Foodservices reduced the cost of the dinners. Furthermore, the Memorial Union has for many years offered both clerical and financial support to this committee. While this support will likely be ongoing, it is not expected that the Memorial Union will be in a position to *increase* financial support.

Two days ago, Erin Haynes from the OSU Foundation was instrumental in discovering three endowment funds (E.A. Cummings, C. Waldo and D.S. Smith) which had not been tapped since 1986. These endowments will provide approximately \$900 annually which will assist this committee's efforts in the future.

The committee is most appreciative and grateful for the many years of support from the Student Foundation and the Memorial Union. Additionally, we are grateful to the President's Office and University Foodservices for support this year. The chair hopes to leave this committee with an accurate budget and a permanent base of support so that the pressure of financing this event in the future will not be the responsibility of the Student Recognition and Awards Committee.

The only recommendation from this committee is that nominations for the Waldo-Cummings Outstanding Student Awards be solicited directly from the faculty at the end of Winter Term, in much the same way as Blue Key and Mortar Board nominations are sought out. This recognition by faculty could provide the impetus for some outstanding students to apply for these awards who might not ordinarily seek out recognition.

No other major recommendations are being made at this time to revise the work and process of this committee. It is hoped that this invaluable awards program and banquet be continued as an important OSU tradition for the 1992-93 academic year and beyond.

Oregon State University
College of Home Economics and Education

Graduate Programs in Education

Degree	Programs
Ed.M.	Adult Education College Student Services Administration Education
M.S.	College Student Services Administration Counseling
Ed.D.	Education
Ph.D.	Education Counseling
MAT	Teaching MAT areas of concentration : Agricultural Education Elementary Education Health Education Home Economics Language Arts Mathematics Education Music Education Physical Education Science Education

For Information Contact:
Lance Haddon
Head Advisor
Education Hall Room 220
Oregon State University
Corvallis, OR 97331
(503) 737-4841

Oregon

STATE SYSTEM OF HIGHER EDUCATION

OFFICE OF THE CHANCELLOR
P.O. Box 3175
Eugene, Oregon 97403-0175
(503) 346-5700
(503) 346-5764 (FAX)

May 4, 1992

MEMORANDUM

TO: John V. Byrne, President
Oregon State University

FROM: Thomas A. Bartlett *Tom*
Chancellor

RE: Academic Program Planning Instructions and Budget Cut Planning Targets

In addition to the general guidelines for System-wide planning of budgets for the 1993-1995 biennium, I am asking each campus to plan the academic program aspect of reductions and restructuring differentially along lines that I have discussed with you in recent weeks. I understand that Oregon State University has made significant progress over this academic year in developing a strategic vision for the campus and reviewing programs and structures. The following areas are intended to support and extend Oregon State University planning processes and relate them to System priorities.

1. Oregon State University has a number of proposed new degree programs and center proposals in the pipeline. Has each of these proposals been examined in the context of the immediate budget reduction planning? Given the hard choices ahead, proposals to implement these programs and centers should be weighed against the assurance that resources will be available for programs most centrally related to Oregon State University's mission. Are any such proposals candidates for collaborative projects with other OSSHE institutions? The present time is favorable for stimulating development of joint programs where such programs can stretch the impact of scarce faculty resources.
2. Given the lead institution responsibility for Oregon State University in professional-technical education proposed in the OSSHE coordinated plan for the educator professions, resources in Education should be reviewed for reallocation to support a stronger focus on the preparation, inservice, and graduate education of professional-technical teachers in response to the HB 3565 agenda. Also, in accordance with the coordinated plan, teacher education endorsement programs with low enrollments and in duplicated areas should be closed.

Memo to John V. Byrne

Page 2

May 4, 1992

3. Programs and resource investments in business should be reviewed and reduced relative to Oregon State University mission priorities. Undergraduate programs should be reduced in enrollments and refocused to align closely to institutional missions. The M.B.A. program should be considered for phase-out, since this duplicated program is accessible to students at both the University of Oregon and Portland State University. Oregon State University faculty already are part of the OEMBA program; potential collaborative programs with other OSSHE universities at the graduate level could be pursued.
4. The issue of the future viability of the College of Veterinary Medicine must be addressed since it is one of the highest cost per student programs in the System. Certainly a case for its contributions to the state can be made. However, the question is, compared with other institutional or System priorities, should Oregon State University and OSSHE muster sufficient resources to meet the cost requirements of maintaining an accredited school? Feasible regional alternatives to meeting Oregon's needs for veterinarians and veterinary scientists should be proposed.
5. Although the case for, and status of, the College of Pharmacy are in some respects parallel to those of Veterinary Medicine, they differ relative to demand and cost. Nonetheless, the programs of the School of Pharmacy should be examined, particularly the long standing issue of the Pharm.D. Is optimum use being made of System resources in the relationship between Oregon State University and Oregon Health Sciences University?
6. In regard to centers and institutes, Oregon State University must (a) assure that all Board-approved centers and institutes are self-supporting, (b) review for closure any that are not meeting the requirements of Board policy, and (c) submit exceptions to Board policy to the Chancellor's Office for approval.

Based upon Oregon State University's 1992-93 budget, the 20 percent cut in general funds for Education and General represents \$15,750,000, of which initial planning has targeted \$2,360,000 to be covered through revenue enhancements. The plans should be at a minimum total of \$13,390,000; however, additional cuts could be necessary if revenue enhancements are not fully realized or if enrollments fall short of expectations. Therefore, plans should describe the impacts on student access, programs, and academic productivity if an additional \$2,360,000 in cuts is required.

The 20 percent cut in general funds for the statewide public services represent: \$3,930,000 for AES; \$2,925,000 for CES; and \$400,000 for FRL. A revenue enhancement assumption has not been made regarding the statewide public services. The statewide public services may present revenue enhancement plans to offset their general fund cut and present those in conjunction with these budget plans.

TAB:mb

cc: Vice Chancellors

Oregon

STATE SYSTEM OF HIGHER EDUCATION

OFFICE OF THE CHANCELLOR
 P.O. Box 3175
 Eugene, Oregon 97403-0175
 (503) 346-5700
 (503) 346-5764 (FAX)

May 4, 1992

MEMORANDUM

TO: State System Presidents

Myles Brand, UO
 John V. Byrne, OSU
 Joseph W. Cox, SOSC
 David E. Gilbert, EOSC

Peter O. Kohler, OHSU
 Richard S. Meyers, WOSC
 Judith A. Ramaley, PSU
 Lawrence J. Wolf, OIT

FROM: Thomas A. Bartlett *TAB*
 Chancellor

RE: Budget Planning for the 1993-1995 Biennium

This is the first in a series of memoranda to guide the development of budget plans for the 1993-1995 biennium. It follows from our discussions of recent weeks and my presentation to the State Board of Higher Education on April 24, 1992.

The magnitude of the task of preparing for the 1993-1995 biennium is enormous. To plan a 20 percent cut in state funding, while providing affordable quality higher education and breadth of statewide public services upon which Oregonians have come to depend, requires, among other things, shifts among priorities.

With the cuts resulting from Measure 5, higher education is left with insufficient resources to meet current student demand, let alone prepare for the anticipated 33 percent increase in the number of Oregon high school graduates over the next decade.

The impact of the recommended budget guidelines is to shift the System's already inadequate resources more toward direct support of instruction. In so doing, the cost will be fewer services, which will degrade the level of support provided to students, faculty, and the public.

The Oregon State System of Higher Education is working on an accelerated timeline in preparing the 1993-1995 biennial budget. Because of current directions in state decision making resulting from Measure 5, it is necessary to move intensively to develop a budget plan for 1993-1995 that will approximate 80 percent of the general fund revenue that otherwise would be the System running rate. That is, OSSHE is mandated to make a 20 percent reduction (\$152 million) from the general fund budget (\$760 million), a severe reduction by any standard.

Memo to State System Presidents

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This reduction requires planning for reorganization and downsizing at both campus and System levels. A distinction has been made between these two interactive processes. Because the largest portion of the budget supports people, in order to reduce expenditures the plan must be for fewer people, i.e., faculty, staff, and students, which will produce major effects on particular organizations. Critical mass within units may be lost and resources for programs may be insufficient to maintain quality -- to suggest just two predictable consequences of major downsizing. So, organizational restructuring becomes necessary and interinstitutional collaboration should be considered to obtain effective outcomes from diminished resources.

In addition to the 80 percent budget, OSSHE is authorized to request an additional 10 percent in decision packages which reflect Higher Education's priorities. There is absolutely no assurance that OSSHE will receive the additional 10 percent; however, it will be an incentive to frame proposals to fit the priorities for the System as well as the priorities outlined in *Oregon Benchmarks*. The challenge is to decide how the System can expand the impact from such possible resources by proposing decision packages that focus on programs and structures that are central to the state and to the System, as well as focusing on how those programs and structures are responsive to the priorities set by *Oregon Benchmarks*.

In addition to the 10 percent in decision packages allowed beyond the 80 percent budget, OSSHE also must consider a separate but parallel budget development process referred to as the Benchmarks Special Program budget designed to focus on the Lead Benchmarks. Institutions have been invited to submit proposals to the Chancellor's Office that address, in a specific way, one or several of the Lead Benchmarks. No entitlement exists for any additional resources beyond the 80 percent level, and competition among all other public needs and services will be intense. State and public priorities should be considered and responses made in imaginative and collaborative fashions.

A significant part of the 80 percent budget will be presented to the Board at the June meeting, for action in July. Because of the possibility of a special session of the legislature in the summer, there is a responsibility to let Oregon citizens know in clear, concrete terms the implications of an 80 percent budget. By the June meeting, some important public policy decisions will be clear, based on input from statewide hearings on tuition and access, as well as initial recommendations on administrative size/structure from reviews underway by the Board Administrative Review Committee (BARC). In addition, the Board at its May 22, 1992, meeting is expected to act on the recommendations of the Special Task Force on Athletic Funding that will help guide the Board on the overall strategy for university athletics policy. The colleges should address any budget considerations concerning athletics as a part of the strategies for reducing administrative and support services. Also, and very importantly, since downsizing means loss of personnel who have critical career decisions to make, specific position reduction decisions should be presented in June/July and the remaining decisions in September/October to provide people with as much lead time as possible for the streams of personal and family decisions that follow.

There are many over-arching and interrelated policy issues to work through as OSSHE develops the budget proposal for the next biennium. Presidents and Vice Chancellors recently have accepted specific responsibility for leading or working with others on a range of issues with interinstitutional consequences. With this corporate approach to System leadership in place, plans will be made for response to the *Oregon Benchmarks*, for examining the relationship between Higher Education and regional economic development,

Memo to State System Presidents
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for considering further integration of outreach and extension services, for resolving policy issues in the areas of continuing education and Ed-Net, and for seeking improved coordination and reconfiguration of degree programs in engineering, business, nursing, and the educator professions. Other issue areas may be pursued later.

Three cautions need to be taken into account. First, the new policy environment of Oregon created by Measure 5, HB 3565, the Joint Boards, and other forces has changed, and made more interdependent, the relationships among the three public sectors of education. Education is to be conceived as a continuous and better articulated process. What happens in higher education has an impact on decisions made in other sectors, and in turn, higher education is affected by what happens in the K-12 schools and in the community colleges. Consultative processes need to be built into the decision making process. Second, the planning activities being set into motion may themselves have many negative repercussions because the outcomes inevitably will affect choices, costs, careers, and services. Although some of these negative effects are unavoidable in a very open and public process, care should be taken to manage the planning in such a way that appropriate emphasis is given to the programs and resources that will remain in place and that must be protected. Over the past year, experience has shown that caring management is particularly important for the recruitment and retention of students who should be accommodated in the System, and for the morale of the faculty and staff who will continue to carry forward the primary missions of the enterprise. Third, every effort needs to be made to assure that the reductions are made in ways that will sustain diversity within all areas of the System.

Budget Guidelines

As a result of the impact of Measure 5, state agencies have been directed to prepare a 1993-1995 biennium budget assuming 80 percent of current levels of state general funds, after biennial roll-ups to annualize 1991-1993 authorized expenditures. However, since the roll-up data are not yet final, initial planning will be based upon the 1992-93 fiscal year. Later, the Budget staff in the Chancellor's Office will make the adjustments to reflect the 1993-1995 biennium.

In developing the institutional plans for addressing the reduced level of resources, institutions are asked to aim at 50 percent of the targeted cuts coming from administrative and support services and another 35 percent from program eliminations, restructuring, and increased faculty productivity. Specific campus proportions will be guided by the results of the BARC review. While in this round of planning the remaining 15 percent at the seven colleges and universities is being considered for coverage from revenue enhancements, institutions are requested to describe the impact of having to take further cuts to cover this remaining 15 percent of the targeted cut in general funds. The Oregon Health Sciences University and statewide public services will recommend revenue enhancement levels as part of their plans. The Chancellor's Office will take targeted cuts from administrative and support services.

The dollar targets are based upon budgeted 1992-93 enrollment levels since we cannot predict expected enrollments for 1993-1995 until more is known regarding tuition, program, and productivity plans. However, the goal is to retain as close to current instructional capacity as possible within the reduced level of resources. This goal will be achieved by selectively targeting the high cost-low enrollment programs for reduction.

Memo to State System Presidents
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While each institution will not be required to meet exactly the above planning guidelines, deviations and rationales should be described for consideration by the Chancellor and Board. For each program cut or reduction, institutions should describe the impact on numbers and types of positions cut, potential enrollment reductions, curtailment of research and service efforts, annual expenditure cuts, any expected revenue offsets, and the planned timing of the reductions.

Once the areas of cuts have been described, each institution also is requested to recommend a priority list of decision packages that provide options for any additional funding that might be available. The decision packages may be institutional as well as joint efforts with other institutions and/or other state agencies. Priority will be given to imaginative new proposals that increase the impact to be achieved with resources and that involve more than one campus. They should be presented in priority order to support the institution's mission as well as public priorities and *Oregon Benchmarks* where possible.

Key Principles to Guide Budget Reductions

The revised OSSHE budget proposal for the 1991-1993 biennium followed the passage of Measure 5 and the resulting instructions from the Governor's Executive Department to reduce the System's running level budget by \$86 million. The following eight principles were developed:

1. Sustainability,
2. No across-the-board reductions,
3. Mission centrality,
4. All options open,
5. Protection of capacity to expand when called upon,
6. Concern for possible duplication of programs,
7. Administrative streamlining and organizational restructuring, and
8. Concern for Oregon's long-term competitive capacity.

These principles served the System well in the first round of Measure 5 cuts and continue to guide the planning for the task immediately ahead.

1. **Sustainability.** In general, proposed changes should be for the long term, not just for the next biennium, and should avoid deterioration of programs, services, and functions that are to continue.
2. **No across-the-board reductions.** It is not acceptable simply to establish a single across-the-board percentage strategy for the whole institution. There may be cases where selective reductions versus whole unit/program eliminations are

Memo to State System Presidents

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May 4, 1992

appropriate. In such cases, consolidation and/or collaboration may be necessary in order to deploy resources more effectively.

3. **Mission centrality.** Core programs central to Board-approved institutional missions must be protected. However, given the magnitude of this reduction, prioritization of core programs may be necessary so as not to become overextended in programs relative to lower resource bases. Where appropriate, self-financing alternative uses of capacity should be sought to keep them in existence for possible future needs.
4. **All options open.** All options and all questions should be considered. Different ways of doing the same or different things must be considered. New arrangements (such as self-support or privatization) and relationships for doing the same or different things should be considered. Redefinition may be required of what is considered essential and what can be eliminated, especially in administrative and academic support and student services.
5. **Protection of capacity to expand when called upon.** To the extent feasible, protection of the capacity to expand in the future is important. The population of Oregon will grow, pressures for access will increase, and the economy will change. We have to be prepared to reverse downsizing when Oregonians decide to reinvest in higher education.
6. **Concern for possible duplication of programs.** This continues to be a very important principle in budget reductions. Further attention to duplicated programs, particularly at professional and graduate program levels, should be given. Access to higher cost programs at multiple sites must be justified. Matrix models of program coordination, with lead institutions for statewide delivery, should be considered. System coordination should be strengthened to assure that unnecessary duplication is reduced while reasonable access to program diversity (within available resources) is maintained.
7. **Administrative streamlining and organizational restructuring.** In this budget reduction round, a disproportionate amount of cuts is required in administrative and support services. Administrative and support costs are not great enough to meet the size of reduction required. Care must be taken to avoid creation of dis-efficiencies by shifting administrative workload to faculty, and thereby displacing the essential responsibilities for which they have been appointed and to which their expertise relates. Nonetheless, noninstructional costs must be thoroughly examined and substantially reduced. Consideration should be given to mergers of structures (e.g., related central administrative domains, collegiate units, closely related small departments) to achieve savings for the next biennium.
8. **Concern for Oregon's long-term competitive capacity.** This principle, closely related to #5, capacity to expand in the future, invites consideration about which public services and higher education services should be protected in Oregon relative to state needs and aspirations as envisioned in HB 3565, *Oregon Benchmarks, Human Investment Partnership*, and various other reports.

MAY-04-'92 15:20 ID:CHANCELLOR'S OFFICE TEL NO:503*346*5764 #778 P27

Memo to State System Presidents
Page 6
May 4, 1992

Productivity and Cost Reduction/Containment

Although by every measure for which comparative data are available, Oregon operates on less than average costs, concerns with costs and productivity are as intense in Oregon as elsewhere. Over the past year, this was evident in events leading to the formation of BARC, in sharp questioning by some members of the legislature, in the Governor's program review process, and in a recent Secretary of State, Division of Audits review of management controls over faculty workload and enrollment management. Productivity is at issue in the 1993-1995 budget reduction planning process and can be anticipated as a subject in the next legislative session. Productivity issues should be approached creatively, fairly, realistically, and with respect for the autonomy of professionals to make decisions about their work while being accountable to the public interest in knowing the effectiveness of the work.

Administrative and support services cost reductions will be dealt with by planning a disproportionate amount of cuts in this downsizing process and by some restructuring or eliminating certain activities. The effort will be guided by the results of the BARC review and by individual institution/System proposals for changes.

A broad area in which productivity enhancements are sought includes faculty workload and curriculum strategy. The goal is to achieve the most efficient faculty-student ratios that can be managed, coupled with timely student progress to graduation. Although the issues are interrelated, circumstances and conditions differ on each OSSHE campus. Each campus, therefore, must propose approaches it will take to enhance productivity, and at the System level, policies in support of faculty and curricular productivity will be pursued. For example, a major target should be to increase the rate at which students flow through programs. A tuition pricing policy that restricts students to state subsidization of their graduation requirements plus one extra term will be considered.

To the same end of students proceeding in an expeditious manner toward graduation, institutions are asked to study student accessibility to curriculum and to specify a timeline for any needed streamlining or refocusing of course requirements in relation to resource management. Academic values and cost control can be made to work in the same direction. Data from OSSHE Institutional Research Services will be provided to display course distribution and sizes by program and level. Academic administrators are asked to determine the extent to which faculty instructional efforts are applied to curricular requirements versus elective specialized courses, and to indicate what adjustments are appropriate to achieve the most cost-effective alignment of faculty resources to curricular requirements. As fundamental reviews of institution and department curricula are undertaken, issues of scope, scale, and structure should be considered. Some of this is currently in process on OSSHE campuses and should continue. Is the level of curricular specialization justified relative to general education requirements and the requirements of discipline majors? Is the ratio of graduate curriculum to undergraduate curriculum appropriate, given the primary missions of the campus? Are tenured and tenure track faculty teaching the core (general education requirements) of the curriculum? Does the distribution of classes over the day and evening schedule result in maximizing student access to them? Is the ratio of smaller classes to larger classes appropriate? Is the curriculum sufficiently articulated? What are the quality and quantity of outcomes and how are these determined?

Memo to State System Presidents

Page 7

May 4, 1992

Summary

The magnitude of our task is enormous to plan a 20 percent cut in state funding, while providing affordable quality higher education and breadth of statewide public services upon which Oregonians have come to depend. We all are being challenged to resolve these conflicting issues. We will look forward to receiving your plans by June 8. You will be provided specific instructions regarding the format of your plans from the Budget staff of the Chancellor's Office.

TAB:mb

cc: Vice Chancellors

REPORTS TO THE FACULTY SENATE

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331-6203

503-737-4344

FACULTY SENATE OFFICE
Social Science 107

Thursday, June 4, 1992; 3:00 pm - 5:00 pm
Construction & Engineering Hall
LaSells Stewart Center

AGENDA

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

A. SPECIAL REPORTS

1. Vision Statement

President John Byrne asked the Executive Committee to review the Vision Statement and to consider a forum to discuss the ideas involved. We will have an Open Forum during the Senate meeting for further dialogue on the Vision. Please bring your copy of the Vision Statement from the May Faculty Senate agenda or the April 30 edition of *OSU THIS WEEK* and encourage all faculty in your academic unit to attend.

B. ACTION ITEMS

1. Faculty Senate Consideration of Degree Candidates (p. 1)

Barbara Balz, Registrar, will present the recommended lists of degree candidates for Senior Honors, Baccalaureate Degree Candidates, and Advanced Degrees. The Faculty Senate is asked to approve these candidates on behalf of the Faculty of the University. These candidates have been certified by the appropriate academic units, committees, and councils. Attached is the Registrar's Memorandum dated May 1 which outlines the policies and procedures for the review and approval of degree candidates.

2. Bylaws Revisions (pp. 2-3)

These modifications clarify faculty eligibility, nominations and election procedures and term of office.

3. Category I and Category II Proposals (p. 4)

Ken Krane, Curriculum Council Chair, will present the following Category I proposals for Senate approval:

- a. Proposal for Reorganization, Curricular Revision and Renaming of an Instructional Program offering Undergraduate Degrees in Environmental Sciences (pp. 5-40)
- b. Proposal for the Initiation of a New Instructional Program Leading to the Bachelor of Science in Natural Resources (pp. 41-60)

A summary of 1991-92 Category II activity is available for viewing in the Kerr Library Reserve Book Room and the Faculty Senate Office.

C. INFORMATION ITEMS

1. IFS Task Force on Funding Athletics (pp. 61-62)

Attached is a letter from Bob Frank regarding the special report at the May Faculty Senate meeting.

2. Electronic Mail Directory

The Faculty Senate Office is compiling an electronic mail directory of all senators and committee chairs so messages may be transmitted in a timely manner. If you are accessible via electronic mail, please complete the attached form (found after the "New Business" section) and send it to the Faculty Senate Office, Social Science 107. If you are also accessible via cc:Mail, check yes, but print only your electronic mail address.

D. ANNUAL REPORTS

All Senate committees and councils are to report annually to the Senate and describe their work for the year. In most instances, the reports are for the information of the Senate, and committee chairs may not be present at the Senate meeting. These reports may contain specific recommendations and several express views upon which further consideration could be taken. Questions regarding a report should be directed to the chair (prior to the meeting, through the departmental affiliation), or the Senate president, if appropriate.

Academic Deficiencies Committee, Ataa Akyeampong, Chair (p. 63)

Academic Regulations Committee, (No report received)

Academic Requirements Committee, Janet Nishihara, Chair (p. 64)

Administrative Appointments Committee, Jim Krueger, Chair (p. 65)

Baccalaureate Core Committee, Jim Foster, Chair (pp. 66-69)

Committee on Bylaws and Nominations, Mike Martin, Chair (p. 70)

Committee on Committees, Don Olcott, Chair (p. 71)

Curriculum Council, (No report received)

Faculty Economic Welfare Committee, Dick Towey, Chair (p. 72-73)

Faculty Grievance Committee, Mike Burgett, Chair - no report is attached, but the Chair reports that no formal grievances were brought before the Committee during 1991-92.

Faculty Recognition and Awards Committee, Clara Pratt, Chair (p. 74)

Faculty Status Committee, Jim Hall, Chair (p. 75)

Graduate Admissions Committee, Chris Zauner, Chair (p. 76)

Graduate Council, Jack Leonard, Engineering (pp. 77-78)

Library Committee, LoErna Simpson, Chair (pp. 79-80)

Promotion & Tenure Committee, (This report will appear in the October agenda after the committee has finished their work)

Research Council, Annette Rossignol, Chair (p. 81-82)

Retirement Committee, John Yoke, Chair (p. 83)

Undergraduate Admissions Committee, Richard Thies, Chair (pp. 84-86)

University Honors Program Committee, Carleton Carroll, Chair (p. 87-89)

E. REPORTS FROM THE EXECUTIVE OFFICE

Roy Arnold, Provost & Vice President for Academic Affairs

F. REPORTS FROM THE FACULTY SENATE PRESIDENT

Kathleen Heath, Faculty Senate President

Provost Arnold responded to actions taken by the Faculty Senate on May 7 in the following manner:

- 1) **Affirming Diversity**: course title, criteria, and course approval process - approved by the Provost's Office.
- 2) **Institutional Procedures and Criteria for Program Redirection, Reorganization, Reduction and Termination** document - forwarded to the President with recommendation from the Provost that the document be approved.
- 3) **Renaming of the College of Home Economics and the College of Education** - approved by the President's Office and forwarded to the Vice Chancellor for Academic Affairs.

G. EXECUTIVE SESSION

Faculty Panels for Hearing Committees

A separate enclosure on buff colored paper contains background information concerning the Faculty Panels for Hearing Committees and the list of nominees for election. Faculty termination cases associated with Measure 5 cuts will not be considered by the Faculty Panels for Hearing Committees; these panels are formed only to hear appeals of sanctions for cause imposed on a faculty member.

In accordance with the Senate's Bylaws (Article IX, Section 3), the Senate President may call an Executive Session, which excludes all but elected and ex-officio members or their designated substitutes (Proxies) and Senate Office staff. Before going into Executive Session, the Senate President must also announce the statutory authority for such action (Attorney General's Opinion #6996, I.D.).

Balloting will be limited to Senators or their official representatives and will occur after the Executive Session has ended and the open meeting is again in session (in accordance with the above Article).

H. NEW BUSINESS

Important Dates:

September 17 - University Day

September 28 - First Day of Classes

October 1 - Faculty Senate Meeting

FACULTY SENATE ELECTRONIC MAIL DIRECTORY

(Please Print)

Name

Senator

Committee Chair

Electronic Mail Address

I am also accessible via cc:Mail: Yes No

Please return to:

FACULTY SENATE OFFICE

Social Science 107



OREGON STATE UNIVERSITY

Administrative Services B102 · Corvallis, Oregon 97331 · 2130
Telephone 503 · 737 · 4331

May 1, 1992

TO: Dr. Kathleen Heath, President
Faculty Senate

FROM: Barbara S. Balz *B Balz*
Registrar

SUBJECT: Faculty Senate Consideration of Degree Candidates

If appropriate, I will be happy to be in attendance at the Faculty Senate meeting on Thursday, June 4, 1992 to present the recommended lists of degree candidates in the following categories:

1. Seniors Graduating with Academic Distinction

As approved by the Faculty Senate on May 3, 1990, this year's Seniors become the first to be eligible for conferral of "academic distinction" upon graduation. Previously, students could qualify for Senior Honors. This year, seniors who have been in attendance for two regular academic years and who achieve a minimum grade point average of 3.50 to less than 3.70 graduate "cum laude", those in the range of 3.70 to less than 3.85 graduate "magna cum laude", and those with 3.85 and above graduate "summa cum laude". These notations will be shown in the Commencement program and on the student's diploma and transcript.

Any graduating senior who completed the requirements of the previous University Honors Program will have the notation "and with University Honors" noted on their transcript and diploma as a means of recognizing their scholarship.

2. Baccalaureate Degree Candidates

Those students verified as having completed all academic, college, school and departmental requirements by the academic dean, and institutional requirements by the Registrar's Office. These candidates are to be approved by the Academic Requirements Committee for recommendation to the Faculty Senate.

3. Advanced Degree Candidates

Those graduate students who have completed degree requirements satisfactory to the Graduate Council for recommendation to the Faculty Senate.

cc: Provost and Vice President Roy G. Arnold
Dean Thomas J. Maresh
Ralph H. Reiley, Jr.
Russell G. Dix



OREGON STATE UNIVERSITY

Ballard Extension Hall 213 • Corvallis, Oregon 97331-3601

Telephone 503-737-2942 Fax 503-737-2563

May 21, 1992

TO: Faculty Senate Executive Committee

FROM: Mike Martin, Chair *Mike Martin fmb*
Committee on Bylaws and Nominations

RE: Language Changes in F.S. Bylaws

Per your earlier direction, this committee is submitting proposals in the language of the Bylaws attached.

Members of the Associated Faculty group are still uncomfortable with the language suggested for Article III. I recommend that each be voted on separately. They urge that this issue be part of a larger faculty status debate next fall. Perhaps this is a reasonable suggestion.

I leave it to the wisdom of the E.C. to determine the appropriate path to follow.

mb

Attachment

ARTICLE III: AUTHORITY AND RESPONSIBILITY

Sec. 1. The Faculty Senate shall be representative of the entire Faculty of Oregon State University and shall have both the authority and responsibility to act for and on behalf of the Faculty in all matters encompassed within the stated Object of the Faculty Senate. The Faculty is defined as members of the Unclassified Academic Staff who: (1) hold one of these academic ranks, Instructor, Senior Instructor, Senior Faculty Research Assistant, Research Associate, Assistant Professor, Associate Professor, or Professor (as defined in Section 580-20-05 of the OSSHE Administrative Rules), or (2) individuals whose principal activity involves academically related advising or counselling of Oregon State University students. Faculty in administrative or support units with joint appointments in academic units shall be included in their academic unit for the purposes of apportionment.

ARTICLE V: MEMBER NOMINATIONS AND ELECTIONS

Sec. 1. - The following highlighted paragraphs would be inserted between paragraphs four and five:

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

If the FTE in an apportionment group declines to the extent that the total number of Senators to be allotted to that group in the next apportionment year will be less than the number of Senators scheduled to continue their terms of office into the new apportionment year, the reduction in number of Senators shall be dealt with in the following manner: the Senator(s) most recently elected shall remain in office until the end of their term(s) and the Senator(s) elected in the previous election shall not complete their term(s).

Sec. 5. Term of Office. Normally, representatives shall be elected for terms of three calendar years, with approximately one-third retiring each year. An exception is allowed when the Executive Committee prescribes a term of one or two calendar years in order to retain the approximation of one-third of the Faculty Senate retiring each year. A Faculty member shall be ineligible for appointment or election to a term of any length during the year following completion of two full consecutive terms.

DEPARTMENT OF PHYSICS



OREGON STATE UNIVERSITY
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Telephone 503·737·4631 Fax 503·737·1683

May 22, 1992

To: Kathy Heath, President, OSU Faculty Senate

From: Ken Krane, Chair, Curriculum Council *Ken Krane*

Subj: Category I Proposal

The Curriculum Council has approved two Category I proposals, which we forward to the Faculty Senate for its consideration:

- Proposal for Reorganization, Curricular Revision and Renaming of an Instructional Program offering Undergraduate Degrees in Environmental Sciences.
- Proposal for the Initiation of a New Instructional Program Leading to the Bachelor of Science in Natural Resources.

lkb

PROPOSAL FOR
REORGANIZATION, CURRICULAR REVISION AND RENAMING OF
AN INSTRUCTIONAL PROGRAM OFFERING UNDERGRADUATE DEGREES IN
ENVIRONMENTAL SCIENCES

CATEGORY I PROPOSAL

Oregon State University
Environmental Sciences Interdisciplinary Degrees Committee

21 May 1992

OVERVIEW

The Environmental Sciences Interdisciplinary Degrees (ESID) Committee proposes that the B.S. General Science/Environmental Science Option and the General Science Minor in Environmental Science be replaced by a B.S. Degree in Environmental Sciences and an undergraduate Minor in Environmental Sciences. The undergraduate degree and minor will be offered by the ESID Program through the College of Science. The undergraduate component of the ESID Program involves the establishment of a multi-college faculty committee with advisory and curricular oversight responsibilities, and a reassignment of the degree responsibility within the College of Science. Resources for administration will be provided through reassignment of responsibility for the activities of the existing environmental science degree programs.

It is envisioned that the undergraduate degree and minor would form the undergraduate component of a larger ESID Program with following degree elements:

1. A curriculum leading to a B.S. degree in Environmental Sciences;
2. A curriculum leading to an undergraduate minor in Environmental Sciences;
3. A curriculum leading to an M.S. in Environmental Sciences;
4. A curriculum leading to a Master's-level minor in Environmental Sciences; and
5. A curriculum leading to a Ph.D. in Environmental Sciences.

This document describes the undergraduate component of the ESID Program. The proposal for the graduate component of the program will be contained in a separate Category I Proposal. Although closely related and mutually supportive, the undergraduate and graduate components are sufficiently independent from an administrative and curricular standpoint to be considered and implemented singly.

RATIONALE

Environmental sciences are central to the mission of Oregon State University — a university distinguished by extensive programs related to the environment and wise use of natural resources. Officially recognized as a Land, Sea, and Space Grant institution, Oregon State University has exceptional strength in the disciplines that are required for studies in the area of environmental sciences. The proposed ESID Program builds on these institutional strengths.

The ESID Program responds to the demonstrated academic interests of students and to society's crucial need for scientists having the ability to analyze, model and participate in managing environmental systems. In addition, the proposed B.S. degree in Environmental Sciences is a high quality science degree from a major university. Students graduating with a B.S. degree in Environmental Sciences will be well prepared to enter any field requiring a person who understands scientific issues, thinks clearly and communicates effectively.

BACKGROUND

Since its establishment in the 1988-89 academic year, the undergraduate Environmental Sciences Option in the General Science Department has grown rapidly to 68 Bachelor of Science majors. The General Science Department will be eliminated on 30 June 1992 as part of a major reorganization of the instructional programs in the College of Science. Many of the General Science Department's instructional activities will be transferred to appropriate disciplinary units within the College of Science.

The College of Science is committed to continuing the existing degree option and minor in environmental science until such time as they can be replaced by the proposed curricula. A strong environmental sciences program, however, must cross disciplinary boundaries, not only among the traditional physical and biological sciences within the College of Science, but across a wide range of disciplines throughout the University.

Recognizing the growing interest of students and the crucial need for scientists who are able to analyze and understand environmental systems, the Dean of the College of Science formed the ESID Committee in September 1991 and charged it with strengthening and broadening interdisciplinary degree programs in environmental sciences. The committee presently consists of faculty members from the Colleges of Science, Agricultural Sciences, Engineering, Forestry, Liberal Arts and Oceanography, and represents a broad range of perspectives on environmental studies.

The proposed ESID Program is the result of the efforts of the ESID Committee and interested faculty across the campus. The process has been open to all. A preliminary design of the program and a draft of the revised curriculum were widely circulated on campus, and nearly all constructive suggestions have been incorporated. The participating faculty have designed an environmental sciences curriculum that has rigor, breadth and the flexibility to meet new challenges.

DESCRIPTION OF PROPOSED PROGRAM

1. DEFINITION OF ACADEMIC AREAS

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

The program seeks to develop scientists having the ability to analyze and understand environmental systems, to predict environmental change and to participate in management of the environment.

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

The proposed program contains 28 course credits in the Environmental Sciences and Humanities Core that are designed to develop the ability and knowledge required to assess and integrate information across disciplinary boundaries in the sciences and humanities. The proposed curriculum also contains 27 credits of advanced courses in a Specialization Area designed to give the student an area of academic strength in the physical, biological or social sciences. These two groups of courses balance breadth and depth.

The requirement for the Specialization Area can be met by completing an approved minor from a participating program. Alternatively, students may choose an approved course cluster, or work with advisors to develop an innovative course cluster that would enable the student to meet a new challenge in the analysis of environmental systems.

Approved minors include:

Agricultural Economics, Animal Sciences, Anthropology, Bioresource Engineering, Chemistry, Computer Science, Crop Science, Economics, Entomology, Environmental Health, Fisheries and Wildlife, Forest Recreation Management, Environmental Geosciences, Horticulture, Insect Pest Management, Mathematical Sciences, Mathematics, Microbiology, Oceanography, Physics, Radiation Health Physics, Rangeland Resources, Resource Economics, Sociology, Soil Science, Survey and Mapping, and Zoology.

Approved course clusters include:

Aquatic Systems, Environmental Policy, Ocean-Atmosphere-Land Systems, and Terrestrial Ecosystems. Course clusters in Earth Systems and Forest Ecology are under development.

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

Yes. The proposed list of Specialization Areas is comprehensive in the environmental and closely-related sciences, but minors and course clusters may be added, modified or removed at any time. This flexibility is a central part of the design of the program. Proposals to add Specialization Areas may be initiated by an academic unit, a group of interested faculty members, or the Environmental Sciences Interdisciplinary Degrees Committee. Specialization Areas may be removed at the request of the participating academic unit(s), or through action initiated by the University or the Environmental Sciences Interdisciplinary Degrees Committee.

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

No. As an interdisciplinary program, the ESID Program provides appropriate mechanisms to allow students to take advantage of opportunities in any specialty or subspecialty in the environmental sciences or closely related fields.

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

The current program is already operational and will be continued until the new program is implemented during the 1992-93 academic year.

2. DEPARTMENT OR COLLEGE RESPONSIBLE

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

and

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

The B.S. Degree in Environmental Sciences and the Minor in Environmental Sciences will be offered by the ESID Program through the College of Science. The ESID Committee will have general advisory and curricular oversight responsibilities; a Program Coordinator will have primary responsibility for promotion and administration of the instructional and advising activities.

The members of the ESID Committee will be appointed by the Dean of the College of Science in consultation with the deans, directors and department heads of participating academic units. Active participants at the moment include the colleges of Agricultural Sciences, Engineering, Forestry, Health and Human Performance, Liberal Arts, Oceanography and Science.

The ESID Committee will focus on matters of policy and direction for the program, including the review of proposals to change core-course or specialty-area requirements and the periodic review of the quality of the existing curriculum and its implementation. The ESID Committee is responsible for maintaining the rigor, balance and flexibility of the undergraduate B.S. degree and B.S. Minor in Environmental Sciences over time.

The primary responsibility for the promotion and administration of the instructional and advising activities of the program will rest with a Program Coordinator, who will be appointed by the Dean of the College of Science in consultation with the ESID Committee and the deans and department heads of the academic units where the candidate has academic appointments. The ESID Committee estimates that the full ESID program, including graduate and undergraduate components, will require at least 0.25FTE for the the Program Coordinator and between 0.5 and 1.0FTE for a classified assistant at the level of an Office Specialist 1.

The Program Coordinator will establish the program as a functional academic home for the undergraduate majors, work with faculty to improve course offerings, minors and specialization areas, and actively promote the overall activities of the ESID Program. The Program Coordinator will also manage the program office.

Advising will play a crucial role in the undergraduate program. The Program Coordinator will be responsible for developing advising materials; constructing a network of advisors for students; keeping student records, including admission, enrollment, and grading documents; and tracking progress of students toward their degrees. The Program Coordinator will serve as Chief Advisor for students selecting the course-cluster option for the Specialization Area, and for lower-division students who have not yet chosen a Specialization Area.

The ESID Program will require undergraduate advising support from faculty located in participating units representing physical sciences, life sciences, social sciences and the humanities. Advisers in participating units will play an active role by aiding in course selection, by advising students enrolled in minors or specialization areas related to the participating unit, and by helping students learn about career opportunities.

Students that are currently enrolled in the B.S. degree in General Science/ Environmental Science Option and the Minor in Environmental Science will be automatically enrolled in the new ESID Program, with the option of completing degrees under the old or the new curriculum. Approximately 70 students are currently enrolled in the Environmental Science Option; 5 students are enrolled in the undergraduate minor. All newly enrolled students would be required to complete the proposed curriculum.

3. OBJECTIVES OF THE PROGRAM

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

The overall objective of the proposed ESID Program is to provide a degree-granting curriculum in the environmental sciences that offers students an interdisciplinary education having both rigor and breadth. The objective of the B. S. degree in Environmental Sciences is to prepare future scientists to analyze and understand environmental systems, predict environmental change and participate in management of the environment. The objective of the Minor in Environmental Sciences is to extend elements of the curriculum to students from any program or department at Oregon State University. All Environmental Sciences students will learn to apply scientific principles in the analysis of environmental systems and gain a greater appreciation of the moral and ethical issues involved in interactions between humans and the environment. The proposed ESID Program responds to the demonstrated academic interests of students and to society's crucial need for scientists having the ability to analyze, model and participate in managing environmental systems.

The revised curriculum (1) strengthens the level of basic science training; (2) improves integration of courses across the physical, biological and social sciences and the humanities; (3) strengthens offerings in the environmental sciences core courses; (4) adds credit hours and improves curricular structure to insure that the student develops a specific area of academic strength; and (5) provides more flexibility, options and institutional capacity for students by broadening faculty participation in the environmental sciences and related disciplines.

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

The Program Coordinator and the Environmental Sciences Interdisciplinary Degrees Committee are responsible for measuring the success of the program. Measures of success will include:

- The number of awarded B.S. degrees and Minors in Environmental Sciences;
- The number of students obtaining a full-time job in the environmental sciences or closely related fields within one year of receiving a B.S. degree or Minor in Environmental Sciences;
- The number of Environmental Sciences students who enter graduate school within one year of receiving a B.S. degree or Minor in Environmental Sciences; and
- The subjective level of satisfaction of students receiving the B.S. degree at the time of graduation, one year after graduation, and five years after graduation.

In addition to the normal program reviews at Oregon State University, the Program Coordinator and the Environmental Sciences Interdisciplinary Review Committee will prepare

an annual report on the status of the program, and distribute the report to all participating units.

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

Environmental sciences are central to mission of Oregon State University — a university distinguished by extensive programs related to the environment and wise use of natural resources (Creating the Future, 1990). Officially recognized as a Land, Sea, and Space Grant institution, Oregon State University has exceptional strength in the disciplines that are needed for the scientific analysis of the human environment.

The proposed ESID Program contributes directly and indirectly to many of the objectives in the strategic plan for Oregon State University (Creating the Future, 1990). It directly contributes through strengthening interdisciplinary studies among students and faculty (Objective 3.3) and improves the quality and rigor of an existing academic program (Objective 6.1) It contributes to the general goals of increasing enrollment of outstanding students (Goal 6) and improves the University's relations with its many constituencies (Goal 10) by increasing the visibility of programs in which OSU has exceptional strength. It supports and strengthens the University's international focus through the interdisciplinary study of global environmental problems.

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

The proposed B.S. degree in Environmental Sciences is first and foremost a high quality science degree from a major university. There is a critical shortage in the United States of persons with solid preparation in mathematics and science. Students graduating with a B.S. degree in Environmental Sciences will be well prepared to enter any field requiring a person who understands scientific issues, thinks clearly and communicates effectively.

Students receiving B.S. degrees in General Science/ Environmental Science Option have been successful in finding employment, and this success is expected to continue. Graduates will obtain jobs in governmental agencies charged with monitoring and managing the environment, industrial and agricultural businesses with major financial interest in maintaining a proper relationship between their activities and the environment and private consulting firms providing services to government and the private sector in the environmental area (see Section 9d below for additional information). The proposed program provides an ideal background for students interested in teaching natural sciences at the K-12th grade level; a fifth year of study in education would be required. Outstanding students will be well prepared to pursue advanced degrees in the sciences.

4. RELATIONSHIP OF PROPOSED PROGRAM TO OTHER PROGRAMS IN THE INSTITUTION

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

CLOSELY RELATED PROGRAMS

The B.S. Degree in Environmental Sciences and the undergraduate Minor in Environmental Sciences are designed to complement disciplinary degree programs in the physical, biological and social sciences as well as interdisciplinary degrees and minors in the broad area of environmental studies. The proposed curricula for the B.S. degree and Minor in Environmental Sciences have been coordinated with existing and emerging programs through joint membership on curriculum planning committees and the University Committee to Coordinate Environmental Programs.

Each closely-related program is focused on a different part of the spectrum of environmental and natural resource studies. The distinguishing features of the proposed Environmental Sciences degree are:

- an emphasis on rigorous and balanced lower-division preparation in the physical, biological and social sciences and the humanities;
- a coherent group of upper-division interdisciplinary courses that develop understanding of natural environmental systems and the basic relationships between humans and their environment;
- an advanced upper-division specialization area in the physical, biological or social sciences; and
- a Writing Intensive Course that focuses on the development of specific skills that are necessary to analyze and solve environmental problems that cross disciplinary boundaries in science and the humanities.

The proposed B.S. Degree and Minor in Environmental Sciences are closely related to two existing undergraduate interdisciplinary degree programs in the broad area of environmental and natural resource studies:

The B.S. Degree in Bioresource Research

An interdisciplinary program involving the Colleges of Agricultural Sciences, Forestry and Science. Contains 10 degree options: Animal Physiology, Applied Genetics, Biosystems Modeling, Biotechnology, Environmental Chemistry, Food Quality, Pest Biology and Management, Plant Physiology, Sustainable Ecosystems and Toxicology. Each undergraduate student must perform research and complete an undergraduate thesis under the guidance of a faculty mentor. The Bioresource Research degree program focuses on (1) natural resource management and utilization, (2) the life sciences, and (3) a select group of outstanding students planning to pursue a research-

support career or continue on to graduate school.

The B.S. Degree in Public Health/Environmental Health and Minor in Environmental Health

Offered by the College of Health and Human Performance. B.S. degree contains 3 specializations: Sanitarian, Management and Tropical Public Health. Degree candidates receive a broad background in the biological, physical and social sciences and the humanities, and specialized training required for employment by organizations concerned with the relationship of the environment and human health as well as protection of the environment. Accredited by the National Environmental Health Science and Protection Accreditation Council.

In addition, there are a number of emerging programs in environmental and natural resource studies. A Category I Proposal for a B.S. Degree in Natural Resources is in preparation. This is an interdisciplinary program involving the Colleges of Agricultural Sciences, Forestry, Liberal Arts and Science. Specialty areas must integrate across at least three academic units. The preliminary proposal includes the following specialty-area examples: Natural Resource Administration/Finance, Agroforestry, Land Resources, Water Resources, Wildland Resources, Wildland Ecology, Techniques for Resource Appraisal, and Resource Policy. The Natural Resources degree seeks to enable students to understand a broad range of natural resource problems and to deal with the social and political components of resource management. Proposals for undergraduate minors in Environmental Engineering, Environmental and Natural Resource Policy, and Environmental Geosciences are also under consideration.

AREAS OF INSTITUTIONAL STRENGTH

Strong academic units that are closely related to environmental sciences span the university. Oregon State University offers comprehensive instructional programs in agriculture, engineering, public health, forestry, biology and the oceanic, atmospheric and earth sciences. In addition, the presence of related state and federal agencies, such as the Corvallis Environmental Protection Agency Laboratory, the U.S. Forest Service, the U.S. Department of Agriculture and the U.S. Department of the Interior, provides unique opportunities for developing educational partnerships that would benefit undergraduate Environmental Sciences students.

5. COURSE OF STUDY

a. *Describe the proposed course of study.*

OVERVIEW OF THE B. S. DEGREE

The 192 credits required for the B. S. Degree in Environmental Sciences are organized in five categories, as follow:

1. University Baccalaureate Core Courses (30 Cr);
2. Basic Science, Humanities and Skills Core Courses (70 Cr);
3. Environmental Sciences and Humanities Core Courses (28 Cr);
4. Specialization Courses (27 Cr);
5. Elective Courses (37 Cr).

The curriculum begins with a strong general education requirement and foundation in science and humanities. Students then take a core group of primarily upper-division courses in the environmental sciences and humanities that introduce students to the major physical and biological components of natural environmental systems, the basic relationships between humans and the environment, and the political, moral and ethical dimensions of environmental issues. The curriculum prepares the student to solve problems, to apply the scientific method to interdisciplinary questions and to communicate effectively.

Students choose an area for focused academic development at the upper-division level. The required 27 specialization credits may be earned by completing an existing minor from any participating academic department or unit at OSU. The requirement may also be met by completing a group of advanced courses, selected by the student and advisors, that develop the student's capacity to analyze environmental systems. The program provides the student with flexibility to pursue related interests through 37 Cr of electives.

Additional details are provided in the B.S. DEGREE REQUIREMENTS CHECKLIST below.

OVERVIEW OF THE MINOR

The objective of the Minor in Environmental Sciences is to extend elements of the curriculum to students from any program or department at Oregon State University. The Minor in Environmental Sciences consists of 28 Cr of courses at a level that is accessible to any general university student with a year of physical sciences, a year of general biology, and one course each in calculus and statistics. The courses are divided into two groups:

1. Natural Environmental Systems (13 Cr);
2. Man and the Environment (15 Cr)

Additional details are provided in the MINOR REQUIREMENTS CHECKLIST below.

B. S. DEGREE REQUIREMENTS CHECKLIST

1. UNIVERSITY BACCALAUREATE CORE REQUIREMENTS (30 Cr)

The University Baccalaureate Core Course (BCC) requirement is met with 51 credits and a writing intensive course (WIC). The Environmental Sciences student satisfies the general education requirement by selecting 30 credits from unrestricted lists of BCC courses and 21 credits from a more restrictive list of BCC courses that simultaneously satisfy requirements for the Environmental Sciences major. The WIC requirement is satisfied by a course in the Environmental Sciences and Humanities Core.

- (12) Skills (From BCC approved list)
 - (9) Writing 121, Writing II, Writing III
 - (*) Math 105, or higher [3 Cr]
 - (3) HPE 231 Lifetime Fitness for Health Writing Intensive Course (WIC) within the major

- (18) Perspectives (From BCC approved list)
 - (*) Physical Science (Lab) [4 Cr]
 - (*) Biological Science (Lab) [4 Cr]
 - (*) Choice of Biological or Physical Science (Lab) [4 Cr]

 - (3) Western Culture
 - (3) Cultural Diversity
 - (3) Literature and the Arts
 - (3) Social Processes and Institutions
 - (6) 2 courses from above 4 areas

- (*) Synthesis
 - Science, Technology and Society [3 Cr, HSTS 416, HSTS 421 or SOC 456]
 - Contemporary Global Issues [3 Cr, AREC 351, GEOG 300 or GEOG 350]

NOTE: Courses shown with (*) are to be taken in sections of the curriculum presented below. The Writing Intensive Course (WIC) is included under ENVIRONMENTAL SCIENCES AND HUMANITIES CORE COURSES.

2. BASIC SCIENCE, HUMANITIES & SKILLS CORE COURSES (70 Cr)

Environmental Sciences requirements in the fundamental disciplines of science and humanities are organized into three categories: Basic Sciences, Social Sciences and Humanities, and Technical Skills . The sequences indicated in the Basic Sciences and Technical Skills categories are the lowest-level sequences allowed.

Basic Sciences (50 Cr)

- (12) Biology (BI 201,202,203 or BI 211,212,213)
- (15) Chemistry (CH 221,222,223 or CH 121, 122, 123, 219)
- (8) Mathematics (MTH 251,252)
- (15) Physics (PH 201, 202, 203 or PH 211, 212, 213)

Social Sciences and Humanities (10 Cr)

- (6) Economics (EC 213, 214)
- (4) Philosophy (PHL 205)

Technical Skills (10 Cr)

- (6) Statistics (ST 201,202, or higher)
- (4) Computer Science (CS 101, or higher)

3. ENVIRONMENTAL SCIENCES AND HUMANITIES CORE COURSES (28 Cr including WIC)

The Environmental Sciences and Humanities Core Courses are designed to enable the student to develop an understanding of natural environmental systems and the basic relationships between humans and their environment, and to develop the skills that are necessary to analyze and solve environmental problems that cross disciplinary boundaries in science and the humanities. The factors considered in the adoption of a course for the Environmental Sciences and Humanities Core include:

- The course focuses on integration of life sciences, physical sciences, social sciences and humanities;
- The course focuses on developing an understanding of basic components of natural environment — biosphere, lithosphere, hydrosphere and atmosphere;
- The course focuses on analyzing and solving environmental problems;
- The course material is given at the upper-division level;
- The course is offered each year;
- The course has open enrollment;
- The academic unit offering the course consents to the listing as a core requirement.

Natural Environmental Systems (13 Cr)

- (3) Biosphere (BI 370)
- (4) Lithosphere (G 202 or CSS 305)
- (3) Hydrosphere (OC 331)
- (3) Atmosphere (ATS 211 or 300)

Humans and the Environment (15 Cr)

- (3) History of Science and Society (HSTS 416, HSTS 421 or SOC 456)
- (3) Environmental Ethics and Politics (PHL 440, PS 474 or PS 475)
- (3) Conservation and Management (AREC 351, GEOG 300 or GEOG 350)
- (3) The Human Environment (BI 301, H 344 or Z 348)
- (3) Problem Analysis BCC/WIC (BI 333 or BI/BOT 489)

4. SPECIALIZATION AREA (27 Cr)

The 27 credits of specialization courses are intended to develop a focal point and an area of academic strength for the student in the physical, biological or social sciences. The Specialization Area builds on the foundation provided by the BASIC SCIENCES, HUMANITIES AND SKILLS and the ENVIRONMENTAL SCIENCES AND HUMANITIES Core Courses.

The specialization requirement can be met by completing an approved minor from a participating program in the environmental or closely related sciences. Alternatively, students may choose an approved course cluster or work with advisors to develop an innovative course cluster that would provide the student with the academic strength to meet a new challenge in the analysis of environmental systems.

Approved Minors Related to Environmental Sciences:

Agricultural Economics, Animal Sciences, Anthropology, Bioresource Engineering, Chemistry, Computer Science, Crop Science, Economics, Entomology, Environmental Health, Fisheries and Wildlife, Forest Recreation Management, Environmental Geosciences, Horticulture, Insect Pest Management, Mathematical Sciences, Mathematics, Microbiology, Oceanography, Physics, Radiation Health Physics, Rangeland Resources, Resource Economics, Sociology, Soil Science, Survey and Mapping, and Zoology;

Approved Course Clusters in Environmental Sciences:

Aquatic Systems, Environmental Policy, Ocean-Atmosphere-Land Systems, and Terrestrial Ecosystems.

Course clusters in Earth Systems and Forest Ecology are under development. See Appendix A for detailed curricula of the approved course clusters.

5. ELECTIVE COURSES (37 Cr)

The elective courses are completely unrestricted. Students wishing to pursue advanced topics in environmental sciences are encouraged to work with advisors to identify appropriate groups of courses in their areas of interest. Electives may also be used to probe career opportunities, learn a foreign language, take a second minor, work in an environmental laboratory, prepare for graduate school or take advantage of the many general education opportunities provided by a major university.

6. OBSERVATIONAL EXPERIENCE REQUIREMENT

Opportunities for hands-on experience in design and collection of observations in the physical, biological and social environment can be found in courses throughout the ESID curriculum. The student's program must contain at least one such course. Students are urged to work with advisors at an early stage in their study to identify courses that are appropriate for their areas of interest. The Program Coordinator will maintain a list of courses satisfying the observational experience requirement.

MINOR REQUIREMENTS CHECKLIST

The Minor in Environmental Sciences is available to students from all departments and programs at Oregon State University. A year of physical sciences, a year of general biology, and one course each in calculus and statistics are prerequisites. The 28 credits required for the Minor are in addition to the credits required for student's major. Course substitutions must be selected in consultation with an Environmental Sciences advisor, and approved by the ESID Program; substitutions must cover material in the same course category (e.g., Natural Environmental Systems/Biosphere) at a similar or higher level.

1. NATURAL ENVIRONMENTAL SYSTEMS (13)

- (3) Biosphere (BI 370)
- (4) Lithosphere (G 202 or CSS 105)
- (3) Hydrosphere (OC 331)
- (3) Atmosphere (ATS 211 or 300)

2. HUMANS AND THE ENVIRONMENT (15)

- (3) History of Science and Society (HSTS 416, HSTS 421 or SOC 456)
- (3) Environmental Ethics and Politics (PHL 440, PS 474 or PS 475)
- (3) Conservation and Management (F 415, FW 251 or GEOG 300)
- (3) The Human Environment (BI 301, H 344 or Z 348)
- (3) Problem Analysis BCC/WIC (BI 333 or BI/BOT 489)

6. ADMISSION REQUIREMENTS

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

None.

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

No.

7. RELATIONSHIP OF PROPOSED PROGRAM TO FUTURE PLANS

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

The proposed program is a reorganization and strengthening of continuing instructional activities in a major area of strength for Oregon State University. This document describes the undergraduate component of the ESID Program. The proposal for the graduate component of the program will be presented in a separate Category I Proposal.

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

A companion Category I Proposal for the graduate component of the ESID Program is in preparation. It is envisioned that graduate component will be a joint-university program, with participation by other universities and colleges within the Oregon System of Higher Education. Although closely related and mutually supportive, the undergraduate and graduate components at Oregon State University are sufficiently independent from an administrative and curricular standpoint, that they may be implemented singly. In other words, there is no reason to delay the implementation of the undergraduate program should the graduate program require additional consideration at the State System level.

8. ACCREDITATION OF THE PROGRAM

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

No. The subject of undergraduate environmental science education has been considered at an August 1991 workshop of the American Institute of Biological Science (see Appendix B). The proposed ESID Program is consistent with, and we believe an outstanding example of, the type of program recommended by the workshop.

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

Not applicable.

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

Not applicable.

NEED

9. EVIDENCE OF NEED

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

Understanding and managing environmental systems is one of the major challenges facing the world in the 1990s. Scientific analysis is needed to understand the complex issues related to biodiversity, climate change, management of sustainable systems in agriculture and forestry, air quality, water quality and availability, solid waste management, toxic waste management, and energy, transportation and social policies.

An increasing number of students are being attracted to careers in the environmental sciences. The present B.S. degree in the General Science/Environmental Science Option currently enrolls 68 students. Both the B.S. degree and the minor have grown rapidly since they were established in the 1988-89 academic year.

The ESID Program meets needs that are identified in OSU planning documents. See Section 3c above.

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

We expect the enrollment to remain steady during the first three years due to increased rigor of the requirements in the basic sciences, and then grow to approximately 100 students by the end of the five-year period. The present B.S. degree option was established in the 1988-89 academic year and has grown to 68 students.

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

proposed program not available here?

The program is a reorganization and strengthening of an existing program. It is anticipated that the program will enable Oregon State University to compete more effectively for the best students interested in the broad area of environmental studies.

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

The State of Oregon has a need for a steady supply of scientifically trained individuals in its environmental regulatory and resource agencies. In addition the state hosts numerous corporations in the private sector that demand personnel trained in environmental sciences. The shortage of well-educated environmental scientists has the potential to delay or prevent economic development throughout the state.

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

Rational management of the human environment requires scientific data and analysis to understand and model the behavior of environmental systems. There are many critical environmental issues in the Northwest and the nation at the present time — hazardous waste, sustainable yields in agriculture, fisheries and forestry, water availability, climate change, public health, etc. Addressing these issues will require well-educated scientists who are willing and able to work at the interfaces between traditional disciplines.

Employment opportunities in the environmental area are well documented. The public awareness and commitment reflected by federal, state and local legislation on environmental management and protection have created a wide range of opportunities in the public and private sector (see for example CEIP Fund, 1989: *The Complete Guide to Environmental Careers*, Island Press, Wash. DC, 329pp, or Warner, D.J., 1992: *Environmental Careers: A Practical Guide to Opportunities in the '90s*, Lewis Publishers, Boca Raton, 249pp). Hiring in the public sector is likely to remain strong. For example, the U.S. Environmental Protection Agency (EPA) assessed its workforce needs in 1989 and concluded that 32% of their current scientific staff would retire by 1994 (U.S. EPA, 1990: Workforce planning report, ORD, Wash. DC, 50pp). A more recent assessment (EPA Journal, Sept. 1991) within the U.S. EPA projected that this agency alone will need to hire 1,500 scientists and engineers over the next 5 years.

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

In addition to preparing students for careers, this program prepares students for thinking critically about contemporary issues such as the carrying capacity of the earth and sustainable environmental systems. The program involves the integration of ideas from an array of disciplines and fosters the development of valuable new perspectives.

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

Much of the identity of the State of Oregon is concerned with its image as a state that has done a good job of managing its environment. In addition to the obvious concerns in agriculture, fisheries, forestry and the daily quality of life for Oregonians, the economic development goals of Oregon depend on developing the work force and attracting business investment. A well-managed environment creates a stable foundation for economic prosperity and contributes to the well-being of its citizens. The undergraduate component of the ESID Program will educate the scientists who participate in developing the basic understanding of environmental systems that contributes to the economic and social progress of the society at large.

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

No.

DUPLICATION OF EFFORT

10. SIMILAR PROGRAMS IN THE STATE

a. List any similar programs in the state.

The undergraduate component of the ESID Program is unique in quality and scope for the environmental sciences. Related programs at the University of Oregon are the Environmental Studies Program and the General Science Program. The Environmental Studies Program offers an interdisciplinary minor that requires 30 credits of courses, selected from a broad range of disciplines in the sciences, the humanities, management, public policy and design. The General Science Program at the University of Oregon has no curriculum in environmental sciences, but has the flexibility to take advantage of relevant courses in biology, chemistry, geography and physics. Portland State University offers a doctoral degree in Environmental Sciences and Resources, but does not offer undergraduate degrees in the environmental sciences.

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

The proposed undergraduate component of the ESID Program is a flexible interdisciplinary program that builds on OSU's unique strengths. As such, it complements the environmental studies at the University of Oregon and other educational institutions within the state. The proposed program will be the only major undergraduate degree program in the Oregon State System of Higher Education that is explicitly focused on environmental sciences.

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

None are involved at the moment, but the ESID Program will take advantage of opportunities for cooperation with other State System colleges and universities and for acquiring external instructional resources from public and private organizations.

RESOURCES

11. FACULTY

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

The B.S. Degree in Environmental Sciences and the Minor in Environmental Sciences will be offered by the ESID Program through the College of Science. The ESID Committee will have general advisory and curricular oversight responsibilities; a Program Coordinator will have primary responsibility for promotion and administration of the instructional and advising activities.

The members of the present Environmental Sciences Interdisciplinary Degrees (ESID) Committee are:

Steven K. Esbensen, Professor and Chair, Department of Atmospheric Sciences (College of Science); Chair, ESID Committee

Larry Boersma, Professor of Soil Science, Department of Crop and Soil Science (College of Agricultural Sciences)

Perry J. Brown, Professor of Forest Resources and Associate Dean for Instruction, Continuing Education and International Programs, College of Forestry; member, Committee for Coordinating Environmental Programs

Jack R. Dymond, Professor, College of Oceanography

Mark A. Hixon, Associate Professor, Department of Zoology (College of Science) and College of Oceanography

Gordon E. Matzke, Associate Professor of Geography and Associate Chair, Department of Geosciences (College of Science); Member, Committee Developing a Natural Resources

Undergraduate Degree

- Bruce McCune, Assistant Professor, Departments of General Science and Botany and Plant Pathology (College of Science)
- Peter B. McEvoy, Professor, Department of Entomology (College of Science)
- Michael C. Mix, Professor of Biology; Chair, Department of General Science (College of Science); Director, Biology Program (College of Science); Vice Chair, ESID Committee
- Fred L. Ramsey, Professor, Department of Statistics (College of Science)
- Robert C. Sahr, Associate Professor, Department of Political Science (College of Liberal Arts); Chair, College of Liberal Arts Curriculum Committee
- Richard W. Thies, Professor of Chemistry, Associate Dean for Students and Curriculum and Head Adviser, College of Science
- John C. Westall, Professor, Department of Chemistry (College of Science)
- Mark V. Wilson, Associate Professor, Department of Botany and Plant Pathology (College of Science)
- William E. Winner, Associate Professor of Environmental Biology, Departments of General Science and Botany and Plant Pathology; Acting Director, Center for Analysis of Environmental Change; Member, Committee for Coordinating Environmental Programs
- Sandra L. Woods, Associate Professor, Department of Civil Engineering (College of Engineering); Chair, Committee for Coordinating Environmental Programs

See Appendix C for the resumes of the ESID Committee members. The Program Coordinator will be appointed following the approval of this Category I proposal.

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

No additional faculty members will be required to initiate the program, or to continue to operate it during the next four years.

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

The ESID Committee estimates that the full ESID Program, including undergraduate and graduate components, will require classified staff support of between 0.5 and 1.0 FTE at the level of an Office Specialist 1. Support for the classified staff person will be provided by the College of Science through transfer or reassignment of FTE for existing classified staff positions.

12. LIBRARY

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

The Library holdings are adequate for the proposed program. The proposed degree program increases the rigor and breadth of environmental sciences studies at Oregon State University, but does so by taking advantage of existing areas of strength within the University. Current resources are adequate and no new resources are required.

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

Not applicable.

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

Not applicable.

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

See Appendix D.

13. FACILITIES AND EQUIPMENT

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

and

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

The undergraduate ESID Program requires only existing classrooms, instructional laboratories and equipment that are used to teach students in the environmental and related sciences, and administrative office space. The institution presently has on hand the equipment necessary to offer a quality program.

The College of Science will provide the space required for program administration. The arrangement will be sufficient to provide a clear identity for the program and to establish the ESID Program as functional academic home for undergraduate Environmental Sciences students.

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

Not applicable.

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

Not applicable.

14. BUDGETARY IMPACT

- a. *Please indicate the estimated cost of the program for the first four years of its operation following the format on p. 36 of [the Oregon State University Curricular Procedures Handbook (1990)].*

There are no incremental costs.

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

No special legislative appropriation is required.

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

No federal or other grant funds are required.

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

No. Resources for the Program Coordinator, the Office Specialist and services and supplies will be provided through reassignment of responsibility for the activities of the existing environmental science degree programs.

- e. *If the program will be financed from existing resources, specifically state:*

- (1) *what the budgetary unit will be doing as a result of the new program that is not now done in terms of additional activities; and*

There will be no funded instructional or administrative activities beyond those required for the current B.S. General Science/ Environmental Science Option and undergraduate Minor in Environmental Science.

(2) what these new activities will cost and whether financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution.

and

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

There will be no additional costs.

APPENDIX A

Approved Course Clusters for the Specialization Area Requirement

Wed, Apr 22 1992

COURSE CLUSTER: Aquatic Systems

Purpose: Provide a curriculum for Environmental Science students who want an understanding of the basic principles governing physics, chemistry, and biology of oceans, lakes and streams. The student may emphasize Aquatic Physics, Aquatic Chemistry, or Aquatic Biology.

Prerequisites: Students intending to specialize in Aquatic Physics should take calculus based physics (PH 211, 212, 213) to satisfy their Basic Sciences requirement. Students intending to specialize in Aquatic Biology should take the majors sequence in biology (BI 211, 212, 213) to satisfy their Basic Sciences requirement.

Principles: Based on existing courses at the same level as courses taken by disciplinary majors; approximately 27 credits.

Course requirements: Students will satisfy the requirements listed under Option A, B or C. Electives are organized in "Groups" (Physics, Chemistry, Biology), which are listed on the next page. The numbers in parentheses designate the minimum number of credits required from the designated group.

(A) AQUATIC PHYSICS (27)

MTH 253, 254, 255 (12) Series and Sequences, Vector Calculus I, II
 OC 430 (4) Introduction to Physical Oceanography (every year)
 OC 433 (3) Coastal and Estuarine Oceanography (every year)
 Electives from Aquatic Physics Group (8)

(B) AQUATIC CHEMISTRY (27)

CH 331, 332, 337 (10) Organic Chemistry
 OC 450 (3) Chemical Oceanography (every year)
 CE 550 (4) Chemistry of Environmental Systems (every year)
 Electives from Aquatic Chemistry Group (10)

(C) AQUATIC BIOLOGY (28)

CH 331, 332 (8) Organic Chemistry
 GEN 311 (4) Genetics
 Electives from Aquatic Biology Group (16); (Select Option I or II:)
 Option I
 Electives from Aquatic Organisms Subgroup (3-5)
 Electives from any of the following (13-11):
 Marine Environmental Biology Subgroup and / or
 Freshwater Environmental Biology Subgroup and / or
 BB 450, 451 (4,3) General Biochemistry
 or
 Option II
 Marine Biology BI 450 (16) (Hatfield Marine Science Center)

I. AQUATIC PHYSICS GROUP

CE 311, 312 (3,3) Fluid Mechanics
 CE 548 (3) Water Quality Dynamics
 ATS 311, 312 (3,3) Atmospheric Dynamics
 MTH 481 (3) Mathematical Methods for Engineers and Scientists
 MTH 256 (4) Applied Differential Equations

II. AQUATIC CHEMISTRY GROUP

AC 428 (3) Chemical Analysis of Environmental Residues (every year)
 AC 430 (3) Chemical Behavior in the Environment (every year)
 OC 654 (3) Marine Pollution (Instructor agrees)
 FW 456 (5) Limnology
 CH 324 or 325 or 428 (4) Analytical Chemistry
 CH 440 (3) Physical Chemistry
 CE 548 (3) Water Quality Dynamics
 CE 558 (3) Physical and Chemical Processes

III. AQUATIC BIOLOGY GROUP

Aquatic Organisms Subgroup:

BOT 416 (4) Aquatic Botany
 ENT 433 (4) Aquatic Entomology
 FW 313 (4) Ichthyology
 OC 441 (3) Marine Zooplankton
 Z 361/362 (3/2) Invertebrate Biology/Invertebrate Biology Lab

Marine Environmental Biology Subgroup:

OC 440 (3) Introduction to Biological Oceanography
 OC 446 (2) Ecology of Coastal Marine Fishes
 FW 431 (4) Dynamics of Marine Biological Resources
 FW 465 (4) Marine Fisheries
 FW 494 (5) Diseases and Parasites of Marine Fishes and Invertebrates
 Z 351/352 (3/2) Marine Ecology/Marine Ecology Lab

Freshwater Environmental Biology Subgroup:

FW 454 (5) Fishery Biology
 FW 456 (5) Limnology
 FW 470 (3) Aquatic Toxicology and Pollution Biology
 FW 471 (4) Environmental Physiology of Fishes
 FW 473 (4) Fish Ecology
 FW 476 (4) Fish Physiology
 FW 580 (3) Stream Ecology
 MB 492/493 (3/2) Diseases of Fish/Diseases of Fish Lab.

(Other courses under consideration)

CE 412 (3) Hydrology
 CE 548 (3) Water Quality Dynamics
 FE 430 (4) Watershed Processes
 FE 431 (3) Forest Engineering Fluid Mechanics and Hydrology

Wed, Apr 29 1992

COURSE CLUSTER: Environmental Policy

Purpose: To provide a curriculum for Environmental Sciences students who want to develop an area of academic strength in the social sciences. The curriculum builds on the student's preparation in basic science and humanities and quantitative skills in mathematics, statistics and computer science. All courses are at an advanced upper-division level. The course cluster requires 27-31 credit hours, depending on the courses selected. The curriculum is divided into 5 courses required of all students and 3 courses selected from a list of elective groups.

Prerequisites: Students intending to select the Environmental Policy specialization should select Environmental Ethics (PHL 440) for the Environmental Ethics and Politics requirement and Natural Resource Management (AREC 351) for the Conservation and Management requirement (see B.S. DEGREE REQUIREMENTS CHECKLIST/ ENVIRONMENTAL SCIENCES AND HUMANITIES CORE COURSES).

REQUIRED COURSES (18 credit hours):

- AREC 456: Resource and Environmental Economics (3)
- COMM 440: Theories of Conflict and Conflict Management (3)
- EC 440: The Public Economy (4)
- HST 481: Environmental History of the United States (4; proposed)
- PS 475: Politics of Environmental Problems (4)

ELECTIVE GROUPS (Choose three courses from no more than two the following groups; it is highly recommended that all three courses be selected from the same group; 9-13 credit hours)

Agricultural Resources Group

- AREC 361: Agricultural and Food Policy Issues (4)
- AREC 432: Economics of Rural Development (3) Prereq. EC 375)
- AREC 433: International Agricultural Development (3)

Anthropology Group

- ANTH 481: Natural Resources and Community Values (3)
- ANTH 483: Medical Anthropology (3)
- ANTH 485: Uses of Anthropology (3) (Prereq: 3 cred. of Social Sciences)

Economics Group

- EC 375, 376: Macroeconomic Theory and Policy (4,3)
 EC 449: Economic Development (3)
 EC 320: Contemporary Economic Issues (3)
 EC 459: Health Economics (3)

Forest Resources Group

- F 365: Issues in Natural Resources Conservation (3)
 F 415: Forest Policy (4) (Prereq. Senior standing)
 F 434: Forest Resource Economics I (4)
 F 435: Forest Resource Economics II (4) (Prereq. F434)
 FRR 451: Ecological Aspects of Park Management (3) (Prereq:FRR 251, plus
 an ecology course)
 FRR 471: History and Cultural Aspects of Recreation (4) (Prereq: FRR 251)

Political Science and Communication Group

- PS 300: Political Analysis (5)
 PS 311: Legislative Politics (4)
 PS 316: Public Opinion and Politics (4) (Rec. PS 101)
 PS 414: Interest Groups (4) (Prereq: PS 101)
 PS 415: Politics and the Media (4) (Prereq: PS 101)
 PS 452: Alternative International Futures (4) (Prereq: PS 205)
 PS 472, 473: Public Administration (4,4) (Prereq: PS 101)
 PS 474: Bureaucratic Politics and the Policy Process (4) (Prereq: PS 102 or
 6 cred.)
 COMM 426: Intercultural Communication (3)
 COMM 442: Bargaining and Negotiating Processes

Resource Ecology Group

- FW 325: Global Crises in Resource Ecology (3)
 GEOG 321: Changing Human Landscapes (3) (Prereq: 3 cred. lower-division
 geography)
 GEOG 423: Land Use (3)
 GEOG 424: Water Resources Geography (3)
 GEOG 425: Water Resource Management (3)
 GEOG 426: Third World Resource Development (3)
 GEOG 452: Principles and Practices of Rural and Resource Planning (3)
 HST 467,468: History of the American West (3,3)

Sociology Group

- SOC 324: Groups and Organizations (3) (Prereq: SOC 204)
 SOC 350: Health, Illness and Society (3) (Prereq: SOC 204)
 SOC 360: Population Trends and Policy (3) (Prereq: SOC 204)
 SOC 466: International Development: Gender Issues (3) (Prereq: SOC 204)
 SOC 475: Rural-Urban Sociology (3) (Prereq: SOC 204)

Wed, Apr 29 1992

COURSE CLUSTER: Ocean-Atmosphere-Land Systems

Purpose: Provide a curriculum for Environmental Sciences students who want an understanding of the basic physical principles governing atmospheric, oceanic and land surface processes that are important in determining the natural variability of the global climate system on time scales of seasons to centuries. The student may emphasize either Atmosphere-Ocean Processes or Atmosphere-Land Processes.

Prerequisites: Students intending to specialize in Ocean-Atmosphere-Land Systems should select calculus-based physics (PH 211,212,213) to satisfy their Basic Sciences requirement; those studying Atmosphere-Ocean Processes will select AtS 211 to satisfy their Environmental Systems/Atmosphere requirement and Oc 331 to satisfy their Environmental Systems/Hydrosphere requirement; those specializing in soil processes will take CSS 305 to satisfy their Environmental Systems/Lithosphere requirement while those specializing in geological and hydrological processes will select G 202.

Principles: Based on existing courses at the same level as courses taken by disciplinary majors; approximately 27 credits.

Course Requirements:

Students will satisfy the Physics and Mathematics requirements and choose either Option A (Atmosphere-Ocean Processes) or Option B (Atmosphere-Land Processes)

Physics (Optional 3 credit reduction)

The student must satisfy the Basic Science Core Course requirement with calculus-based physics (PH 211,212,213) in place of the non-calculus-based sequence. If students do not take the optional recitation sections (PH 211R,212R,213R), the total number of credits in the Basic Science Core Courses is reduced by 3.

Mathematics (16 credits)

Mth 253	Infinite Series and Sequences
Mth 254,255	Vector Calculus I and II
Mth 256	Applied Differential Equations

(A) Atmosphere-Ocean Processes (14 credits)

AtS 415	Atmospheric Dynamics (4)
Oc 430	Principles of Physical Oceanography (4)
Elective	Physical and Chemical Meteorology Group (3)
Elective	Chemical, Biological and Geological Oceanography Group (3)

(B) Atmosphere-Land Processes (15 credits)

AtS 415	Atmospheric Dynamics (4)
Elective	Physical and Chemical Meteorology Group (3)
Land specialization	Select Soils Group (8) or Geology/Hydrology Group (11)

Elective Groups

Physical and Chemical Meteorology Group

AtS 411/511	Thermodynamics and Cloud Microphysics (3)
AtS 412/512	Atmospheric Radiation (3)
AtS 413/513	Atmospheric Chemistry (3)

Biological, Chemical and Geological Oceanography Group

Oc 440/540	Introduction to Biological Oceanography (3)
Oc 450/550	Chemical Oceanography (3)
Oc 460/560	Geological Oceanography (3)

Land Specialization Groups

Soils Group (8)

CSS 435	Soil Ecosystem Properties (4)
CSS 445	Soil Ecosystem Processes (4)

Geology/Hydrology Group (11)

G 201	Geology of the Interior of the Earth (4)
G 480	Geomorphology (4)
G 487	Hydrogeology (3)

Wed, Apr 29 1992

COURSE CLUSTER: Terrestrial Ecosystems

Purpose: Provide a curriculum for Environmental Students to develop an area of academic strength in terrestrial ecosystem function. The following course selection is designed to provide the following:

- field experience
- depth in one or more areas of organismal biology
- background in theoretical ecology related to those groups of organisms
- exposure to the physical processes that drive ecosystem processes
- applications of basic principles to the management of terrestrial ecosystems.

Requirements:

1. Ecology laboratory (3 Cr)

(3) Ecological methods (BI 371)

2. Organismal structure and function. Courses in organismal structure, function, and diversity are generally prerequisites for the courses listed below under "Advanced Ecology". Your choices of coursework in organismal biology should, therefore, be selected partly on the basis of the courses you choose from the following lists.

3. Advanced Ecology (9 Cr)

(3,3,3) Plant autecology, population ecology, community ecology
(BOT 441, 442, 443)

(3) Environmental physiology of plants (BOT 488)

(3,2) Microbial ecology, lab (MB 302, 303)

(4) Insect ecology (ENT 420)

(3) Insect-plant communities (ENT 421)

(3) Physiological ecology of insects (ENT 422,3)

(4) Environmental Physiology (Z 423)

(4) Population dynamics (FW 320)

(3) Ecological biogeography (GEOG 433)

4. Land/air processes (6 Cr)

(3) Atmospheric Radiation (ATS 412)

(3) Atmospheric Chemistry (ATS 413)

(4) Soil ecosystem processes (CSS 435)

(3) Geochemistry (G 430)

(4) Geomorphology (GEO 322)

(3) Forest Geomorphology (G 482)

(4) Applied Geomorphology (GEOG 432)

(3) Field Research in Physical Geography (GEOG 434)

(3) Geomorphology of Mountain Streams (G 483)

(4) Climatology (GEOG 323)

(4) Microclimatology for Biologists (FS 549)

(3) Hydrogeology (G 487)

(continued on next page)

5. Principles of terrestrial ecosystem management (select 3 courses from one of the following groups; 9 credits plus prerequisites)

Forests

- (4) Reforestation Principles (F 430)
- (3) Silviculture Principles (F 432)
- (3) Fire Ecology and Environment (F 446)
- (3) Ecological Aspects of Park Management (FRR 451)

Wildlife

- (3) Fisheries and Wildlife Resource Ecology (FW 321)
- (4) Management of Big Game Animals (FW 458)
- (3) Wildlife Ecology (FW 481)

Range

- (3) Desert Watershed Management (RNG 355)
- (4) Rangeland Improvements and Disease Management (RNG 421)
- (3) Riparian Ecology and Management (RNG 455)
- (4) International Rangeland Resource Management (RNG 468)
- (4) Rangeland-Animal Relations (RNG 442)
- (3) Wildland Fire Science (RNG 436)

Soils

- (3) Soil Fertility Management (CSS 415)
- (3) Sustaining Soil Productivity (CSS 425)
- (4) Environmental Applications of Soil Science (CSS 485)

Pest Management

- (5) Forest Insect and Disease Management (BOT/ENT 415)
- (3) Integrated Forest Protection (FS 450)
- (3,4,4) Principles of Insect Pest Management (ENT 442,3,4)

Systems Management

- (4) Managed Forest and Wildlife Interactions (FS 451)
- (4) Cropping Systems and Decision Making (CSS 480)
- (3) Agroforestry (RNG 477)

**SUMMARY OF ESTIMATED COSTS OR SAVINGS
AND SOURCES OF FUNDS**

Program/Unit ESID Committee/ College of Science
 Institution Oregon State University

	First Year	FTE	Second Year	FTE	Third Year	FTE	Fourth Year	FTE
Resources Required								
Personnel								
Faculty	\$ _____		\$ _____		\$ _____		\$ _____	
Graduate Assistants	\$ _____		\$ _____		\$ _____		\$ _____	
Support Personnel	\$ _____		\$ _____		\$ _____		\$ _____	
Fellowships & Scholarships	\$ _____		\$ _____		\$ _____		\$ _____	
Total	\$ _____		\$ _____		\$ _____		\$ _____	
Percentage of Total From State Funds	\$ _____		\$ _____		\$ _____		\$ _____	
Other Resources								
Library	\$ _____		\$ _____		\$ _____		\$ _____	
Supplies & Services	\$ _____		\$ _____		\$ _____		\$ _____	
Movable Equipment	\$ _____		\$ _____		\$ _____		\$ _____	
Total	\$ _____		\$ _____		\$ _____		\$ _____	
Percentage of Total From State Funds	\$ _____		\$ _____		\$ _____		\$ _____	
Physical Facilities								
Construction of New Space or Major Renovation	\$ _____		\$ _____		\$ _____		\$ _____	
Percentage of Total From State Funds	\$ _____		\$ _____		\$ _____		\$ _____	
GRAND TOTAL	\$ <u>-0-</u>	<u>0</u>	\$ <u>-0-</u>	<u>0</u>	\$ <u>-0-</u>	<u>0</u>	\$ <u>-0-</u>	<u>0</u>
PERCENTAGE OF TOTAL FROM STATE FUNDS	\$ _____		\$ _____		\$ _____		\$ _____	
Source of Funds								
State Funds-Going-level Budg.	\$ _____		\$ _____		\$ _____		\$ _____	
State Funds--Special Approp.	\$ _____		\$ _____		\$ _____		\$ _____	
Federal Funds	\$ _____		\$ _____		\$ _____		\$ _____	
Other Grants	\$ _____		\$ _____		\$ _____		\$ _____	
Fees, Sales, Etc.	\$ _____		\$ _____		\$ _____		\$ _____	
Other	\$ _____		\$ _____		\$ _____		\$ _____	



LIBRARY ASSESSMENT FOR CURRICULUM PROPOSAL

Category I: Environmental Sciences Interdisciplinary Degree, Undergraduate
Component

Category II:

The subject librarian responsible for collection development in the pertinent curricular area has assessed the ability of library collections and services to support the proposal by examining: shelflist holdings; journal support (including standing orders and memberships); reference support; OASIS for pertinent subject headings, call numbers, authors, titles; existing external sources of support; related services (LIRS; CD-ROM; Documents; Maps; Special Collections; Guin Library; Microforms); comparisons with other library collections via RLIN, OCLC, AMIGOS CD-ROM, Internet (NOTE: The collections and services examined vary with the level of the proposal). Based on the examination, the subject librarian concludes that present collections and services are:

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

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

Year 1: \$ _____

Ongoing: \$ _____

Comments and Recommendations:

AS this program is a reorganization and revision of an existing program at the undergraduate level, I feel our resources are adequate for this new program.

Date Received: April 18, 1992 Date Completed: April 30, 1992

Subject Librarian: Donald Unger *Donald Unger*

AUL Collection Development: *Cragg*

University Librarian: *Shirley C. Page*

Distribution: white (Curriculum Council)
green (Dean, College)
canary (Department Chair)

pink (AUL for Collection Development)
goldenrod (Subject Librarian)

OREGON STATE UNIVERSITY

College of Agriculture
College of Forestry
College of Liberal Arts
College of Science

**PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM
LEADING TO THE BACHELOR OF SCIENCE
IN NATURAL RESOURCES**

INTRODUCTION

The following is a proposal for a new undergraduate major in Natural Resources at Oregon State University. Although originally prompted by an earlier round of budget cutting and an effort to reduce the number of majors in the College of Agriculture, the proposal developed into an opportunity for cooperation and interdisciplinary collaboration among the Colleges of Agriculture, Forestry, Liberal Arts, and Science. The program proposed here also has the flexibility to accommodate emerging areas and interests without requiring new majors, offering opportunities to streamline and consolidate both academically and administratively.

This proposal takes advantage of Oregon State's strengths in agriculture, forestry, oceanography, wildlife, fisheries, and air, water and land science and management by allowing undergraduates to combine them in a broad-based approach to natural resources. This program is distinguished by its interdisciplinary nature and its flexibility within an overall natural resources focus. The program is built around a core of natural and social science courses and offers cohesion through specially designed issue seminars and decision-making/problem-solving courses. Breadth comes from upper division courses selected from seven different natural resources areas, and depth comes from selecting or designing a specialty. More specifically, the program will be comprised of the following components:

The Natural Resources Degree Program

- a) The Baccalaureate core required of all University undergraduates
- b) **Natural Resources Core**- background, natural resources, core seminars, decision making required for all NR majors
- c) **Breadth requirements**- one upper division course from each of seven natural resource areas
- d) **The Natural Resources Specialty**- a pre-approved set of courses from at least three departments organized around a natural resources "theme" (e.g. agroforestry, natural resources administration, resource policy. etc.)
- e) Free Electives

The program is predicated on the notion that there are some natural science and social science skills that are common to the variety of natural resources areas, whether in the management of forests or the clean-up of water supplies. Students may also go on to specialize at the graduate level in a single resource area. Academic and practical areas increasingly need people who have a strong background in both basic natural science and in critical thinking skills related to management, problem solving and politics in the technical policy areas, including the natural resources.

Program Administration: Because the program is inter-disciplinary, the program would be administered by a special Natural Resources Program Committee of five

members, with at least one member each from Agriculture, Forestry, Liberal Arts, and Science. A chairperson would be recommended by the committee for appointment by the deans. The term of the chair would be reviewed every two years, with the possibility of rotating among the different colleges. The committee would have decision-making and administrative authority for reviewing and approving proposed specialities and for advising students who have not yet chosen their specialty.

Students will have a "home department" in the department with the largest number of credits in the student's specialty. They would identify with the program and with other NR majors through the common core courses of this major.

Title of Proposal : Proposal for the initiation of a new major in NATURAL RESOURCES to be offered jointly by the Colleges of Agricultural Sciences, Forestry, Liberal Arts, and Science

Submitted by: The Colleges of Agricultural Sciences, Forestry, Liberal Arts and Science.

Extended OSSHE Format for Category I Proposals:

OREGON STATE UNIVERSITY

College of Agricultural Sciences
College of Forestry
College of Liberal Arts
College of Science

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM LEADING TO THE BACHELOR OF SCIENCE IN NATURAL RESOURCES

DESCRIPTION OF PROPOSED PROGRAM

1. DEFINITION OF ACADEMIC AREAS

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

The program will be a broad-based curriculum in Natural Resources for undergraduates, involving faculty from various departments in the Colleges of Agricultural Sciences, Forestry, Liberal Arts, and Science. The major combines both natural and social sciences and the study of more than a single resource, as is needed for more general work in resource management. A common core will be required for all majors including math, statistics, biology, ecology, watershed, earth and atmospheric science, resource economics, public policy, and decision-making/problem solving. In addition, a student will be required to complete a **breadth requirement** of at least one course from each of the following groupings: wildlife and fisheries, range, forestry, resource values and philosophy, land and water, social and political, amenity uses. These would be in addition to a **specialty area**.

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

Each student would complete a preapproved speciality organized around a natural resources theme. Examples of specialty options are as follows: natural resource administration/finance, agroforestry, land resources, water resources, techniques for resource appraisal, resource policy. Any department or group of departments may propose a specialty. A student may also propose a specialty and seek approval of the Natural Resources Program Committee.

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

As noted above students may petition for alternative specialties. These alternatives must meet the same requirement as other specialties (courses are from at least three departments, no more than 25 hours from one department). In addition, the student must convince the committee that there is legitimate professional or academic rationale for a specially designed program. It is anticipated that the program will offer flexibility to students to design their own program and that specialties may change over time, based on available offerings and demand.

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

No specialties will be avoided if sufficient faculty and resources are available, as long as they meet the requirement for distribution across three departments and are focused on natural resources. This program is not designed for concentration in one resource, therefore specialties that are too narrow will not be approved.

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

The program will begin during the academic year following the program's approval, with incoming freshmen and transfer students and with students currently enrolled at OSU who are interested in the breadth of study of natural resources the program offers.

2. DEPARTMENT OF COLLEGE RESPONSIBLE

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

The proposed program will be offered jointly by the Colleges of Agricultural Sciences, Forestry, Liberal Arts, and Science, including all departments within these colleges which offer a natural resources specialty area.

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

No. The program will require a new Natural Resources Program Committee of five members, with at least one member from Agriculture, Forestry, Liberal Arts, and Science. The committee would have decision-making and administrative authority for reviewing and approving proposed specialties and for the general direction of the program. In addition, the committee will be responsible for advising students who have not yet selected their specialty. Secretarial support will be provided by the department of the Chair of the Natural Resources Program Committee. The chair's commitment will be approximately .25 initially. Advising and student files for students who have chosen a specialty would be handled by the student's "home" department (the department with the largest number of hours in the specialty). Students who are undecided about a specialty would be advised by members of the Natural Resources Program Committee.

3. OBJECTIVES OF THE PROGRAM

a. What are the objectives of the program?

The major in Natural Resources is designed to provide undergraduates, through academic study in several disciplines, an understanding of the broad range of natural resource problems, the ability to work with issues and experts in a variety of resource fields, and a capability to deal with social and political components of resource management. More specifically the objectives of the program are to:

- Provide a broad education in natural resources management as an alternative to the "one resource" emphasis currently available through the University's college/department structure.
- Provide for specialty areas organized around common themes ; some specialties could be career-oriented, while others might not.
- Develop skills related to people, values, and politics as well as the natural sciences in the natural resources field.
- Develop a program that is compatible with existing departmental structure and majors, yet allows flexibility and inter-disciplinary work so that any department can be affiliated with a specialty in the program.

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

The plan for evaluation of the program is as follows:

Monitoring Procedures

- The Natural Resources Program Committee (5 members, at least one from each of the four colleges) will meet before the program is initiated to clarify objectives and criteria for evaluating the program and devise monitoring procedures.
- A workshop for all participating faculty will be held before the program begins. It will recommend procedures to the Committee.
- A faculty workshop will be held at the end of each year of the program to discuss progress and make needed changes.

Evaluation of End Results

- The NR Program Committee will evaluate the progress of the program annually.
- A survey and selective interview of graduates of the program will be carried out bi-annually.

- A survey and selective interview of former graduates practicing in the field of natural resources management will be done every 5 years.
 - An intensive evaluation will be carried out at the end of the fifth year by outside reviewers and OSU faculty and administrators.
- c. **How is the proposed program related to the mission and academic plan of the Institution?**

As a land grant university, the educational mission of Oregon State University includes both broad general education and focused technical training, particularly in fields related to natural resources. The proposed Natural Resources degree program seeks to accomplish this goal using two specific innovations. First, it will allow students to more effectively combine the natural and social sciences within the major itself. Second, it will offer a broad base of study in the natural sciences as background for students' understanding natural resource issues and problem-solving.

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

The rationale for the proposed program comes in large part from the nature of new positions in both the public and private sectors calling for less specialization and more overall understanding of natural resources issues. These positions range from resource and policy analysts to resource management administrators. Long-standing natural resource programs such as the one at Colorado State University have placed students with a variety of local, state, and federal natural resource and environmental agencies, and with private consulting firms and natural resource and environmental organizations. Graduates of such programs also pursue graduate studies and enter more traditional natural resource and environmental fields through advanced degrees.

4. RELATIONSHIP OF PROPOSED PROGRAM TO OTHER PROGRAMS IN THE INSTITUTION

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

An undergraduate major in Natural Resources is a logical development for Oregon State University, whose major strength is in the natural resources areas including forestry, oceanography, agricultural sciences, fisheries and wildlife, etc. Some of these areas focus mainly on graduate work and research at too specialized a level for undergraduates. This program will offer flexibility for undergraduates to tap the strengths of several of these areas and avoid over-specialization at too early a stage in their academic careers. There are many courses in the liberal arts and sciences that focus on environmental and resource issues that will also easily fold into this major. One would expect undergraduate Natural Resources majors not only to be the kind of cross-over students the work world seems to need right now, but to constitute a pool from which future graduate students could be drawn for future specialization in a single resource.

5. COURSE OF STUDY

a. Describe the proposed course of study.

The core of the curriculum consists of the following courses:

- 1) The university Baccalaureate Core (general education) requirements.
- 2) The Natural Resources Core which all NR majors must take, including background courses such as math and science as well as "resource" courses such as ecology; water, earth, and atmospheric science; resource economics, public policy and decisionmaking.
- 3) Breadth requirements, including one course from each of the following areas: wildlife and fisheries, range, forestry, resource values and philosophy, land and water, social and political, and amenity uses of natural resources.
- 4) The Specialty, which will include a pre-approved set of courses from at least three departments, organized around a common theme within the general area of natural resources study, (e.g., agroforestry, resource policy, or natural resource administration).

All students will take the Core courses. They have some options for courses within the core, but all students will be required to take Decision Making/Problem Solving, a course to be developed specifically for these majors, and a seminar each year designed for Natural Resources students only. These latter courses are designed to give both academic and social cohesion to the program, as there is some danger of fragmentation where there is as much flexibility in requirements as there is here. We believe these core seminars focussed on problems and issues in natural resources will give identity to the program and help students integrate disciplines. These courses will also contribute to faculty cooperation across disciplines.

Credits

University Baccalaureate Requirements	(51 + WIC Course)
Natural Resources Core	(51)
Natural Resources Breadth Requirements	(21)
Natural Resources Specialty	(50)
TOTAL NR curriculum	(122 + computer intensive course)
TOTAL	(173)
Free Electives	(19)
Total required for graduation	(192)

PROPOSED CURRICULUM

(attached)

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

Nearly all of the courses required for the Natural Resources curriculum are already in place. Four "topics" seminars, and one Decision-Making/Problem Solving course will be new. Each college will be responsible for advising students choosing that college for their specialty, so the existing advising structure can be used. Except for the Natural Resources Program Committee, no new administrative structure is needed.

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

As mentioned above, four new seminars and a new course in Decision-Making/Problem Solving will be added.

6. ADMISSION REQUIREMENTS

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

There are no entrance requirements for this program in addition to admission to Oregon State University. Potential students will be advised that this is a rigorous and demanding program and one which calls for some student independence in planning and willingness and ability to work across disciplines. Only those sufficiently motivated to engage in a challenging program ought to select the program.

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

No limitations are expected in the foreseeable future. However, if enrollment increases sufficiently in the future, it may be necessary, given fiscal constraints, to limit students. In that case, the criteria will be developed at that time.

7. RELATIONSHIP OF PROPOSED PROGRAM TO FUTURE PLANS

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

The proposed program is itself a supplementary program growing out of the resources already available at Oregon State University. It is not anticipated that this program is a stepping stone to other programs.

8. ACCREDITATION OF THE PROGRAM

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

There are no special accrediting agencies or procedures beyond those applied to the university as a whole.

NEED

9. EVIDENCE OF NEED

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

- As a part of an overall program review, the College of Agricultural Science held a series of public meetings around the state and conducted a survey of extension agents. A message heard throughout these efforts was that there was a need for graduates who understand the broad range of natural resource problems, are able to work with issues and experts in a variety of resource fields, and who can deal with social and political aspects of resource management.

- National needs for Natural Resources manpower are indicated below:

A study of national manpower needs in agriculture, natural resources and veterinary medicine done by the Higher Education Programs, Cooperative State Research Service, of the U.S. Department of Agriculture, estimated that through 1995 there would be a critical need for professionals in these areas. The need will outrun supply. For all degree levels graduating in these areas, more than 48,000 annual openings are projected and only 43,500 new qualified graduates will be available. The shortfall, the report says, is the result of a shrinking supply of graduates in these fields.

"Compared to the average number of graduates produced during 1985-1990, colleges of agriculture, natural resources, and veterinary medicine are expected to generate an average of 2,900 fewer graduates each year during 1990-1995."

Summary data are not broken out for the need for baccalaureate degreeholders, nor for natural resources alone, but a glance at unaggregated data indicates substantial opportunity at this degree level. The aggregate openings in agriculture, natural resources and veterinary medicine through 1995 have been broken down by subgroups of occupations which gives both an indication of the breadth of skills within natural resources that are needed, and of the relative need each subgroup represents: 32.4% of the need will be marketing, merchandising and sales representatives; 29% in scientists, engineers and related specialists; 14% in managers and financial specialists; 9.7% in social services professionals; 7.6 % in communication and education specialists; and 7.5% in agricultural production specialists.

- Political issues surrounding forestry and fish and wildlife matters have confounded personnel in public agencies trained narrowly in the scientific aspects of natural resources. It has become obvious that those working with natural resources must understand the social and political implications of natural resource issues and appreciate the limits of scientific approaches where policy and management entails controversy.
- Social science students need to gain some technical knowledge in a world increasingly information and specialty oriented. Social science students may understand the politics and the role of values in the natural resources area but often cannot communicate with experts in the field.

- Job definitions and requirements are changing. Increasingly, employers seek applicants who can work across disciplinary boundaries to develop comprehensive solutions to resource problems.
- A survey of students at OSU has indicated growing interest in such a curriculum.
- There are increasing calls for more meaningful cross-disciplinary and problem centered work. The departmental organization makes this difficult. The mechanism of the annual seminar in natural resources is a good way to provide an interdisciplinary approach. We believe this is a start toward a more interdisciplinary approach to problems, especially between the natural and the social sciences.
- Similar programs at other universities, such as Colorado State University and the University of Minnesota, have been well enrolled, and students at OSU have been asking for similar programs.
- Discussions with the College of Agricultural Science Dean's Discussion Group and a presentation of this proposal to the College of Agricultural Science Advisory Board have shown considerable support for the proposed program.

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

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

Given the inquiries and the interest expressed by students now at OSU, it is our assessment that about 35 students would enroll in the first year. We would expect the program could increase to as many as 150 students by the fifth year, assuming that resources could meet the demand. Students already enrolled in single resources programs and the social sciences at OSU might be attracted to the program, in addition to students attracted to OSU because of the program.

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

Statewide and service area manpower needs are addressed in Paragraph 9a.

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

Regional and national needs are also addressed in 9a.

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

The environmental and natural resources crises nationally and globally provide compelling reason for offering the program. Those dealing with the problems

will include increasing numbers of generalists— general managers and administrators — who understand the issues and the science but are not specialists in the particulars of any one area. We also believe that the economics of the future will call for those with sharper problem-solving, critical thinking and analytical skills. We believe this program will contribute to those needs.

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

See item 9(a) above, "evidence of need."

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

This program is a rather heavy one and would probably be difficult for part-time students to complete. It would be difficult to accommodate evening students. Depending on interest expressed and demand, such arrangements might be planned for the future.

DUPLICATION OF EFFORT

10. SIMILAR PROGRAMS IN THE STATE

- a. List any similar programs in the state.

There are no similar programs in the state

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

Not applicable

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

No resources from other institutions are expected to be utilized in this program other than what is normal in any undergraduate program— outside speakers, seminar discussants, etc.

RESOURCES

11. FACULTY

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

Involved faculty would be those whose existing courses are involved in the program. Present faculty would also teach core seminars and the new course in Decision-Making/Problem Solving. This would require some reassignments within the colleges.

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

No new faculty would be needed. There will be some reassignment of courses among existing faculty.

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

No new support staff are needed; support will be absorbed by the department of the Natural Resources Committee Chair.

12. LIBRARY

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

Note: library to respond here.

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

Note: library to respond here.

13. FACILITIES AND EQUIPMENT

- a. What specific facilities in terms of buildings, laboratories, and equipment are necessary to the offering of a quality program in the field and at the level of the proposed program?

No additional special facilities will be necessary to accommodate the offering here, since this is an undergraduate program and existing laboratories and equipment are adequate.

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

All of the required facilities are in place at the present time.

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

No new facilities will be required, except insofar as the program might in the future contribute to increasing general enrollment which would require additional space.

14. BUDGETARY IMPACT

a. Estimated cost of program for the first four years of operation:

See attached form for estimated cost of program for the first four years of operation. Support for the program will come from reallocations within the colleges.

b. Is there a special legislative appropriation required to launch the program?

No special legislative appropriation is required.

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

No federal or other grant funds will be required to launch the program.

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

There will be no adverse impact on any other program due to the start-up of this program.

e. If the program will be financed from existing funds, specifically state:

(1) what the budget unit will be doing as a result of the new program that is not done in terms of additional activities; and

The program will be implemented by shifting existing programs. Specifics of such shifts are yet to be determined.

(2) what these new activities will cost and whether financed and staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution.

Financing and staffing will be accomplished by shifting existing resources within the colleges.

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

The resources to be used in this program will be shifted from existing programs within the colleges.

B.S. IN NATURAL RESOURCES - Requirements Checklist¹

University Baccalaureate Core Requirements (51 + WIC Course)

(15) **SKILLS** (Must be from BCC approved list.)

- (9) ___ Writing 121 ___ Writing II ___ Writing/Speech III
- (3) ___ Math 105 or higher.
- (3) ___ Fitness - HPE 231 Lifetime Fitness for Health
 ___ Writing Intensive Course (WIC) within the major.

(30) **PERSPECTIVES** (Must be from BCC approved list.)

- (4) ___ Physical Science (Lab)
- (4) ___ Biological Science (Lab)
- (4) ___ Choice of Biological or Physical Science (Lab)
- (3) ___ Western Culture
- (3) ___ Cultural Diversity
- (3) ___ Literature and the Arts
- (3) ___ Social Processes and Institutions
- (6) ___, ___ Two courses chosen from above four areas.

(6) **SYNTHESIS** (Upper Division - Must be from approved BCC list.)

- (3) ___ Contemporary Global Issues
- (3) ___ Science, Technology, and Society

Natural Resources Major Requirements (122 + computer intensive course)

The natural resource degree requires all students to complete a minimum number of credits in the three areas: Core courses = 51 hrs.; breadth requirements = 21 hrs.; Specialty = 50 hrs.

(51) **CORE COURSES** Background and natural resources courses required for all B.S. in Natural Resources specialties. Courses marked with a ° simultaneously meet BCC requirements and are on the approved BCC list. Prerequisite courses are given in brackets [].

- (8) ___ Statistics (___ ST 351 ___ ST 352)
- (4) ___ Mathematics (MTH 112°, or MTH 241°, or MTH 251°)
- (12) ___ Biology (___ BI 201°, ___ BI 202°, ___ BI 203°)

¹Any departure from these requirements must be approved by the student's advisor and College head advisor.

- (3) ___ BI 370 General Ecology
- (3) ___ Water Science (FE 430, RNG 355, Oc 331, or Oc 332)
- (3) ___ Earth Science (CSS 105, GEOG 121°, or ___ G 202°)
- (3) ___ Atmospheric Science (ATS 211 or ATS 300°)
- (4) ___ Natural Resource Policy (PS 474, Rng 490, or F 415)
- (4) ___ Resource Economics (F 434, AREC 351°, or FRR 462) [EC 213°]
- (3) ___ Decision Making/Problem Solving Course (To be developed as a "synthesis" course)
- (4) ___ Seminars in Natural Resources (1 credit per year)
- ___ Computer intensive course (May simultaneously meet other degree requirements.)

ATTENTION: Particular specialty programs may specify additional core courses to assure that students meet prerequisites for specialty courses, or develop background in fields important for the specialty of study. Students should not assume that the core courses listed above include all of the necessary background in science or math for every specialty. Consult specialty advisors for details.

(21) BREADTH REQUIREMENTS (One upper division course from each group)

- (3) ___ Wildlife and Fisheries Group
- (3) ___ Range Group
- (3) ___ Forestry Group
- (3) ___ Resource Values/Philosophy Group
- (3) ___ Land and Water Group
- (3) ___ Social and Political Group
- (3) ___ Amenity Uses of Natural Resources

(50) SPECIALTY - The SPECIALTY is a preapproved set of courses from at least three departments with no more than 25 credits from one department.² The courses are organized around a natural resource theme. [Optionally, a student may propose a set of courses around a natural resource theme and seek approval of the Natural Resources Program Committee. This option is intended to allow for degree paths not anticipated by preapproved specialty course lists. Student proposed specialties must meet the three department criterion. In addition, the student must convince the committee that there is legitimate professional rationale for a specially designed program.] All proposals are submitted to the Natural Resources Program Committee via the department with the

²In cases where separate curricular programs are housed within a single department, the credit hour limit applies to the program's courses, not the department's.

largest number of hours in the specialty.

Examples: Natural Resource Administration/Finance
 Agroforestry
 Land Resources
 Water Resources
 Techniques for Resource Appraisal
 Resource Policy

(60) MINIMUM UPPER DIVISION HOURS allowed on a program.

(192) MINIMUM NUMBER OF CREDITS for a B.S. degree.

Classes not approved to meet the above requirements are normally considered electives and are used to meet the total 192 credit hour graduation requirement.

BREADTH REQUIREMENTS COURSE LIST³

Prerequisites are given in brackets [] where specific courses are required. Those marked with an asterisk are already required elsewhere in the natural resources degree. General prerequisites like instructor permission, class standing, or a specified number of hours of course work are not given here. Students should refer to the OSU Catalog for details.

(3) ___ Fisheries and Wildlife Group

FW 320	Population Dynamics [BI 370*]
FW 321	Fisheries and Wildlife Resource Ecology [FW 320]
FW 451	Biology of Game Birds [FW 311]
FW 454	Fisheries Biology [FW 313, FW 320]
FW 458	Management of Big Game Animals
FW 465	Marine Fisheries [FW 313, taught at Marine Science Cntr]
FW 473	Fish Ecology [BI 370, FW 313]
FW 481	Wildlife Ecology [BI 370, ST 351, FW 310, FW 311, FW 320]
FW 485	Wildlife Behavior
FS 451	Managed Forests and Wildlife Interactions

³The Natural Resources Program Committee will be responsible for maintaining a current list of courses suitable to meet this requirement. The list should reflect campus curricular changes and experience with the content of particular courses. The courses presented here provide an initial working list.

- (3)___ Range Group
- RNG 347 Arid Land Biomes
 - RNG 350 Grass Ecosystems
 - RNG 421 Rangeland Improvements & Restoration Ecology
 - RNG 436 Fire Ecology
 - RNG 441 Rangeland Analysis
- (3)___ Forestry Group
- F 341 Forest Ecology [F 254, SLS 210, F 450]
 - F 415 Forest Policy
 - F 431 Silviculture Principles [F 240, F430]
 - FS 450 Integrated Forest Protection [F 341, BOT 415/ENT 415]
- (3)___ Resource Values/Philosophy Group
- PHL 440 Environmental Ethics
 - PHL 443 Values and Human Ecology
 - PHL 445 World-Views, Values, and Contemporary Global Issues
 - ANTH 481 Natural Resources and Community Values
 - ANTH 482 World Food and the Cultural Implications of Development
 - GEOG 420 Geography of Resource Use
- (3)___ Social and Political Group
- PS 474 Bureaucratic Politics and Policy (If not used in NR core)
 - PS 475 Politics of Environmental Policy
 - PS 476 Science and Politics
 - PS 472,473 Public Administration [PS 101]
 - PS 452 Alternative International Futures [PS 205]
 - HST 368 Environmental History of the U.S.
 - HST 421 Technology and Change
 - BA 432 Environmental Law: Water and Air
 - SOC 456 Science and Technology in Social Context [SOC 204]
 - SOC 475 Rural-Urban Sociology [SOC 204]
- (3)___ Land and Water Group
- CSS 425 Sustaining Soil Productivity [CSS 305]
 - CSS 475 Agricultural Management of Oregon Soil Resources
 - CSS 485 Environmental Applications of Soil Science [CSS 305]
 - RNG 355 Desert Watershed Management
 - RNG 455 Riparian Ecology & Management
 - G 306 Earth Resources & Hazards
 - GEOG 423 Land Use
 - GEOG 424 Water Resources Geography
 - GEOG 425 Water Resources Management in U.S.

(3)___Amenity Uses of Natural Resources

- FRR 321 Recreation and Behavior Management
- FRR 342 Wilderness Management
- FRR 344 Amenity Resource Management [F 211, FW 251, RNG 341, or FRR 251]
- FRR 439 Forest Resource Planning and Decisionmaking [FRR 381, 391, 462, F 415]
- FRR 440 Cultural Resources Planning and Management
- FRR 443 Tourism and Outdoor Recreation [FRR 251]
- FRR 451 Ecological Aspects of Park Management [FRR 351]
- FRR 493 Environmental Interpretation [FRR 391]
- FS 451 Managed Forests and Wildlife Interactions [BI 370*]

SUMMARY OF ESTIMATED COSTS OR SAVINGS
AND SOURCES OF FUNDS

Program/Unit College of Agriculture, Forestry, Science and
Liberal Arts

Institution Oregon State University

No additional funding required.

	First Year	FTE	Second Year	FTE	Third Year	FTE	Fourth Year	FTE
Resources Required								
Personnel								
Faculty	\$ 0		\$ 0		\$ 0		\$ 0	
Graduate Assistants	\$ 0		\$ 0		\$ 0		\$ 0	
Support Personnel	\$ 0		\$ 0		\$ 0		\$ 0	
Fellowships & Scholarships	\$ 0		\$ 0		\$ 0		\$ 0	
Total	\$ 0		\$ 0		\$ 0		\$ 0	
Percentage of Total From State Funds	\$ _____		\$ _____		\$ _____		\$ _____	
Other Resources								
Library	\$ 0		\$ 0		\$ 0		\$ 0	
Supplies & Services	\$ 0		\$ 0		\$ 0		\$ 0	
Movable Equipment	\$ 0		\$ 0		\$ 0		\$ 0	
Total	\$ 0		\$ 0		\$ 0		\$ 0	
Percentage of Total From State Funds	\$ _____		\$ _____		\$ _____		\$ _____	
Physical Facilities								
Construction of New Space or Major Renovation	\$ 0		\$ 0		\$ 0		\$ 0	
Percentage of Total From State Funds	\$ _____		\$ _____		\$ _____		\$ _____	
GRAND TOTAL	\$ 0		\$ 0		\$ 0		\$ 0	
PERCENTAGE OF TOTAL FROM STATE FUNDS	\$ _____		\$ _____		\$ _____		\$ _____	

Source of Funds

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

DEPARTMENT OF MATHEMATICS



OREGON STATE UNIVERSITY

Kidder Hall 368, Corvallis, Oregon 97331 · 4605

(503) 737-4686 /Email: lastname@math.orst.edu /Fax: (503) 737-0517

29 April 1992

To: F. H. Horne, Dean of Science
R. W. Thies, Associate Dean

From: College of Science Curriculum Committee
J. W. Lee, Chair *JW*

Subject: Proposal for a new instructional program leading to
a
Bachelor of Science in Natural Resources

The College of Science Curriculum Committee wishes to make the following comments on the proposal for the new Bachelor of Science in Natural Resources:

1. The Curriculum Committee received a copy of this proposal yesterday afternoon, just before the committee met to review other curricular matters. Several pages of the proposal were Xeroxed and distributed to the committee members and we discussed it. No votes were taken. We simply did not have adequate time to reflect on the proposal, and the curriculum committee members did not have the opportunity to discuss it with their home departments.
2. The proposal does not explain adequately the relationship of this new degree program to existing programs in Bioresource Research or to emerging programs in environmental sciences, environmental engineering, and environmental policy.
3. The committee was generally supportive of the proposal for a new degree but was concerned about whether the proposal was mature and well coordinated with existing programs.
4. The issues raised in Items 2 and 3 need to be considered carefully by the University Curriculum Council.

To:
Ken Krone

From:
Fred Horne 11-2-92



OREGON STATE UNIVERSITY

Moreland Hall 238 · Corvallis Oregon 97331-5302

Telephone 503-737-3244

5/7/92

Kathleen Heath
President
Faculty Senate
SS107
Campus

Dear Kathy:

Last Thursday I substituted at his request for Lex Runciman at the meeting of the Faculty Senate. I want to comment on the presentation by Jim Pease on the work of the Special Task Force on Funding Athletics.

I know that he was trying to make presentations on two subjects within a half hour and recognize that he could not make detailed presentations. Although I was not a member of the Task Force, I attended every meeting as a resource person. I assume Jim did not intend some of his remarks to be misleading, but I believe they did not present a complete sense of what happened in the Task Force. I will focus on his summary of the charge and his efforts to get the Task Force to consider alternatives.

The Task Force, I believe, thought that it did take a fresh look at alternatives to the use of State General Funds; in fact, their recommendations include cuts in athletic programs (from programs that have repeatedly been cut in the past decade, so that they have not been immune from cuts as some believe) and increased revenues that considerably decrease the amount that would be needed from State general fund monies. Jim's summary of the letter and his concluding remarks suggested, I would guess, to members of the Senate that a fresh look was not taken because the specific recommendations of the IFS did not surface in the final report of the Task Force.

Understandably, the IFS and all of us are concerned about what will happen to academic programs and they have been vigorous in voicing that concern. On behalf of the IFS, Jim repeatedly stated their position: no expenditure whatsoever of state general funds on university intercollegiate athletic programs. And he did bring up a number of times other alternatives such as no intercollegiate programs whatsoever (to be replaced by intramural and club sports), affiliation with other conferences, and dropping to Division

II or Division III programs. His statement that all his efforts were "brushed off" again could be misleading, since there was some discussion of these alternatives, although not as complete or detailed as Jim and, perhaps others, might have wanted. Several members of the Task Force did point out that it did not take a detailed analysis to figure out that Portland State (Division II) and the state colleges (Division III) offer athletic programs that are not self-supporting and that, indeed, require the expenditure of some funds, whatever their source. Others noted a number of times that affiliation with other Division I conferences would increase costs, since costs remain comparable and considerable Pac-10 revenues would be lost. Even club and intramural sports have costs.

Many members of the Task Force concluded that their choice was not to get out of the business or drop to another division to free up monies to go to academic programs; rather they had to deal with the fact that there were costs-operating deficits and bonded indebtedness--that extend into the first decade of the next century. Many believed that dropping completely the university intercollegiate athletic programs, in fact, would increase not decrease the draw on state general funds. They discussed, then, ways to decrease as much as possible the possible draw against state general funds. Indeed, at the outset their ambition was to draft a proposal that would require no use of state general monies, but they recognized that they did fall short and made recommendations for the use of some state general funds, an amount that was considerably less, however, than that in the recommendation that the State Board was considering earlier. Task Force members felt that they did make progress, did take a fresh look at a number of alternatives, and recognized that their recommendations were short-term and that discussion would have to continue for a long-term solution or answer. Finally, not all members of the Task Force believed that each of their specific recommendations or desires were met; rather there was a sense that they were working toward consensus if they could not reach unanimity.

I am taking time to write this letter to you, because I realize that Jim did not have time to represent all the discussion and because I believe that we should applaud the efforts of members of the Task Force for coming up with some solutions to a tangled and emotional issue. I am concerned that faculty in the State System do not cavalierly dismiss the efforts of persons on the Task Force who come from various backgrounds, public and private.

You may share this letter with others, if you wish. Thank you for listening.

Sincerely,

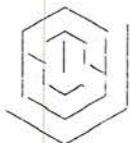


Robert Frank
Professor and Chair

c: Pease

EDUCATIONAL
OPPORTUNITIES PROGRAM

April 28, 1992



OREGON
STATE
UNIVERSITY

Waldo Hall 337
Corvallis, Oregon
97331-6405

TO: Kathleen Heath, President
Faculty Senate

FROM: Ataa Akyeampong, Chair *Ataa Akyeampong*
Academic Deficiencies Committee

SUBJECT: 1991-92 Academic Deficiencies Committee Annual Report

Due to the implementation of the Banner Student Information System, the data required to process and review academic deficiencies is taking longer to produce. This has necessitated postponing the quarterly meetings to the Friday following finals, vice the traditional Thursday following finals. This delay created no problem Fall Term 1991 because of the long Christmas break. However, it was not possible to process academic deficiencies Winter Term 1992 due to the short space of time between Winter and Spring Terms and the requirement for timely notice to suspended students. The Committee will review student performance at the end of Spring Term 1992. No problems are anticipated.

The processing of Academic Deficiencies is extremely labor intensive and should be further automated. Unfortunately the Banner system logic cannot accommodate the way OSU currently calculates deficiencies (based on grade points). This committee understands that the Faculty Senate has appointed an ad-hoc committee to look into this issue. We strongly support this endeavor.

The Registrar's Office prepares quarterly reports (less Winter Term 1992) of the committee actions. When available in July, these reports will be forwarded for appending to this report.

Telephone
503-737-3628



April 30, 1992

TO: Kathleen Heath, President
Faculty Senate

FROM: Janet Nishihara, Chair *Janet Nishihara*
Academic Requirements Committee

SUBJECT: 1991-92 Annual Report to the Faculty Senate



OREGON
STATE
UNIVERSITY

Waldo Hall 337
Corvallis, Oregon
97331-6405

Seven faculty and one student have served as members of the Academic Requirements Committee. The committee meets weekly during the Academic year and monthly during the summer. The meetings are from two to four hours in duration. To date approximately three thousand actions have been taken. A detailed numerical categorization for the 91/92 period will be forwarded after 30 June 1992 for inclusion with this report.

Items of concern with recommendations are listed below.

A. NO SHOW DROP (NSHD) policy.

The confusion resulting from the inconsistent administration of the NSHD procedure continues to cause problems for everyone. It is not unusual for a student to be NSHD from a course Fall term; register for the same course in a subsequent term, and not be NSHD that term. Courses are listed as NSHD and some instructors do not consistently follow procedures. Often students register for NSHD courses as schedule padding to avoid registration change fees. If the purpose of the NSHD policy is to efficiently utilize spaces in high demand courses, the following recommendations will support that purpose and reduce abuse.

(1) Modify Academic Regulation 9c as follows:

(a) change "may be dropped from the course" to will be dropped from the course.....

(b) delete the last sentence of section c- "No fee will be charged."

For the third year this committee urges the faculty to address this problem.

sdo

cc: Chair,
Academic Regulations Committee

DEPARTMENT OF
CHEMISTRY

To: Kathy Heath, President
OSU Faculty Senate

From: James H. Krueger, Chair
Administrative Appointments Committee

JK Krueger 5/8/92

Re: Annual Report

Committee activity this year was limited to support for selection of a person to fill the post of Provost and Vice President for Academic Affairs, following the resignation of Provost Graham Spanier. Two members of the committee, Charlotte Headrick and Larry Griggs, were named by President Byrne to serve on a special nine-member advisory committee for selection of a new Provost.



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May 13, 1992

TO: Kathleen Heath
President, OSU Faculty Senate

FROM: James C. Foster, Chair
Baccalaureate Core Committee

RE: Annual Report

During the 1991-92 academic year, the Baccalaureate Core Committee has focused its attention primarily on approving WIC courses so they will be in place for rising sophomores under the new core, and on discussions of the "Difference, Power and Discrimination" category.

The following data summarize the current status of courses pending or approved by the BCC as of this date:

(1) Pending proposals other than WIC:

CH 374 - BCC considered it and is approved pending a better syllabus which we have yet to receive

PHL 373 Perspectives: Cultural Diversity

WS 223 Perspectives: Social Processes & Inst.

WS 224 Perspectives: Social Processes & Inst.

WS 414 Perspectives: Cultural Diversity

(2) BCC proposals other than WIC acted on this year:

Approved 4 - ANS 315; GEO 104; GEO 105; TA 330, 331, 332

Returned 5 - G 411; TA 147; Z 331, 332, 333; Z 348; and overseas program.

(3) Pending WIC proposals: WR 411, 495

(4) WIC proposals acted on this year: 19

The Baccalaureate Core Committee approved unanimously the proposal of the Affirming Diversity Committee. The members of the BCC believe that there are basic parallels between the WIC program and the courses we are inaugurating under the category "Difference, Power and Discrimination." The central parallel is that, in order to succeed, both programs require the leadership of a committed director and continuing institutional support adequate to the tasks of faculty recruitment and training, and course development and monitoring.



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BCC Annual Report
Page 2

In the larger context of Ballot Measure 5, the BCC is concerned that whatever reductions are implemented be done so in ways that minimize threats to the viability of the still developing core. Toward this end, consultation with the BCC and the Curriculum Council is essential to maintaining the integrity of the core curriculum. (See attached memos from Ken Krane and myself.)

OSU is going through a period during which it is attempting simultaneously to continue implementing its core curriculum while managing deep budget reductions. Whatever continuity can be provided during this process, in my view, is desirable. Consequently, I have indicated my willingness to serve as chair of the BCC during the 1992-93 academic year.

May 12, 1992



OREGON
STATE
UNIVERSITY

Social Science 307
Corvallis, Oregon
97331-6206

TO: John Byrne, President
Oregon State University

FROM: James C. Foster, BCC Chair
Ken Krane, Curriculum Council Chair

SUBJECT: Attached Memo

We want to reiterate the concerns that we raised in our attached memo dated February 5, 1992.

Especially under the present circumstances, where Oregon State University finds itself called upon to cut still further already severely taxed programs, under a highly foreshortened schedule, coordination is of the utmost importance.

Our committees stand ready to facilitate such coordination if called upon.

cc: Dean Fred Horn
Dean Bill Wilkins

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503-737-2434

DEPARTMENT OF
POLITICAL SCIENCE

February 5, 1992



OREGON
STATE
UNIVERSITY

Social Science 307
Corvallis, Oregon
97331-6206

TO: Deans, Department Heads and Directors

FROM: James C. Foster, BCC Chair
Ken Krane, Curriculum Council Chair

SUBJECT: Coordinating and Discussing Curricular Changes

In our respective positions on the Baccalaureate Core Committee and the Curriculum Council, we have become aware that the curriculum changes resulting from the first round of Ballot Measure 5 cuts have been implemented in a rushed, random, and often ill-considered manner. It is our observation that these cuts trickled down from administrative decisions to various units on campus without adequate consultation with the colleges and departments affected and with only ex post facto consideration by the Curriculum Council or the Baccalaureate Core Committee. Consequently, these cuts have been implemented in a chaotic manner disruptive of morale.

As we anticipate additional curriculum changes driven by Ballot Measure 5 cuts, we urge: (1) that the administration consult thoroughly with the Baccalaureate Core Committee and the Curriculum Council *in the process of formulating* whatever cuts are necessitated; and (2) that the implementation of these cuts be *coordinated through* the Baccalaureate Core Committee and the Curriculum Council.

The consequences of further Ballot Measure 5 cuts for the OSU curriculum are going to be devastating. It will only make this disastrous situation worse if additional curriculum changes are not discussed broadly and effected carefully.

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DEPARTMENT OF AGRICULTURAL AND RESOURCE ECONOMICS



OREGON STATE UNIVERSITY

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May 22, 1992

TO: Faculty Senate

FROM: Committee of Bylaws and Nomination
Mike Martin, Chair *[Signature]*

RE: Annual Report

The committee performed two major tasks during the past year:

1. It identified a slate of candidates for the offices of President-Elect, Executive Committee and Interinstitutional Faculty Senate Representative, and
2. It considered language changes in the Faculty Senate Bylaws and submitted suggested changes to the Executive Committee for full Senate consideration.

All in all the committee performed admirably despite the procrastination of its chairperson.

mb



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May 14, 1992

MEMORANDUM

TO: Faculty Senate Executive Committee
FROM: Don Olcott *DO*
Chair, Committee on Committees
RE: 1991-92 Annual Report

During the 1991-92 academic year, the Committee on Committees reviewed a number of proposed changes to the Faculty Senate Committees and Councils Standing Rules. These were reviewed and COC recommendations were reviewed and *passed* by the Faculty Senate. I have summarized these below and paraphrased for brevity.

- Curriculum Council: Appointment of an ex-officio library faculty member by the University Librarian to serve as a liaison member of the Curriculum Council.
- Faculty Recognition and Awards Committee: This committee will include a *student representative* and a member of the *Advancement of Teaching Committee* will participate in the selection of the Elizabeth P. Ritchie Distinguished Professor Award and the Burlington Faculty Achievement Awards. In addition, a *member of the Academic Advising Committee* shall participate in the selection of the Dar Reese Advising Award.
- Advancement of Teaching Committee: The Committee shall serve in an advisory capacity to the Faculty Recognition and Awards Committee, or to other committees or individuals as designated, in the granting of awards in the field of teaching.
- Academic Advising Committee: The Committee shall serve in an advisory capacity to the Faculty Recognition and Awards Committee, or to other committees or individuals as designated, in the granting of awards in the field of advising.

I would also appreciate clarification on the Committee on Committees recommendation that the Academic Advising Committee continue and that members be appointed for 1991-92. This recommendation was not addressed at the February 6th Faculty Senate meeting. The reasons for this recommendation are outlined in my memorandum of October 30, 1991, which is included in the February 6th agenda. I would suggest if further action or discussion is needed on this topic, it be postponed until Fall 1992.

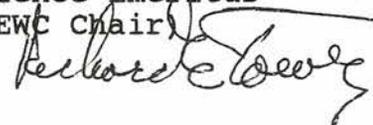
If I can provide any additional information or clarification, please contact me at your earliest convenience. I appreciate your continued support and look forward to serving as Chair of the Committee on Committees during the 1992-93 academic year.

c: COC Members
Kathy Heath
Laura Rice

May 15, 1992

To: Prof. Kathleen Heath
President, Faculty Senate

From: Faculty Economic Welfare Committee
Derek J. Baisted Biochemistry & Biophysics
Edward B. Brazee Kerr Library
Lois deGeus Staff Benefits ex officio
Diane Kaufman Clackamas Co. Extension
Edward D. McDowell Industrial/Mfg Engineering
James Thompson Animal Science
Austin F. Walter Political Science Emeritus
Richard E. Towey Economics (FEWC Chair)



Subject: Annual Report for 1991-92

The FEWC met six times during the past year, during which it discussed and acted upon two important issues affecting the OSU faculty: salary improvements and medical benefits.

1. At the beginning of Fall Term, the committee was asked to respond to the OSSHE proposal for salary adjustments during 1992 and 1993. On October 7, 1991 all members (other than the ex officio member) voted to approve a motion that the cost of living portion of the salary adjustment be raised from 3% to 4% and that the performance based portion be reduced accordingly. It also recommended abolition of the 50% limit on eligibility of department faculty for performance based salary improvements, favoring instead that the proportion be left to the discretion of department administrators.

The committee discussed these recommendations in a meeting with John Dunn, Associate Vice President for Academic Affairs, on October 9, 1991. We also communicated to him our view that it would be desirable for OSSHE to involve faculty representatives at an earlier stage in the consultation process. The OSSHE guidelines for 1992 salary adjustments had been released prior to our participation. The committee indicated that it was prepared to meet during the summer if this was needed, e.g. to discuss 1993 salary improvements.

2. FEWC was asked to take up again the matter of the excess cost of medical benefits for faculty households in which both spouses are employed. This issue had been the subject of an earlier Faculty Senate recommendation to SEBB in 1989, but SEBB's



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response had not been favorable at that time. Our committee discussed this issue, and met with a SEBB representative, Ms Debbie Juul-Hartman, on January 30, 1992. Then we forwarded a motion which was approved by the Faculty Senate at its March 5, 1992 meeting. This urged that in the situation where medical benefits are available to a household by reason of one spouse's employment, the entitlement of the other, State-employed, spouse to receive "cash back" should be raised to 50 % of the amount allocated for Basic Benefit BCBSO Plan I rather than the presently paid \$50 per month. We have been informed by Lois deGeus that SEBB has approved an increase in the "cash back" allowance to \$65 per month during the 1992-93 benefit year. While being pleased with our role in this modest achievement, FEWC has approved a further motion which recommends that the Faculty Senate work through AOF in seeking further augmentation of medical benefits cash-back for dual career households.

3. During the year, the committee monitored an issue relating to the accrual of sick leave for faculty on research appointments. Our understanding is that this has been resolved through development of a new policy by Vice President Keller.

4. One of our members, Prof. McDowell, also served as the OSU representative on an OSSHE committee to review the status of employee tax deferred investment programs.

5. The chair was one of several OSU faculty who attended a PERS Coalition training session in Portland on February 8, 1992. This involved the organization of efforts to determine candidates' attitudes toward issues affecting State employees during the 1992 elections. The chair also acted as the FEWC liaison with the OSU Retirement Committee.



OREGON
STATE
UNIVERSITY

PROGRAM ON GERONTOLOGY



OREGON STATE UNIVERSITY
Milam Hall · Corvallis, Oregon 97331-5102
Telephone 503-737-4765

May 18, 1992

TO: Faculty Senate
FR: Faculty Awards and Recognitions Committee
Clara Pratt, Chair
RE: Annual Committee Report

Clara Pratt

This year the committee reviewed over 50 nominations for six awards. By early May, all nominations had been reviewed and award selections were completed and forwarded to Faculty Senate.

Overall, operations ran smoothly. We did not succeed in having representation of ASOSU although they were informed of the meetings and sent the materials several weeks in advance. We believe that student representation is important particularly for the teaching and advising awards and we will continue to seek ASOSU representation in future years.

We recommend that OSU establish a new award for outstanding graduate education. The current teaching (Elizabeth Ritchie and Burlington Resources Foundation) awards emphasize undergraduate instruction in combination with a viable research program. Over the past several years, several nominations, particularly of young and mid-career faculty, have demonstrated strong graduate instruction and viable programs of scholarship yet do not have the exceptional national and international research leadership to qualify for the OSU Alumni Distinguished Professor Award.

Secondly, we recommend that OSU offer two Outstanding Research Assistant Awards. This award carries a \$750.00 monetary recognition. Currently only one award is made each year. This is one of the most difficult selections we make because of the large number of nominations and the truly outstanding work done by RAUs and Senior RAUs at OSU.

Finally, we plan to continue to encourage nominators to FOLLOW INSTRUCTIONS in order not to disadvantage their nominees. Most often nominators fail to address the award criteria or include substantially more letters of support, many tangential, than are required. This makes the review and selection process much more difficult. We will again emphasize the procedures for nominations in the "call for nominations" materials that are distributed in the fall.

DEPARTMENT OF
FISHERIES AND WILDLIFE

May 21, 1992

Memo:

To: Kathy Heath
Faculty Senate President

From: Faculty Status Committee
 Jim Hall, Chair
 Liz Gray, Counseling
 Carl O'Connor, Ag & Res. Economics
 Owen Osborne, Extension Service
 Jim Pease, Geosciences
 Bob Rackham, Benton Co. Extension
 Stephanie Sanford, Affirmative Action
 Jay Sexton, Forest Science

Subj: Annual Report of the Faculty Status Committee for 1991-92

The Committee met irregularly during the year, gathering information on the subject of our charge from Zoe Ann Holmes to consider University policies on termination of fixed-term faculty. Among other things, we considered input from Associate Vice President Dunn and Professor Patterson, Chair of last year's Grievance Committee. By the end of the year we felt that additional information was needed to make a recommendation, so this topic will continue on to the 1992-93 Committee.

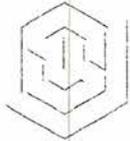
At the end of Spring Term the Committee Chair met with the Faculty Consultative Group as it considered budget reductions.

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Fax

503-737-3590



OREGON
STATE
UNIVERSITY

Nash Hall 104
Corvallis, Oregon
97331-3803

14 May, 1992

To: Dr. Kathy Heath, President
Oregon State University Faculty Senate

From: Christian Zauner, Chair
Oregon State University Graduate Admissions
Committee

Re: Annual Report, 1991-1992



OREGON
STATE
UNIVERSITY

Langton Hall 214
Corvallis, Oregon
97331-3303

The Graduate Admissions Committee reviews cases of Graduate School applicants who do not meet the minimum admission requirement(s). In the case of domestic applicants the requirement is a grade point average (GPA) of at least 3.00 in the last 90 quarter hours or 60 semester hours of the first undergraduate degree. For international students a GPA as with domestic students is required and either a TOEFL score of 550 or a degree completed at an accredited institution that offers all work in English. The Committee considers other predictors of success in graduate programs including standardized test scores, letters of recommendation, and academic or work performance since the applicant earned the bachelor's degree. In evaluating such materials the Committee examines for substantive and compelling evidence supportive of the ability of the candidate to succeed at the graduate level. The Graduate Admissions Committee operates under the Standing Rules established for it by the Oregon State University Faculty Senate and under the policies and procedures formulated by the Graduate Council.

The Committee meets weekly throughout the Academic Year and Summer. From 6 May, 1991, through 11 May, 1992, the Graduate Admissions Committee reviewed 325 cases and approved 249 for either full or provisional admission to Graduate School. Thus, the overall approval rate is 76.6%.

Respectfully Submitted:

A handwritten signature in cursive script that reads "Christian W. Zauner".

Christian W. Zauner, Chair
University Graduate Admissions Committee

Date: 14 May, 1992

cc: Ms. Kay Conrad, Director of Admissions

Dr. Thomas Maresh, Dean
Graduate School

Members of the University Graduate Admissions
Committee

Telephone

503-737-2643 Chair

503-737-3718 Advising

503-737-3222 Physical Activity
Courses





OREGON STATE UNIVERSITY

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May 21, 1992

TO: Kathleen Heath, President
OSU Faculty Senate

FROM: Jack Leonard, Chair
Graduate Council

RE: Annual Report to Faculty Senate

Listed below are activities of the Graduate Council for the past year. The first section includes annual or continuing activities and the second section lists non-recurring items which were considered.

Annual Activities

1. Accepted final program review reports for graduate programs reviewed in 1990-91 in departments of Forest Products, Forest Science, Mechanical Engineering, Nuclear Engineering, and Statistics.
2. Accepted final program reports for graduate programs reviewed in 1991-92 in departments of Computer Science, Industrial Engineering, College Student Services Administration, and Human Development and Family Studies.
3. Reviewed and approved Category 1 proposals for:
 - MA degree in English
 - Replacement of the MA and MS degrees in Apparel, Interiors and Housing by MA and MS degrees Apparel, Interiors, Housing, and Merchandising
 - Ph. D. in Apparel, Interiors, Housing, and Merchandising
 - Ph. D. in Molecular and Cellular Biology
4. A large number of Category 2 proposals were also reviewed and approved.

Non-recurring Activities

1. Approved modified residency requirements for a second cohort of 25 students pursuing an EDM degree (Training and Development) in Portland.
2. Developed and tested a graduate student questionnaire to be used by review teams during future reviews of graduate programs.
3. Considered effects of change to (plus/minus) grading system and affirmed that no graduate regulation should be changed because of the change to (plus/minus) grading.
4. Discussed the need in dual listed 400/500 courses to provide distinction between those students taking the course for undergraduate credit (400 level) and those taking the course for graduate credit. The following two policies were arrived at (notes accompany each policy statement):
 1. Courses bearing dual listed 400/500 numbers must provide students enrolled for 500 credit with education and training at a level appropriate to a graduate course.
 2. In reviewing existing and proposed graduate Category I courses and programs the Graduate Council will require the Department or Program under review to address, specifically, the issue of the level of training provided graduate students enrolled in the unit's dual listed 400/500 courses.
5. Modified the policy for reclassification of postbaccalaureate and special students (24 hour rule). The third paragraph of the reclassification policy was changed to (underlined section added):

"If the student, , had been denied graduate admission or would have been ineligible for graduate admission, , the postbaccaluate or special student must complete 24 credit hours of courses with a grade of B (3.00) or better, or bring the cumulative grade point average (that for the last 90 hours of undergraduate work plus that for courses taken as part of the 24-hour rule) to 3.00 or better, before being eligible to apply for graduate admission."

DEPARTMENT OF APPAREL,
INTERIORS, HOUSING AND
MERCHANDISING

MEMORANDUM

TO: Kathleen Heath, President, OSU Faculty Senate
FROM: LoErna Simpson, Chair, Faculty Senate Library Comm.
DATE: May 19, 1992 *LoErna Simpson*

RE: Library Committee Annual Report 1991-1992

Faculty Senate Library Committee Members for 1991-92 were:
LoErna Simpson (Chair) Apparel/Interiors/Housing/
Merchandising
Isabelle Barraja, Foreign Languages & Lit. (Sp'92)
David Brauner, Anthropology
Carl Kocher, Physics
Gene Newcomb, Plant Pathology
Helen Polensek, English Language Inst. (Fall'91)
Sean O'Rourke, Speech Communications
Robert Smith, Oceanography
Lloyd Swanson, Animal Sciences
Robert Wess, English
Waheed Bajwa, (graduate student member), Entomology
Jessica Eide, (student member), Ag. & Resource Econ.
Melvin George (ex-officio), Director of Libraries

In addition, significant contributions were made to FSLC by the following Kerr Library staff: Craig Wilson, John Donel, Karyle Butcher, Nancy Powell, and Charlene Grass.

The Faculty Senate Library Committee (FSLC) met 6 times this year, two meetings each term. Activities included:

* The FSLC heard a report in October 1991 from Nancy Powell on the Library Expansion Project. Measure 5 had momentarily slowed down, but not stopped, the progress on this project. An update was received at the May 1992 FSLC meeting. The Faculty Advisory Committee for the Library Expansion Project continues to emphasize the need for the broadest possible faculty participation in this project, without regard to the size of the gift, in order to demonstrate the faculty's commitment to this project to the Legislature and outside donors. Since September 1991, the project has had a boost with 2 major outside donor gifts of \$10,000 each, and a grant of \$100,000. By May 1, 1992 the project has had 245 gifts and/or pledges from faculty. This represents approximately 14.5% of "on campus" faculty participation. Donations continue to come in from outside the state, as alums learn more about the need for expanded library space. Overall the project has pledged and gifts of approximately \$2.75 million.

* Discussion was given to the circulation loan period for faculty. The following changes were recommended. Continue with the 1 year checkout period for faculty, due June 1st each year; graduate student checkout period of 90 days; and undergraduate checkout period of 2 weeks. Unlimited renewals for faculty will be changed to a limit of one (year) renewal by mail or telephone; at which time the book must be physically returned to the library, reentered (rescanned) and then scanned and checked out again, thereby allowing the library to physically determine that the book is not lost, as well as discouraging long term renewal of large numbers of



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books by faculty. The Recall Policy was changed to have both a postcard notice and a phone call made to faculty when a book they have checked out has been recalled.

- * Information on QDL's (quasi departmental libraries/reading rooms) was presented to FSLC members by Dr. Mel George and Dr. David Brauner, Anthropology. By meeting in the Anthropology Department's library, committee members were able to see first hand details of advantages and disadvantages of the QDLs.
- * John Donel, CD-ROM librarian, gave a presentation to FSLC members on the current status of CD-ROM. There are over 25 different CD's now available in Kerr Library (compared to the original 12), while 28 dedicated network drives now support the discs. Certain discs allow outside access by faculty at the computer terminal in their offices. Fees and restrictions of CD-ROM's were discussed.
- * The serials cut, begun in April 1992, was the focus of discussion at several of the FSLC meetings. It was noted that this cut resulted strictly from inflation of serials, not from Ballot Measure 5 (yet). Craig Wilson presented an overview of the inflation in prices. After much discussion, FSLC members recommended that the departments be asked to make recommendations for cuts at a two-tier level. At the 8% level, serials would be at the 75% level (compared to books at 25%), while at 14% reduction the serials would be at 70%, which was the ratio recommended by the FSLC in 1990-91. When the departments have returned their lists by April 30, a combined cut list will be made and circulated for further departmental comment and challenges in mid-May. Cuts will not actually be made until fall '92.
- * The FSLC responded to a request from Karyle Butcher and recommended that display areas for current unbound journals be on the floor where they would normally be housed, rather than one single display area.
- * Input was made by FSLC members on the nature of the proposed library budget reductions of 10%, 20% and 30%. Members agreed philosophically that a balance between personnel and materials should be maintained, and that neither area should bear the brunt of proposed budget cuts needed under Measure 5 for the 1993-95 biennium.
- * Recommendations for future topics for Library Seminars were given to Loretta Rielly, Library Instruction Coordinator. The 1 hour seminars were held this past year on a variety of library topics, such as Searching the Internet, Using OASIS, Medline on CD, etc. Faculty, staff and students have participated, with particularly good response this winter and spring. FSLC members suggested that a brief description of the content of each topic be included in the publicity, to encourage even broader participation on new technology.

cc: FSLC members



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May 12, 1992

MEMORANDUM

TO: Executive Committee of the Faculty Senate

FROM: Anne Rossignol, Chair, Research Council *AR*

SUBJECT: Research Council Activities, May 1991 to date



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The purpose of the Research Council is to promote, stimulate, and facilitate research activity at Oregon State University. The Council does this by advising the Vice President for Research concerning the dissemination of information, by providing advice on research policies, and by reviewing requests for funds from the Institutional Public Health Service Grant and the General Research Fund.

During the period June 1991 to date, the Research Council reviewed 49 requests for support. Of these requests, 24 were approved for funding at a total of \$105,898. The source of funds and amounts provided are indicated below.

FUNDING SOURCE	NUMBER OF GRANTS	TOTAL AMOUNTS
Public Health Service Institutional Grant	3	\$22,655
General Research Fund	20	\$77,450
Knudson	2*	\$5,703

*Gene Knudson has donated funds to an OSU Foundation account to support grant proposals from faculty. These funds are being handled under the guidelines in existence for the General Research Fund. One proposal received funding from both the GRF and Knudson accounts

The Public Health Service Institutional Grant now will be awarded on a competitive basis rather than on a formula basis. The Research Office will submit a proposal for the June submission deadline. If funds are received from the PHS Institutional Grant, they will be monitored by

Faculty Senate
 Research Council Annual Report
 May 12, 1992
 Page 2

the Research Council; they may be used for activities which can be clearly shown to be in support of health-related research.

The Research Council members and year of termination are listed below:

RESEARCH COUNCIL MEMBERS
 1991-1992



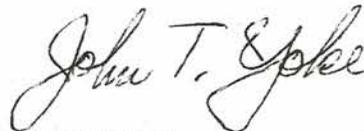
	<u>Term of Service</u>
Christopher Mathews, Biochemistry	Indef
Annette Rossignol, Public Health (Chair)	1992
Joe Hendricks, Sociology	1992
Sandra Woods, Civil Engineering	1992
Mark Daeschel, Food Science & Technology	1993
David Hardesty, Art Department	1993
Terri Lomax, Botany & Plant Pathology	1993
William Hetherington, Physics	1994
Barry Sherr, Oceanography	1994
Bart Thielges, Forestry	1994

bh

May 12, 1992

To: Kathleen Heath, President, The Faculty Senate

From: John T. Yoke, Chairman, Retirement Committee



ANNUAL REPORT OF THE RETIREMENT COMMITTEE TO THE SENATE

The Committee held one meeting during the academic year. It voted to recommend one change in the Standing Rules for the committee. The wording to be added in the following sentence is underlined.

"Further, the Committee shall formulate recommendations to the Executive Committee for possible submission to the Legislature for amendments to the retirement system."

Under the present rules, individual members or the committee collectively would be in direct contact with the Legislature. The propriety of this seems questionable.

The principal business at the committee meeting was to plan a series of Retirement Seminars which took place as follows:

DATE	ATTENDANCE	TITLE
March 3	125	Preparing to Retire in the Next Few Years
April 13	52	Long Term Health Care Insurance
April 23	120	Tax Deferred Investment Plans at OSU
May 11	30	Tenure Relinquishment Agreements

Thanks are extended to the speakers at these Seminars. The attention of the Senate is directed to the outstanding contributions of the OSU Benefits Manager, Lois de Geus, committee member *ex officio*.

May 14, 1992

To: Kathleen Heath, President of OSU Faculty Senate
 From: R. W. Thies, Chair of the Undergraduate Admissions Committee
 Re: Undergraduate Admissions Committee Annual Report



The Undergraduate Admissions Committee met 24 times from May 10, 1991 to May 10, 1992. For the 1991-92 school year, 1026 cases were reviewed. These involved freshmen, transfer, and postbaccalaureate students. The committee denied admission-by-exception to 223. Of the freshmen approved for admission, 163 were in the 5% special category; 149 were in the "other" special category. Others admitted were post bac (25), transfer (455), nondegree (11).

The total cases reviewed by the UAC was about double that of the previous year. That is mostly because of the new math and writing requirement. The number of transfers by exception is 455 this year compared to 139 last year. A large number of those are students with solid gpa's (≥ 2.75) and the only deficiency being the math or writing.

The Committee also has made several policy recommendations.

Admissions Guidelines for Fall 92 (Senate has completed action on this)

Recommended changes:

1. Change the grade needed for Wr 121 and Math 105 (or higher) to C- (transfer students). The UAC reached consensus on this; the UAC felt that a C- is generally considered to be a passing grade and should be allowed for admission.
2. Change the gpa required for out-of-state transfer students to 2.25 (same as in-state). This was a 4 to 3 vote in the UAC. The main argument in favor is that some very good students from major universities might not apply to OSU even though the UAC would probably approve them as exceptions (e.g., a 2.45 gpa in good solid courses from UCLA). One member argued that we should not be lowering standards now. Another argument against lowering to 2.25 for out-state applicants is that they may spend a lot of money to get here and then not succeed (e.g., a 2.25 from an unknown college on the East coast may not be a good risk but could come if the gpa is lowered).

The current requirement of 2.5 for out-of-state applicants means that the UAC can carefully consider below-2.5-gpa-applicants as special cases and admit selectively based on the total package. Changing to 2.25 for out-of-state applicants means that 2.25 to 2.5 ones that meet all other requirements would not come to committee as they do now but would just be admitted.

International students with foreign records (Information only, no Senate action required)

These will have to be a special case with our new transfer admissions requirements since they have no way to take Wr 121. The committee met and decided that the TOEFL requirement is an acceptable alternative admission requirement for these students. If they have passed the TOEFL requirement and meet all other admission requirements except Wr 121, they can be admitted. They would still have to take Wr 121 at OSU.

Writing CLEP test (Information only, no Senate action required)

For the 91-92 school year, the Admissions Office can approve transfer students for admission who have met all requirements except the Wr 121 if they have passed a CLEP test in writing. They will still need to fulfill the Wr 121 requirement once they are accepted. We would like to review the policy for the following year.

Early Admits (Information only, no Senate action required)

The UAC is willing to consider early admit cases. The sentence "Petitions are reviewed after receipt of a final high school record confirming graduation." should be deleted because it does not reflect current procedure of the UAC.

Special Students (This issue is still under discussion. No Senate action required at this time.)

There has been some confusion about undergraduate Special Students. The 5% special admits or UAC special admits are confused with non-degree special admits by the faculty. Also, when the non-degree special admit student can enroll in more than 7 credits it confuses them into believing they are fully admitted. The committee recommended the following changes with respect to undergraduate non-degree Special Students:

1. The word admission or admitted not be used in regard to these students.
2. A term like "Application for Enrollment as a Special Student (Non-Degree)" be used on the form (rather than Admission).
3. These students should be limited to 7 credits per term as suggested by the State System guidelines.
4. They should still pay a one time enrollment fee (it could be set at a lower level than the admission fee if that is deemed appropriate).
5. The appropriate body (Registrar's office?) should consider whether these students should have a lower registration priority.

Note: Undergraduate exchange students are now handled as Special Students taking full loads. We recommend that they continue to be handled as Special Students but as exceptions to the 7 credit rule (allowed to take a full load). Barbara Balz indicated that she did not think that this would not create a problem on the BANNER system.

Evaluation of Special Admit Program for Athletes (Information only, no Senate action required)

The UAC looked over 17 files for those brought in on the special plan. Five were considered admissible by UAC. The other students were generally considered high risk students of the type for which this plan was intended. Two of the students were particularly questioned because they had unusually large amounts of PE courses in their transfer work.

The UAC discussed the Intercollegiate Athletics report and responded as follows:

Adequate Documentation

- * A full transcript for each student would have been more useful.
- * While very few failed outright, quite a few are below 2.25 gpa
- * We need to keep tracking all such students. There is a concern that there may be 2 years worth of

easy courses that could make them look better than they are.

The First Three Years

- * It does not appear that program was abused and quite a few educationally disadvantaged students no doubt benefitted from the program.
- * The UAC is probably better qualified to estimate potential success and the need to circumvent the UAC is uncomfortable. If we do this for athletes, why not for musicians etc?
- * Would it be better to run these past the committee even after the fact? (see below).

Votes on Continuation of the Program

- * Should it be continued as is? 1 yes, 3 no, 5 abs.
- * Continued but more accountable? 6 yes, 2 no, 1 abs.
- * Two year period with annual reports? 6 yes, 3 no, 0 abs.
- * UAC's Proposed Plan 9 yes, 0 no, 0 abs.

UAC's Proposed Plan

- * The total number allowed would stay at 20.
- * The Athletic Department would be allowed to approve 20 candidates per year that meet the NCAA guidelines, but not OSU admission requirements, as they have done for the past three years. Those approved by the Athletic department on this plan would be sent as soon as possible to the UAC where they would be reviewed as soon as possible. Those approved by the UAC would not count against the 20. Those not approved by the UAC would still be considered accepted to OSU, but we might advise if certain teams looked like they were using poor judgement.
- * There would be no additional 20 for the 2.75-2.99 gpa grouping but there would be more usable slots in the total 20 than last year because some would be freed up by the UAC approvals of those reviewed.
- * In section 5 of the proposal, it should be made clear that those who are allowed in with a provisional pass on the TOEFL should be counted in the 20. They could be removed from the 20 if they satisfy the TOEFL requirements before enrolling or if the UAC approves them in their review.

Modifications Recommended If The Proposed Plan Is Used Rather Than The UAC Recommended One.

- * An annual report should be made.
- * Those approved by the Athletic department on this plan would be sent as soon as possible to the UAC for review (just for advisement).
- * The 2.75-3.0 gpa ones should have subject requirements met.
- * In section 5 of the proposal, it should be made clear that those who are allowed in with a provisional pass on the TOEFL should be counted in the 20.



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13 May 1992

TO: Executive Committee of the Faculty Senate
Kathleen Heath, President, OSU Faculty Senate

FROM: University Honors Program Committee
Cheryl Kolbe, Agricultural and Resource Economics
Larry Merriam, Forest Resources
Sandra Potter, Zoology
Gary Tiedeman, Sociology
Carleton W. Carroll, Foreign Languages and Literatures, Chair

RE: Annual report for 1991-92

The University Honors Program Committee has met on numerous occasions in the course of this year. In the wake of the demise of the old Honors Program, a victim of the budget cuts decided in the course of the previous year, the Committee's first task was to prepare a proposal for a new Honors Program. This was sent to the Faculty Senate on 14 November 1991; copy attached. The first portion of this document was distributed to the members of the Senate prior to its January 1992 meeting, and it was discussed for about 15 minutes during the Senate meeting on January 9.

In March the Committee was directed to prepare a new proposal, more ambitious than the earlier one and not limited by past constraints. The Committee met with President Byrne, Provost and Vice President Arnold, and Assistant Vice President for Undergraduate Studies Shepard. We are currently drafting the new proposal, and intend to present it to Provost Arnold in time for the next round of budget hearings.

MEMO, 14 Nov. 91

TO The Faculty Senate

FROM University Honors Program Committee

RE: Proposals for a University Honors Program at Oregon State University

A. Bases for considering a plan for an Honors Program:

1. Past experience with an Honors Program was successful. We want to restore an Honors Program to OSU, because the presence of an Honors Program is essential at a university that chooses to support excellence in undergraduate education.
2. There is a demonstrated interest in an Honors Program on the part of OSU students and faculty.
3. It is inappropriate to attempt to conduct an Honors Program exclusively on the basis of voluntary instructional personnel.
4. The administration of the University supports the existence of an Honors Program.

B. Statement of purpose. Aims of an Honors Program at OSU are:

1. To recruit and retain students of exceptional ability from high schools, colleges, and other universities.
2. To provide a special opportunity to those undergraduate students by challenging them to learn more than a standard college curriculum can make available and by providing a broader, interdisciplinary learning experience.
3. To develop skills in communication, analysis, integration, and synthesis, which they can use in meeting the needs of our complex and changing world.
4. To stimulate those students toward learning beyond basic requirements, to provide an array of academic supplements and alternatives, and to allow the self-motivated student a more independent and creative environment for the pursuit of learning.
5. To promote greater student-faculty interaction in an intellectual peer group involving students from diverse backgrounds and fields of study.

C. Needs. Minimum requirements for an Honors Program at OSU:

1. Personnel: a director, secretarial support, and an advisor specifically for Honors Program students.
2. Budget: services and supplies.
3. Location: office space, seminar room, and a space for students to study and socialize to build a sense of community among them.
4. Financial support for the Honors instructional program.

D. Curriculum. We envision University Honors as an interdisciplinary program:

1. A 1-credit course, Orientation to the Honors Program
2. Lower-division courses would be coordinated with selected Baccalaureate Core courses and could include:
 - a. Individualized course content for Honors Program students, such as additional readings, projects, etc.
 - b. Enhanced recitation sections with enrollment restricted to Honors Program students.
 - c. Designated Honors sections in multi-section Baccalaureate Core courses, with enrollment restricted to Honors Program students.
3. Upper division courses could include:
 - a. Honors Program seminars/colloquia, interdisciplinary in focus and orientation.
 - b. A research mentorship program, pairing Honors Program students with individual faculty members on a one-to-one basis.
 - c. Student-initiated contracts with individual instructors to provide an Honors dimension to an existing upper-division course.
4. Senior thesis/project
 - a. A 1-credit Orientation to Thesis (details of library research, proposal writing, etc.)
 - b. Format and final presentation (oral exam, seminar, etc.) to be at the discretion of departments.

University Honors Program Committee for 1991-92:

Cheryl Kolbe, Agricultural and Resource Economics

Larry Merriam, Forest Resources

Sandra Potter, Zoology

Carleton W. Carroll, Foreign Languages and Literatures, Chair

BYLAWS BALLOT

6/4/92

Article III, Sec. 1, (1) -

The Faculty is defined as members of the Unclassified Academic Staff who: (1) hold one of these academic ranks, Instructor, Senior Instructor, Senior Faculty Research Assistant, ...

I support the proposed amendment, above, as presented in the agenda.

I oppose the proposed amendment, above, as presented in the agenda.

Article III, Sec. 1, (2) -

(2) individuals whose principal activity involves academically related advising or counselling of Oregon State University students.

I support the proposed amendment, above, as presented in the agenda.

I oppose the proposed amendment, above, as presented in the agenda.

Article V, Sec. 5 -

A Faculty member shall be ineligible for appointment or election to a term of any length during the year following completion of two full consecutive terms.

I support the proposed amendment, above, as presented in the agenda.

I oppose the proposed amendment, above, as presented in the agenda.

Article V, Sec. 1 - The following highlighted paragraphs would be inserted between paragraphs four and five:

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

___ I support the proposed amendment, above, as presented in the agenda.

___ I oppose the proposed amendment, above, as presented in the agenda.

If the FTE in an apportionment group declines to the extent that the total number of Senators to be allotted to that group in the next apportionment year will be less than the number of Senators scheduled to continue their terms of office into the new apportionment year, the reduction in number of Senators shall be dealt with in the following manner: the Senator(s) most recently elected shall remain in office until the end of their term(s) and the Senator(s) elected in the previous election shall not complete their term(s).

___ I support the proposed amendment, above, as presented in the agenda.

___ I oppose the proposed amendment, above, as presented in the agenda.

BYLAWS AMENDMENT TO THE AMENDMENT - 6/4/92

The following amendment to the amendment was submitted by Senator Morris, Science.

Article V, Sec. 1 - amendment to the amendment of the proposed second paragraph; the strike-through area indicates elimination of the originally amended section and the underlined area indicates the proposed amendment to the amendment

~~If the FTE in an apportionment group declines to the extent that the total number of Senators to be allotted to that group in the next apportionment year will be less than the number of Senators scheduled to continue their terms of office into the new apportionment year, the reduction in number of Senators shall be dealt with in the following manner: the Senator(s) most recently elected shall remain in office until the end of their term(s) and the Senator(s) elected in the previous election shall not complete their term(s) through an election by members of the apportionment group. The terms of the elected Senators shall be in compliance with Sec. 5.~~

The amendment as originally proposed (1) does not deal with the possibility that the number of Senators automatically removed may be too many (or too few) and (2) removes from the apportionment group the ability to determine a desired balance of Senators (e.g., ratios of men to women, older to younger, etc.). The proposed amendment to the amendment leaves it to the apportionment group to decide which new Senators will be removed or whether a whole new slate of Senators will be elected.

MEMORANDUM

TO: Faculty Senators

FROM: Faculty Senate Executive Committee *K. Heath*
Kathy Heath, President

RE: Election of Faculty Panels for Hearing Committees

In the event a faculty member is dismissed "for cause" a panel hearing may be requested. On even numbered years we must elect a new panel.

The Board's Administrative Rules define criteria and procedures for the imposition of sanctions for cause, including terminations of appointment (OAR 580-21-320 - 580-21-375). If such a sanction is to be imposed, the faculty member is entitled to a formal hearing of charges by a hearing committee to be selected from a faculty panel which has been duly established.

Procedures for establishing faculty panels were adopted by the Faculty Senate on December 3, 1970 (motion 269-3), amended May 4, 1972; June 5, 1980; December 4, 1980; and June 1981. Nominees for each new panel are randomly selected from the faculty roster. These nominees are presented to the Senate (see reverse).

vln

Attachment

1992 NOMINEES FOR FACULTY PANELS FOR HEARING COMMITTEES

ABRASSART, Arthur E. -- Associate Professor, Business
ALDRICH, Jane V. -- Assistant Professor, Pharmacy
ANDERSON, Craig H. -- Sr. Instructor, Communication Media Center
BEALS, Kenneth L. -- Professor, Anthropology
BINNEY, Stephen E. -- Associate Professor, Nuclear Engineering
BOLTE, John P. -- Assistant Professor, Bioresource Engineering
BROWNE, Philip H. -- Associate Professor, Zoology
CARSON, Mina J. -- Assistant Professor, History
CHAPPELL, Berkley W. -- Professor, Art
CHARLES, Walter -- Assistant Professor, Psychology
DOUGHERTY, William G. -- Professor, Microbiology
ELEFRITZ, Mark A. -- Assistant Professor, Clatsop County Extension
EVANS, Glenn T. -- Professor, Chemistry
FARRELL, John P. -- Professor, Economics
GARVER, Jeffrey W. -- No Rank, Forestry Administration
GONOR, Jefferson J. -- Professor, Oceanography
GWIN, Toni R. -- Instructor, Forestry Administration
HUMPHREY, Philip E. -- Associate Professor, Forest Products
HUTTON, Norman E. -- Professor, Veterinary Medicine
KIEMNEC, Gary L. -- Assistant Professor, Crop & Soil Science (EOSC)
LEONG, JoAnn C. -- Professor, Microbiology
LEVIEN, Keith L. -- Assistant Professor, Chemical Engineering
MILLER, Michael J. -- No Rank, Communication Media Center
MITCHELL, Gregg F. -- Associate Professor, Clackamas County Extension
MOON, Barbara J. -- No Rank, Continuing Higher Education
MOUM, Jim -- Associate Professor, Oceanography
NEWBERGER -- Stuart M., Associate Professor, Mathematics
PETERS, John A. -- Instructor, Crop Science
REARDON, Amy J. -- No Rank, International Education
RICHMAN, James G. -- Associate Professor, Oceanography
RIPPLE, William J. -- Assistant Professor, Forest Resources
ROBANDT, Catherine L. -- No Rank, Admissions
RODRIGUEZ, Narcedalia -- No Rank, Educational Opportunities Program
ROGERSON, Patricia -- No Rank, Liberal Arts Advising
SASLOW, Carol A. -- Associate Professor, Psychology
SHULL, Wayne A. -- Assistant Professor, Deschutes County Extension
SOELDNER, Alfred Jr. -- Sr. Instructor, Botany and Plant Pathology
STEVENS, Joe B. -- Professor, Agricultural and Resource Economics
STORMSHAK, Fredrick -- Professor, Animal Sciences
TATE, Janet -- Assistant Professor, Physics
TOUMADJE, Arazdordi -- Research Associate, Biochemistry and Biophysics
VAN de WATER, Nancy C. -- Instructor, Financial Aid
WATSON, Philip R. -- Associate Professor, Chemistry
WESS, Robert -- Associate Professor, English
WOLFF, Ernest G. -- Associate Professor, Mechanical Engineering
ZOBEL, Donald B. -- Professor, Botany

1992 Election of Panel for Faculty Hearing Committees

In accordance with procedures adopted by the Faculty Senate, a new "Panel B" is to be elected to serve from July 1, 1992 through June 30, 1996.

VOTE FOR NO MORE THAN 10 NAMES IN THE LIST OF NOMINEES BELOW. The ten nominees receiving the highest number of votes shall constitute the new Panel. Those receiving the ten next highest number of votes will be designated as alternates to serve if replacements are needed.

1. ___ ABRASSART, Arthur E. -- Associate Professor, Business
2. ___ ALDRICH, Jane V. -- Assistant Professor, Pharmacy
3. ___ ANDERSON, Craig H. -- Sr. Instructor, Communication Media Center
4. ___ BEALS, Kenneth L. -- Professor, Anthropology
5. ___ BINNEY, Stephen E. -- Associate Professor, Nuclear Engineering
6. ___ BOLTE, John P. -- Assistant Professor, Bioresource Engineering
7. ___ BROWNELL, Philip H. -- Associate Professor, Zoology
8. ___ CARSON, Mina J. -- Assistant Professor, History
9. ___ CHAPPELL, Berkley W. -- Professor, Art
10. ___ CHARLES, Walter -- Assistant Professor, Psychology
11. ___ DOUGHERTY, William G. -- Professor, Microbiology
12. ___ ELEFRITZ, Mark A. -- Assistant Professor, Clatsop County Extension
13. ___ EVANS, Glenn T. -- Professor, Chemistry
14. ___ FARRELL, John P. -- Professor, Economics
15. ___ GARVER, Jeffrey W. -- No Rank, Forestry Administration
16. ___ GONOR, Jefferson J. -- Professor, Oceanography
17. ___ GWIN, Toni R. -- Instructor, Forestry Administration
18. ___ HUMPHREY, Philip E. -- Associate Professor, Forest Products
19. ___ HUTTON, Norman E. -- Professor, Veterinary Medicine
20. ___ KIEMNEC, Gary L. -- Assistant Professor, Crop & Soil Science (EOSC)
21. ___ LEONG, JoAnn C. -- Professor, Microbiology
22. ___ LEVIEN, Keith L. -- Assistant Professor, Chemical Engineering
23. ___ MILLER, Michael J. -- No Rank, Communication Media Center
24. ___ MITCHELL, Gregg F. -- Associate Professor, Clackamas County Extension
25. ___ MOON, Barbara J. -- No Rank, Continuing Higher Education
26. ___ MOUM, Jim -- Associate Professor, Oceanography
27. ___ NEWBERGER, Stuart M. -- Associate Professor, Mathematics
28. ___ PETERS, John A. -- Instructor, Crop Science
29. ___ REARDON, Amy J. -- No Rank, International Education
30. ___ RICHMAN, James G. -- Associate Professor, Oceanography
31. ___ RIPPLE, William J. -- Assistant Professor, Forest Resources

32. ___ ROBANDT, Catherine L. -- No Rank, Admissions
33. ___ RODRIGUEZ, Narcedalia -- No Rank, Educational Opportunities Program
34. ___ ROGERSON, Patricia -- No Rank, Liberal Arts Advising
35. ___ SASLOW, Carol A. -- Associate Professor, Psychology
36. ___ SHULL, Wayne A. -- Assistant Professor, Deschutes County Extension
37. ___ SOELDNER, Alfred Jr. -- Sr. Instructor, Botany and Plant Pathology
38. ___ STEVENS, Joe B. -- Professor, Agricultural and Resource Economics
39. ___ STORMSHAK, Fredrick -- Professor, Animal Sciences
40. ___ TATE, Janet -- Assistant Professor, Physics
41. ___ TOUMADJE, Arazdordi -- Research Associate, Biochemistry and Biophysics
42. ___ VAN de WATER, Nancy C. -- Instructor, Financial Aid
43. ___ WATSON, Philip R. -- Associate Professor, Chemistry
44. ___ WESS, Robert -- Associate Professor, English
45. ___ WOLFF, Ernest G. -- Associate Professor, Mechanical Engineering
46. ___ ZOBEL, Donald B. -- Professor, Botany

FACULTY SENATE COMMITTEES/COUNCILS

1992-1993

ACADEMIC DEFICIENCIES COMMITTEE

Ataa Akyeampong '93, Chair Ed. Opportunities Prog.
Ching Yuan Hu '93 Animal Sciences
Anita Green '94 Horticulture
Morris LeMay '94 Counseling Center
Mary Lou Triperinas '95 Counselor Education
Ex-Officio: Assistant Registrar (Ralph Reiley)

Student Members -

- TBA
- TBA

'92 Executive Committee Liaison - Janet Nishihara

ACADEMIC REGULATIONS COMMITTEE

Sharon Martin '94, Chair Business
Mike Penner '93 (v. McDaniel) Food Science & Tech.
Jody Engel '94 Curriculum & Instruction
Mary Burke '95 Microbiology
Court Smith '95 Anthropology
Ex-Officio: Registrar (Barbara Balz)

Student Members -

- TBA
- TBA
- TBA

'92 Executive Committee Liaison - Tony Wilcox

ACADEMIC REQUIREMENTS COMMITTEE

Nancy Wendt '94, Chair Speech Communication
Marjorie Reed '93 (v. Sellers) Psychology
Barb McEwan '93 Curriculum & Instruction
Walter Loveland '94 Chemistry
Linda Johnson '95 Business
Janet Nishihara '95 Educational Opp. Prog.
Steve Rubert '95 History
Ex-Officio: Assistant Registrar (Ralph Reiley)

Student Members -

- TBA
- TBA
- TBA

'92 Executive Committee Liaison - Janet Nishihara

ADMINISTRATIVE APPOINTMENTS COMMITTEE

Jim Krueger '94, Chair Chemistry
Larry Griggs '93 Ed. Opportunities Prog.
Dave Williams '93 Food Science & Tech.
LaVerne Woods '93 Ed. Opportunities Prog.
Arlene Holyoak '94 (v. Leibowitz) Human Dev./Fam. Sci.
Cliff Michel '94 Counseling Center

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(Cont'd.)

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Anita Helle '95 English
Meg Savige '95 Postsecondary Ed.

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Ex-Officio: Academic Affairs (Bruce Shepard)

Student Members -

- Graduate Student (TBA)
- Undergraduate Student (TBA)
- Blue Key Rep. (TBA)

'92 Executive Committee Liaison - Joe Hendricks

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Jim Foster '93, Chair Political Science
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Frank Moore '93 Zoology
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Peter Freeman '95 Chemistry
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Student Members -

- TBA
- TBA

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Student Members -

- Graduate Student (TBA)
- TBA
- TBA

'92 Executive Committee Liaison - Tony Wilcox

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Associate Dean, Graduate School (John Ringle)
Chair, Graduate Admissions Comm. (James Richman)
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Student Members -
- TBA
- TBA
'92 Executive Committee Liaison - Janet Nishihara

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Student Members -
- Graduate Student (TBA)
- TBA
- TBA
'92 Executive Committee Liaison - Larry Curtis

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Shirley Gregory '95 Career Planning/Place.
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Director, Upward Bound (Samuel Hunt)

Student Members -
- TBA
- Hispanic Student Union Representative (TBA)
- Native American Student Representative (TBA)
'92 Executive Committee Liaison - Larry Griggs

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Shelly Murphy '95 Dean's Ofc., Col. of Sci.
Jon Olson '95 Ctr for Writing/Learning

Student Members -
- TBA
- TBA
- TBA
- TBA

STUDENT RECOGNITION & AWARDS COMMITTEE
(Cont'd.)

- TBA
- Blue Key Representative (TBA)
- Mortar Board Representative (TBA)

'92 Executive Committee Liaison - Tony Wilcox

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Robert Curtis '93	Naval Science
Lance Haddon '93	Education
Clara Horne '94	Business Admin.
Sheila Roberts '94	Ed. Opportunities Prog.
Maya Sonenberg '94	English
Pam Henderson '95	Forestry
Mary Alice Stander '95 (TBA) '95	Intercollegiate Athletics International Education
Ex-Officio: Assoc. Dir., Admissions (Cathy Robandt)	

Student Members -
- TBA

'92 Executive Committee Liaison - Larry Griggs

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Carleton Carroll '93	Foreign Lang. & Lit.
Cheryl Kolbe '94	Ag. & Resource Econ.
Larry Merriam '94	Forest Resources

Students Members -
- TBA
- TBA
- TBA

'92 Executive Committee Liaison - Joe Hendricks

FACULTY FORUM PAPER EDITOR

Gary Tiedeman '93 Sociology

FACULTY SENATE EXECUTIVE COMMITTEE

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Larry Griggs '92	Ed. Opportunities Prog.
Joe Hendricks '92	Sociology
Janet Nishihara '93	Ed. Opportunities Prog.
Laura Rice '93	English
Tony Wilcox '93	Exercise & Sport Science
Kathleen F. Heath '93	Health/Human Performance
Senate President	
Carroll W. DeKock '94	Chemistry
Senate President-Elect	
Zoe Ann Holmes '92	Nutrition & Food Mgmt.
Immediate Past Senate President	
Ex-Officio from Academic Affairs:	
Roy Arnold - Provost & VP for Academic Affairs	

FACULTY CONSULTATIVE GROUP

Composed of the Faculty Senate Executive Committee and the Committee Chairs from Budgets & Fiscal Planning, Curriculum Council and Faculty Status.

AFFIRMING DIVERSITY COMMITTEE - COURSE DEVELOPMENT

Jointly appointed in 1991 by OSU President Byrne and Faculty Senate President Holmes.

Mary Jane Collier, Chair (v. Gross)	Speech Comm.
Bess Beatty	History
Mary Chandler	Education
Carroll DeKock	Chemistry
Jim Foster	Political Science
Janet Lee	Women Studies
Janet Nishihara	Ed. Opportunities Prog.
Narcie Rodriguez-Smith	Ed. Opportunities Program
Alexis Walker	Human Dev/Family Sciences
LaVerne Woods	Ed. Opportunities Prog.

**Faculty Senate Presentation
June 4, 1992**

Each year, we are pleased to present to the Faculty Senate the candidates for baccalaureate and advanced degrees and those who qualify for various honors. Today we seek your approval for the Class of 1992 - Oregon State University's 123-rd class.

The final degree auditing and confirmation process is as follows: All candidates who completed degree requirement Summer, Fall or Winter terms have been certified as meeting all requirement for their respective degree. Spring term candidates will take their final examinations during Final Examination Week. Following submission of grades by the faculty on Monday, June 15, the day after Commencement, the Registrar's Office will finalize all degree statuses and will forward exact figures to the Senate. The Registrar's Office checks for completion of all institutional graduation requirements, while the academic dean's offices are responsible for checking the General Education or Baccalaureate Core Requirements as well as all college and departmental requirements. All candidates recommended for the Bachelor degree will have satisfied all requirements, except where petitions for waiver of institutional requirements have been approved by the Academic Requirements Committee. Waiver of college or departmental requirements have been approved by the candidate's dean.

Advanced degree candidates are checked by the Dean of the Graduate School in accordance with Graduate Council guidelines.

Oregon State University's Class of 1992 consists of 3967 students who are candidates for 4051 degrees. This includes:

<u>3055</u>	Bachelors degrees
<u>765</u>	Masters degrees
<u>231</u>	Doctors degrees
<u>79</u>	students are candidates for 2 degrees
<u>1</u>	students ¹⁵ candidates for 3 degrees

1 students ^{is} ~~are~~ candidates for 4 degrees

For the first time this year, baccalaureate degree candidates can Graduate with Academic Distinction. Previously Senior Honors were awarded. The Class of 1992 has 384 seniors who qualify for this new recognition by maintaining high scholarship in their respective colleges while attending Oregon State University for at least two years.

216 graduate "cum laude" (gpa 3.50 - 3.69)

93 graduate "magna cum laude" (gpa 3.70 -3.84)

75 graduate "summa cum laude" (gpa 3.85 +)

In addition 11 students have completed all requirements for the University Honors Program.

We recommend these candidates to you for approval of the appropriate degree and honors subject to final confirmation of all degree requirements.

REPORTS TO THE FACULTY SENATE

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331-6203

503-737-4344

FACULTY SENATE OFFICE
Social Science 107

Thursday, October 1, 1992; 3:00 pm - 5:00 pm
Construction & Engineering Hall
LaSells Stewart Center

AGENDA

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

A. SPECIAL REPORTS

1. Provost & Vice President Roy Arnold

Provost Arnold will address the Senate on the state of the University and goals and plans for the coming year.

2. Administrative Review Committee (ARC) (pg. 1 - 15)

Andy Hashimoto, ARC Chair, will present the committee report and the plans for implementation. Attached is the Peat Marwick Executive Summary.

3. Athletics

Sally Malueg will report on the findings of the Sport and Athletic Review Task Force.

*postponed -
sally was
ill*

4. Interinstitutional Faculty Senate

- a. Jim Pease will present the June report.
- b. Mary Kelsey will present the July report.

B. INFORMATION ITEMS

1. Bylaws and Nominations Committee

Zoe Ann Holmes, Bylaws and Nominations Committee Chair, is accepting recommendations for: (1) President-Elect, (2) Executive Committee members, and (3) Interinstitutional Faculty Senate representatives. Please forward your nominations to her in care of the Faculty Senate Office.

2. Promotion and Tenure, Summary Report (pg. 16 - 21)

Attached is the 1991-92 Promotion and Tenure Summary Report prepared by John Dunn, Associate Vice President for Academic Affairs.

3. Faculty Senate Calendar

Please reserve the following dates for Faculty Senate meetings. All meetings have been scheduled in the Construction and Engineering Hall of the LaSells Stewart Center, unless otherwise noted.

November 5, 1992
December 3, 1992
January 7, 1993
February 4, 1993

March 4, 1993
April 1, 1993
May 6, 1993 - MU East Forum
June 3, 1993

C. COMMITTEE REPORTS

Academic Regulations Committee, Mina McDaniel, Chair (p. 22)

Promotion and Tenure Committee, Starr McMullen, Chair (p. 23)

D. REPORTS FROM THE FACULTY SENATE PRESIDENT

E. NEW BUSINESS

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



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Education

Energy and Utilities

Corporate Transactions

Technology and Operations

Compensation and Benefits

Oregon State University

**ADMINISTRATIVE
COST/STRUCTURE
ASSESSMENT**

**FINAL REPORT
JULY 1992**

OREGON STATE UNIVERSITY
ADMINISTRATIVE COST/STRUCTURE ASSESSMENT
FINAL REPORT
JULY 1992

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EXECUTIVE SUMMARY

Oregon State University (OSU) undertook a review of its administrative cost/structure in order to identify ways to improve the effectiveness and efficiency of its services. The study also sought to reduce administrative/support costs to the extent possible. Prior to and during the study, two external factors shaped the study's objective. Ballot Measure 5, voted in by the citizens of the State, was designed to place a cap on property taxes. This tax reform initiative is being phased in over three consecutive bienniums beginning with the 1991-93 biennium. This phase-in will dramatically reduce the level of the State's higher education appropriation.

At the close of the 1991 legislative session, the Board Administrative Review Committee (BARC) was established in response to a budget note to Senate Bill 5519. BARC's mandate was to conduct a comprehensive administrative review of the Oregon State System of Higher Education (OSSHE). BARC membership is composed of several OSSHE Board members and other citizens of Oregon. To guide its review of Oregon's public colleges and universities, BARC developed specific budget reduction guidelines. BARC's guidelines asked OSSHE colleges and universities to develop scenarios in which administrative costs were reduced by 10, 20 and 30 percent. At each level of cuts, the colleges and universities were to comment on the impact the identified cuts would have on their institutions. OSU's senior management team, in consultation with BARC, decided to incorporate BARC's cost reduction objectives into the goals of OSU's study.

OSU's share of the reduction in the State's higher education appropriation was \$10.2 million for each year of the 1991-93 biennium. OSU's 1993-95 biennium budgeting process was required to prepare for cuts in its State appropriated funds of \$23.0 million for each year of the biennium with up to one half of these cuts to be taken in administrative/support functions. OSU's senior administrators looked to the results of this administrative review to help them in developing the University's 1993-95 biennium budget. OSU has been involved in an on-going process to reduce costs; furthermore, as a result of Ballot Measure 5, OSU has been preparing for further budget reductions.

OSU established an Administrative Review Committee (ARC) comprised of deans, faculty, staff and a student to work with the KPMG Peat Marwick project team to assess the University's administrative cost/structure. One of the first questions considered by ARC was: "What is administrative?" The answer to this question would indicate the level of targeted cost savings to be identified by the study. ARC took an aggressive approach in determining what comprised administrative/support services and employed a methodology to identify administrative/support personnel costs which was more inclusive than traditional methodologies. The results of this methodology (which is consistent with BARC's directives to OSSHE institutions regarding the assessment of administrative cost savings) indicate that OSU's current administrative/support personnel costs from all funding sources are \$58.7 million. This figure is within the range of administrative costs (which include personnel *and* other expenses) identified by BARC. To meet BARC's objective to identify administrative budget reductions of up to 30 percent, the study should result in the identification of suggested reductions in personnel costs up to \$17.6 million.

CATEGORIES OF RECOMMENDATIONS

While BARC is insistent that OSU identify budget reduction strategies of up to 30 percent, BARC is equally insistent that OSU comment on the point at which the budget reductions have a deleterious effect. An interesting parallel emerges between BARC's guidelines to identify budget cuts at 10, 20 and 30 percent levels and the degree to which ARC members support the

Oregon State University

EXHIBIT 1

ESTIMATED ADMINISTRATIVE/SUPPORT COST SAVINGS

Recommendations	Minimum (10%) Savings (\$ In millions)	Average (20%) Savings (\$ In millions)	Maximum (30%) Savings (\$ In millions)
Category One:			
1.1-2.7 Organizational Restructuring	\$2.0	\$2.6	\$3.2
4.1-4.5 Relocation of Business Processes	5.1	6.6	8.6
5.1 Renegotiate Bookstore Contract	1.0	1.0	1.0
5.2 Outsource Food Service	0.5	0.5	0.5
5.3 Outsource Quick Print & Mailing	0.1	0.1	0.1
5.4 Outsource Selected Physical Plant Operations	0.8	0.8	0.8
5.5 Eliminate Horner Museum	0.2	0.2	0.2
5.6 Eliminate OSU Press	0.1	0.1	0.1
5.7 Eliminate Portland Center	0.1	0.1	0.1
5.8 Eliminate Aquarium	0.1	0.1	0.1
6.1-6.7 Invest in Technology & Other Systems Support	<u>(2.3)</u>	<u>(3.0)</u>	<u>(3.9)</u>
SUBTOTAL	\$7.7 (13.1%)	\$9.1 (15.5%)	\$10.8 (18.4%)
Category Two:			
3.1 College Mergers	0.3	0.6	0.9
3.2 Academic Department Consolidations	0.5	0.6	0.8
3.3 Extension Service Reorganization	<u>0.8</u>	<u>1.0</u>	<u>1.3</u>
SUBTOTAL	\$1.6 (2.7%)	\$2.2 (3.8%)	\$3.0 (5.1%)
Category Three:			
3.4-3.6 Additional Restructuring Suggestions	1.5	2.1	2.7
5.9 Additional Administrative Program Eliminations	<u>3.2</u>	<u>3.2</u>	<u>3.2</u>
SUBTOTAL	\$4.7 (8.0%)	\$5.3 (9.0%)	\$5.9 (10.0%)
TOTAL	\$14.0	\$16.6	\$19.7
CUMULATIVE PERCENT	23.9%	28.2%	33.4%

Note: Percentage calculations assumes savings from potential of \$58.7 million based on ARC's definition of administrative/support.

suggested budget reduction strategies emerging from this study. As the study approached completion, three recommendation categories emerged. ARC members characterized the estimated level of impact on administrative/support services and academic programs as falling into one of the following categories:

Category One:

Recommendations which ARC supports and believes have the potential to improve the overall effectiveness and efficiency of the University's administrative/support services, have minimal impact on academic programs, and may reduce costs;

Category Two:

Recommendations which can be achieved, but may have a negative impact on the overall functioning of the University's administrative/support services and academic programs; and

Category Three:

Recommendations which require Draconian measures and are so severe they will dramatically curtail services and will ultimately limit the ability of the University to fulfill its mission. Even public disclosure of the detailed recommendations in this category could have a deleterious effect.

For example, some of the support functions identified for elimination provide important student support services. Regardless of whether or not the function is eventually eliminated, students and others may act on the information as if the function is actually to be eliminated. It is likely they will not attend OSU. These student support functions cannot be sustained without continued student involvement. Thus, the elimination suggestion could become a self-fulfilling prophecy and the function may eventually close.

Other support functions suggested for elimination in this category are important faculty support services. If faculty learn that OSU is unable to provide the basic support services that are provided by other institutions, they may seek positions elsewhere and OSU will find that it is unable to recruit top academics. A vicious cycle could ensue which could lead to a deterioration of academic program quality.

Recommendations which fall into the first two categories (as well as selected Category Three recommendations) are included in this report. Suggestions regarding elimination of important support functions which fall into the third category have been provided confidentially to the President of OSU and to the Chair of BARC. Strong sentiments were expressed regarding the potential function elimination suggestions included in Category Three. ARC members (and the project team) expressed concern that, should OSU be forced to seriously consider eliminating these support functions, the University would become dysfunctional and the quality of its academic programs would be jeopardized. It is the expressed hope of ARC that prior to elimination of support functions, System-wide solutions be sought in order to preserve OSU's academic integrity.

OSU potentially can realize significant cost savings from the proposed recommendations. For each of the recommendations, estimates were generated based on assumptions regarding the number of positions eliminated, the amount of additional revenues generated, or the cost savings realized by outsourcing the function rather than providing it internally. Exhibit 1 displays the recommendations according to Category One, Two or Three. The exhibit indicates that savings

associated with the proposed recommendations range from \$14.0 to \$19.7 million. Where appropriate, the cost savings associated with the recommendation are estimated at +/- 25 to 30 percent, indicating the low end of the savings to be achieved as well as the maximum potential that can be realized if OSU aggressively implements the recommendations and is willing to accept the negative impact on services and programs.

ARC found that its three categories correlate with the level of savings that can be achieved during implementation of the recommendations. While the correlation is not precise, it is apparent that there is a relationship between the categories of recommendations identified above and savings at the 10, 20 and 30 percent levels. As shown in Exhibit 1, the cumulative savings from those recommendations which are included in Category One represent savings of approximately 13 to 18 percent. When those in Category Two are added to Category One the range of savings is between 16 to 24 percent. Finally, when all three categories are added together there is a savings of approximately 24 to 33 percent in administrative/support costs.

However, this study was not driven by the search for cost savings alone. Throughout the intensive work of ARC, Committee members continually expressed their hope that regardless of whether they were able to realize savings for OSU, their work would result in a more effective and efficient OSU. It is this hope that guided and motivated the review and analysis.

ARC recognizes that these recommendations represent a major change for OSU. Organizational restructuring, movement of business operations and processes to the most efficient locations within the organization, elimination and outsourcing based on focus and priorities, and investment in system enablers cannot be implemented overnight.

The various recommendations identified will require the input of additional information to further refine the initial set of recommendations. Most importantly, the recommendations need to be reviewed, modified (if appropriate), and ultimately accepted by the University community as being in OSU's best interest. ARC suggests that, prior to implementation, significant input from the University community be obtained. ARC recognizes that the input may refine the proposed recommendations and may ultimately alter the level of savings that can be realized. ARC also acknowledges that these recommendations are difficult to achieve and that the actual savings achieved will depend on what is actually implemented.

Considerable thought, time, effort, and resources must be devoted to implement the proposed recommendations successfully. The degree to which savings are realized depends on the level of resources OSU commits to implementation. The recommendations suggest that OSU invest in computer technology. Successful implementation of technology also requires an investment in people and outside expertise. OSU should identify staff to become part of implementation teams, release these staff from some of their current duties, and set aside sufficient resources for staff training. Without this investment, OSU will not realize the level of savings suggested in this report.

GUIDING PRINCIPLES

ARC agreed at their first meeting that the primary goal of the assessment was to recommend ways that OSU's administrative and support services could become more efficient, thus minimizing budgetary impact on OSU's academic programs. To accomplish that goal, ARC required a set of guidelines that differed from those traditionally used to develop and review budgets or make resource allocation decisions. ARC's review process was based on the following guidelines:

- Develop a broad, all encompassing, definition of administrative/support;

- Evaluate all units against the same criteria, regardless of the funding sources;
- Seek University-wide (cross-functional) solutions instead of unit, budget-driven solutions;
- Benchmark finance operations against the corporate sector first, then benchmark against other universities;
- Begin with a clean slate and do not allow historical barriers to prevent the development of sound, logical recommendations; and
- Do not protect "sacred cows" or established "turf."

Using these guidelines, ARC developed overarching recommendations which will require different behavior and attitude on the part of all faculty and staff, as well as a change in the organizational culture. Each recommendation potentially has a ripple effect. Although the recommendation may immediately impact one departmental budget, as it is further implemented it may also affect other budgets.

PRODUCTIVITY FRAMEWORK

ARC followed KPMG Peat Marwick's Framework for Productivity in its evaluation of the administrative/support costs. The Framework is comprised of four components:

- Organization structure;
- Operations/processes;
- Focus and priority setting; and
- Support systems.

Each of these components is supported by a series of performance indicators which, if met, indicate that OSU has achieved a high level of productivity and requires no corrective action. Alternatively, if the performance indicators are not met, it would suggest that OSU should develop recommendations designed to help it achieve greater effectiveness and efficiency. The data collection process undertaken by the Peat Marwick project team was designed to assemble and analyze information related to these four components (accomplished by obtaining answers to the questions below). The project team analyzed the information and drew conclusions which were presented to ARC. Based on the project team's findings and conclusions, ARC and the project team worked together to develop a viable and reasonable set of recommendations.

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The paragraphs below present a summary of the study's findings and recommendations for each component in the KPMG Peat Marwick Productivity Framework. The questions which guided the data collection process are included for background information.

The study was accomplished in an abbreviated timeframe and did not provide sufficient time to conduct detailed investigation and analysis to support each recommendation, particularly those pertaining to Category Three: additional administrative/support function eliminations and selected aspects of organizational restructuring. As such, the recommendations should not be implemented without additional input and evaluation. For example, the proposed restructuring of the organization assumes minimal staffing levels for leadership and management positions.

Upon further evaluation, the University's implementation team may determine that additional personnel are needed to provide sufficient leadership and oversight for the function.

Productivity Component One: Organization structure

Questions:

- Is OSU organized effectively to provide value to its customers?
- Is OSU's structure streamlined?
- Has OSU reduced management layers and streamlined the ranks of senior management?
- Does the structure exhibit appropriate spans of control?
- Has OSU eliminated barriers to service? fragmentation? or excessive departmentalization?
- Does form follow function?

Recommendations:

The redesign of the current organization structure shown in Exhibit 2 reduces or eliminates the number of senior administrators and non-academic Deans positions (e.g., Dean of International Education, Dean of Research). In the new structure, the only positions to hold the title of Dean are those positions which head an academic college, or a unit that awards academic degrees as in the case of the Dean of Graduate Studies. In addition, the new structure calls for substantial reductions in the number of leadership and management positions. The number of positions currently held, and those recommended to remain, are shown below:

Table a. Proposed change in the number of administrative positions

Position	Current	Recommended
<i>Administrative units:</i>		
Provost/Vice President	5	2
Associate VP (1)	2	3
Assistant VP	6	0
Dean	4	1
Director (2)	<u>43</u>	<u>16 - 20</u>
Total	60	22 - 26

1. Change in title: Associate Vice President to Associate Provost.
2. Current number is based primarily on the Draft OSU Organization Chart (January 1992); recommended number is an approximation based on the proposed organization charts presented in the report.

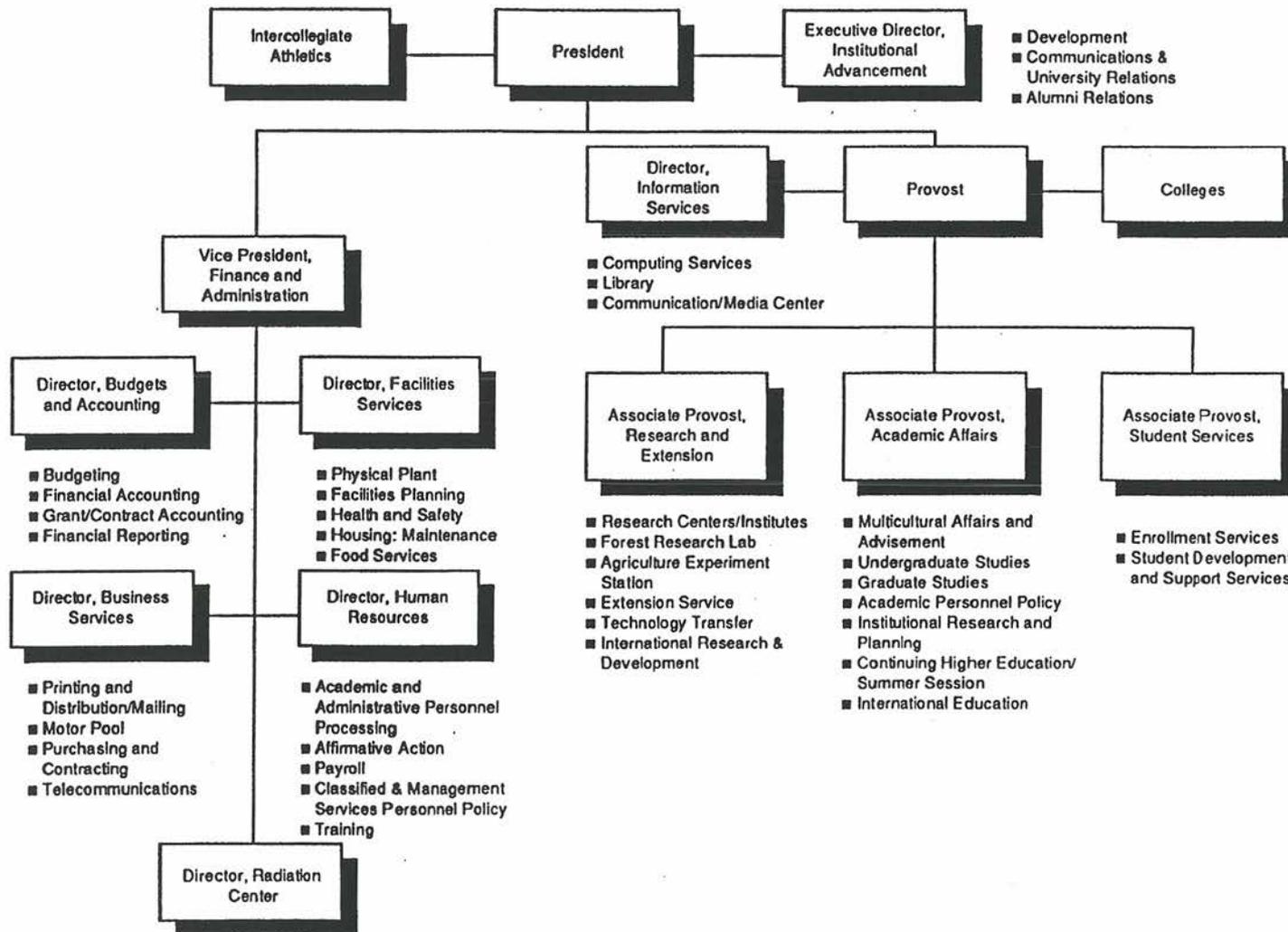
Recommendation One. Reduce the number of leadership and management positions.

Data from comparator institutions indicate that OSU's peers administer their institutions with between three to seven Provost/Vice President positions. In spite of evidence that OSU (with five Vice Presidents) was comparable to its peers, ARC felt that streamlining the administration was necessary and prepared the organization structure shown in Exhibit 2. All of the units which provide leadership and support for teaching, research

Oregon State University

EXHIBIT 2

PROPOSED ORGANIZATION STRUCTURE



Sources: KPMG Peat Marwick and ARC Workgroup.

and service will report to the Provost. In addition, the important direct administrative/support functions of student support services, research and extension support, and academic affairs support report to the Provost.

Other important features of the proposed organization structure are presented as detailed recommendations below:

- 1.1. Reduce the number of Provost/Vice President positions.
- 1.2. Recognize the Provost's position as the chief operating officer of the University.
- 1.3. Signify the importance and relationship of teaching, research and service by placing these functions under the purview of the Provost.
- 1.4. Seek to enhance the coordination of State-wide services and research by elevating Extension Service and State-wide research programs from the college level to the University level.
- 1.5. Indicate the importance of student support services by its title and a reporting relationship equal to that of the teaching, research and service support functions.
- 1.6. Note the criticality of Information Services by creating a direct reporting relationship to the Provost.
- 1.7. Indicate the importance of Institutional Advancement by continuing a direct reporting relationship to the President.
- 1.8. Indicate the support service nature of Finance and Administration by placing its box visually lower than the Provost's box on the organization chart.

Recommendation Two. Reduce the number of Assistant and Associate Vice Presidents, non-academic Deans, and Directors. Realign and consolidate departmentalized and fragmented functions.

Data analysis indicates that functions are fragmented throughout the organization or are excessively departmentalized. There are also examples of title proliferation in which titles were provided without concomitant management or other responsibility. These recommendations seek to consolidate these functions. Title inflation should be eliminated and leadership and management positions should be combined. This can be accomplished by requiring that the heads of divisions provide leadership for the unit as a whole and fulfill a management position for one of the reporting units. The recommendations below streamline middle management, re-title positions, and reduce the number of Assistant and Associate Vice Presidents, non-academic Deans, and Directors.

- 2.1. Unite academic support units related to the teaching component of the University's mission under an Associate Provost for Academic Affairs.
- 2.2. Create stronger linkages between the University's research and Extension Service activities.

- 2.3. Further consolidate functions which provide student support into one unit. Consolidate departmentalized student service functions.
- 2.4. Consolidate the departments reporting to the Vice President for Finance and Administration.
- 2.5. Transfer all facilities maintenance functions to the Vice President for Finance and Administration.
- 2.6. Consolidate the departments reporting to the Executive Director for Institutional Advancement.
- 2.7. Consolidate the departments reporting to the Director of Intercollegiate Athletics.

Savings from Recommendations One and Two may be difficult to achieve and may be reasonable to implement only as incumbents leave or retire from the University. In addition, as the implementation team reviews the structure in more detail, team members may find that it is unrealistic to require that selected staff positions actually fulfill the dual roles of leadership and management. As a result, positions that are targeted for elimination in the report may be reconsidered.

Recommendation Three. Consolidate academic and program administration (Category Two).

Data indicate that OSU has fewer students per college than most others in the study's comparative data base (only one of seven comparator institutions had fewer students per college than OSU), suggesting that opportunities exist to merge colleges and reduce academic administrative and management costs. In addition, consolidating OSU's academic departments and reducing Extension Service administrative/support personnel costs can yield additional savings. The following suggestions are provided to achieve additional cost savings.

- 3.1. Consider reducing, through mergers, the number of colleges to eight or nine.
- 3.2. Consider consolidating academic departments.
- 3.3. Consider reducing Extension Service administration.

Additional restructuring suggestions (Category Three).

- 3.4. Consider additional college mergers.
- 3.5. Consider additional departmental consolidations.
- 3.6. Consider additional Extension Service administrative consolidation.

Productivity Component Two: Operations and processes

Questions:

- Is OSU doing the right things?
- Has the operating environment been changed to make it more conducive for the efficient delivery of administrative/support services?
- Has OSU streamlined processes and eliminated duplication or unnecessary steps?
- Are activities taking place at logical locations?
- Are administrative/support services centralized where appropriate?
- Are responsibility and accountability pushed down to the lowest level possible in the organization?

Recommendations:

Some of OSU's operations and processes are duplicative and, in some cases, redundant. Numerous offices review, verify, re-calculate and sign-off on processes related to travel, accounts payable, recruitment and hiring, and payroll. In addition, some centrally provided services (including those provided by both OSU and OSSHE--via the Chancellor's Office) are not timely and do not satisfy user expectations. This has caused the development of shadow accounting systems, duplicated human resource functions and fragmented physical plant operations.

In addition, the study revealed that an Oregon problem exists. OSU operates in an environment in which many of its processes are administered at several levels, unlike other institutions in the peer comparative data base which are able to administer most of their processes at one or two levels. The rules and policies of the State Executive Department, and to a lesser extent those of the Chancellor's Office, add to the personnel costs associated with selected business activities.

Recommendation Four. Consolidate selected business processes and activities into a central location. Undertake efforts to streamline and simplify processes and procedures.

Implementation of this recommendation is expected to generate cost savings ranging from \$5.1 to \$8.6 million. The recommendation is composed of the following detailed components:

- 4.1. Determine the sequence required to centralize processes and create implementation teams empowered to do what is necessary to provide quality customer service.
- 4.2. De-couple OSU's financial accounting and human resource information system from the current OSSHE system.
- 4.3. Research and propose methods to untangle OSU from certain State regulations such that OSU can operate in a less restrictive environment. The University should be held accountable for sound fiscal management of the State's appropriation and this can be accomplished by annual or periodic accounting audits.
- 4.4. Create mechanisms to ensure that customers' needs are met by centrally-provided services.

- 4.5. Do not centralize those activities which are unique and require high levels of expertise.
- 4.6. Implement certain processes using a "split" model which includes both centralized and decentralized methods of service delivery.

Productivity Component Three: Focus and priority

Questions

- Are OSU's costs to own its infrastructure equal to or less than the costs to outsource?
- Has OSU eliminated those activities and units that are "nice, but not essential?"

Recommendations:

OSU, like its counterparts in higher education, has achieved a high degree of vertical integration; i.e., the University owns and manages functions which are not central to its core mission of teaching, research and service. These functions include Foodservice, selected Physical Plant operations, Motor Pool and Mailing and Printing Service among others. Vertical integration potentially adds costs as OSU must provide adequate levels of support services to the staff in these areas, including human resources support, financial affairs support, computing support and maintenance. It also adds unnecessary costs if alternative vendors are able to provide these services at a lower cost than OSU's current fully-allocated costs. In instances in which these functions generate revenues, vertical integration may limit OSU's revenue enhancement opportunities. To reduce costs and/or enhance revenues, OSU needs to eliminate administrative/support functions that are not critical to its mission or outsource (or privatize) those functions that are provided at a lower cost by an alternative vendor.

ARC evaluated several functions which clearly met the requirements for elimination, outsourcing or privatization and placed those recommendations into Category One. These functions are specified in the recommendations below.

Administrative/support function elimination is, in many ways, one of the easiest budget reduction methods to implement. It allows institutions simply to identify services that are not essential and eliminate the line item costs associated with those services. OSU did not follow this practice in its search for cost savings. It sought cross-functional, University-wide productivity savings. Most of OSU's budget reduction recommendations successfully identify ways to reduce costs without crippling or eliminating services. However, BARC's guidelines to identify cost savings of up to 30 percent pushed OSU to the solution of last resort--elimination of support functions that are essential to OSU's mission. These recommendations fall into Category Three. A thorough cost/benefit analysis has not been completed to determine the potential impact of eliminating these additional support services. Due to the lack of sufficient analysis and the potential impact that could result from public disclosure of these additional administrative/support functions, this detailed list has been provided confidentially to the President of OSU and to the Chair of BARC.

Recommendation Five. Outsource, privatize or eliminate selected functions currently provided internally.

This recommendation includes opportunities for revenue enhancements as well as for cost savings. Savings achieved through implementing recommendations 5.1 to 5.8 are expected to be approximately \$2.9 million. If OSU is forced to implement additional budgetary reductions, it can do so only through eliminating functions which help OSU fulfill its mission. Estimated cost savings of approximately \$3.2 million can be achieved through additional support function elimination.

5.1. - 5.4. Outsource selected functions currently provided internally, including:

- Book Store;
- Foodservice;
- Quick printing and mailing activities; and
- Physical Plant (selected operations).

5.5.- 5.8. Eliminate or discontinue investment in functions which are not critical to the University's mission, including:

- Horner Museum;
- OSU Press;
- OSU Portland Center; and
- Aquarium (the public wing) at Hatfield Marine Science Center.

5.9. Consider elimination of the support functions that fall between "critical" and "nice, but not essential." This list has been provided confidentially to the President of OSU and to the Chair of BARC.

Productivity Component Four: Support systems

Questions:

- Are OSU's information systems and technology adequate and do the systems support its critical activities?
- Does OSU's reward system encourage faculty and staff to concentrate on tasks that create value for their customers?
- Are staff held accountable for meeting objectives?

Recommendations:

Opportunities for cost savings arise from the upgrade of OSU's administrative/support systems, particularly its financial and human resource systems. Unless OSU can implement information systems which more effectively meet its administrative system users' needs, OSU will fall significantly short in its ability to realize the level of savings indicated in this report.

Furthermore, unless the Chancellor's Office moves quickly to replace its current technology with more modern and commonly used software and hardware, opportunities for cost savings will arise from the development and upgrade of OSU's systems; not those of the Chancellor's Office.

The recommendation regarding which software to implement is a complicated one. A requirements definition process for computer software/hardware was outside the scope of this study and it is not possible to provide a definitive software recommendation. As such, the recommendation suggests two alternative approaches. One suggested approach assumes that OSU has adequately evaluated software packages and its selection of the Banner system is the most appropriate software solution. The other suggested approach assumes that OSU has not adequately defined users' needs and must do so before choosing a software solution. OSU should conduct further research to determine which approach is more applicable.

Recommendation Six. Continue the investment in Banner; or complete a requirements definition study to identify computing needs, search the market for attractive vendors, purchase software and implement new systems. Regardless of the approach selected, OSU should follow the steps described below.

- 6.1. Establish an administrative information support agreement between OSU and its departments and offices.
- 6.2. Obtain funding for administrative systems improvement based on a defined system improvement plan.
- 6.3. Establish (or confirm) administrative information user processing and reporting requirements.
- 6.4. Investigate opportunities for revision of State level and system regulations, rules and policies to streamline operations and make OSU's administrative actions more cost-effective.
- 6.5. If appropriate, establish evaluation criteria and compare the established requirements, modified for the results of the regulation/rules/policies review, to the capabilities of the Banner software and other available software packages.
- 6.6. As appropriate, aggressively negotiate contracts with a vendor or vendors for software, hardware and ongoing support.
- 6.7. Implement a new operational solution recognizing that software is only a single element in the overall operational equation.

CONCLUSION

The recommendations in this report, if completely implemented, represent a savings of between \$14.0 and \$19.7 million. Throughout the intensive work of ARC, members continually expressed their hope that, regardless of whether they were able to realize savings for OSU, their work would result in OSU becoming more effective and efficient. Many of the recommendations (Category One) are put forth on the grounds that they will result in a new, more effective and efficient organization: one that provides quality administrative/support services to its customers.

These recommendations are intended to be a template for change. They are not intended to be a step-by-step, rigid formula containing no room for modification. Rather, they are suggested as examples of the type of change, both structurally and administratively, that can yield the required level of savings. As such OSU's senior management team has the flexibility to select the degree of change that they believe can reasonably be accomplished.

PROVOST AND
VICE PRESIDENT FOR
ACADEMIC AFFAIRS
Office of the Provost

June 26, 1992



OREGON
STATE
UNIVERSITY

MEMO TO: 1991-92 Promotion and Tenure Faculty Observers
S. McMullen F. Leibowitz
R. Donatelle A. Morrow
R. Fletcher R. Sproull

FROM: John M. Dunn 
Associate Vice President for Academic Affairs

SUBJECT: Promotion and Tenure, Summary Report

Administrative Services A624
Corvallis, Oregon
97331-2128

Attached for your review are materials that summarize the final decisions regarding promotion and tenure for 1991-92. As you will note, I have included an executive summary, tables, and a list by college and rank of those promoted and/or granted indefinite tenure. I thought that this information might be of assistance as you develop your report for the Faculty Senate.

I thought our deliberations this year were very successful. Although I would have preferred a speedier process, I think we moved about as fast as possible given the busy schedule of the academic deans and committee members. I appreciate very much the schedule flexibility and assistance provided by the faculty observers.

If you have questions about the enclosed material, please let me know. I look forward to your continued input and comments concerning our promotion and tenure process and suggestions for improvements. On behalf of the University Promotion and Tenure Committee, thank you for your contributions and assistance. I trust that the faculty of OSU recognize and appreciate the time and energy you have expended in representing them and the University.

Telephone
503-737-2111
Fax
503-737-2400

c: R. Arnold
G. Keller
T. Maresh


EXECUTIVE SUMMARY 1991-92 PROMOTION AND TENURE REVIEW

The University Promotion and Tenure Committee began its review of 91 dossiers on April 28 and concluded its final meeting on June 4, 1992. Indicated in the following tables is a summary of the requests received and the actions taken. The data presented in Table I analyzes the data for the group as a whole. A total of 132 decisions (86 promotion decisions and 46 tenure decisions) were made by the University Promotion and Tenure Committee. In Table II a summary analysis is presented for female candidates. Tables III and IV provide information regarding the agreement among the department, college, and University for tenure and promotion decisions for 1991-92 and earlier years. The attached information has been shared with the Faculty Senate's Promotion and Tenure Committee for review and comment.

The data suggest that the level of agreement among department, college, and University Promotion and Tenure Committees is high and consistent with the pattern noted in recent years. Dossiers and the accompanying recommendations forwarded by the deans were approved at a rate of 92%. The percentage of dossiers submitted for females (37%) as contrasted to males (63%) was the highest noted in 10 years. More women were granted tenure (n=16) and promoted to Associate Professor (n=20) in 1991-92 than any of the previous ten years. Twenty-one (21) individuals were promoted to Professor; 45 to Associate Professor; 5 to Senior Instructor; and 8 to Senior Faculty Research Assistant. Forty-five (45) individuals were granted indefinite tenure.

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

Faculty observers to the 1991-92 University Promotion and Tenure Committee were drawn from the Faculty Senate's Promotion and Tenure Committee. Observers included Starr McMullen (Liberal Arts), Chair; Roger Fletcher (Extension); Alice Mills Morrow (Home Economics); Robert Sproull (Engineering); Rebecca Donatelle (Health and Human Performance) and Flo Leibowitz (Liberal Arts).

TABLE I
1991-92 PROMOTION AND TENURE
ANALYSIS BY RANK AND TENURE

<u>REQUEST BY RANK</u>	<u>PROMOTION</u>		<u>TENURE</u>	
	<u>YES</u>	<u>NO</u>	<u>YES</u>	<u>NO</u>
Senior Faculty Research Assistant	8	-	-	-
Research Associate	-	-	-	-
Senior Instructor	5	-	3	-
Assistant Professor	-	-	2	-
Associate Professor	45	3	32	1
Professor	21	3	3	-
No Change in Rank	NA	NA	5	1
TOTAL	79	6	45	2

SUMMARY OBSERVATIONS:

- 8 faculty were promoted to the rank of Senior Faculty Research Assistant
- 5 faculty were promoted to the rank of Senior Instructor; 3 with indefinite tenure
- 45 faculty were promoted to the rank of Associate Professor; 32 with indefinite tenure
- 2 faculty were granted indefinite tenure, but not granted promotion to Associate Professor
- 21 faculty were promoted to the rank of Professor; 3 with indefinite tenure
- 5 faculty were granted indefinite tenure; no change in rank requested
- 45 faculty were granted indefinite tenure

TABLE II
1991-92 PROMOTION AND TENURE
ANALYSIS FOR WOMEN

<u>REQUEST BY RANK</u>	<u>PROMOTION</u>		<u>TENURE</u>	
	<u>YES</u>	<u>NO</u>	<u>YES</u>	<u>NO</u>
Senior Faculty Research Assistant	3	-	-	-
Senior Instructor	3	-	1	-
Assistant Professor	-	-	-	-
Associate Professor	20	-	12	-
Professor	5	-	1	-
No Change in Rank	-	-	2	1
TOTAL	31	-	16	1

TABLE III
1991-92 PROMOTION AND TENURE
ANALYSIS FOR MINORITIES

<u>REQUEST BY RANK</u>	<u>PROMOTION</u>		<u>TENURE</u>	
	<u>YES</u>	<u>NO</u>	<u>YES</u>	<u>NO</u>
Senior Faculty Research Assistant	1	-	-	-
Senior Instructor	-	-	-	-
Assistant Professor	-	-	-	-
Associate Professor	3	-	2	-
Professor	-	-	-	-
No Change	-	-	-	-
TOTAL	4	0	2	0

TABLE IV
SUMMARY OF TENURE RECOMMENDATIONS - 1991-92

HC = Head Count of Faculty
Totals are Underlined

<u>YEAR OF ANNUAL REVIEW:</u>	<u>1991-92</u>		<u>1990-91</u>		<u>1989-90</u>		
	HC	(%)	HC	(%)	HC	(%)	
1. Faculty on Annual Tenure	<u>284</u>		<u>330</u>		<u>335</u>		
Male	192	(68)	234	(71)	238	(71)	
Female	92	(32)	96	(29)	97	(29)	
Minority	28	(10)	21	(6)	20	(6)	
2. Recommended for Indefinite Tenure							10-YEAR TOTALS
							<u>1983-1992</u>
a. By Department	<u>45</u>		<u>49</u>		<u>55</u>		<u>448</u>
Male	29		40		43		339
Female	16		9		12		109
Minority	2		7		1		20
b. By Dean/Director	<u>45</u>		<u>49</u>	(100)	<u>60</u>	(100)	<u>432</u> (96)
Male (% of 2a)	30	(100)	41	(100)	47	(100)	326 (96)
Female (% of 2a)	16	(100)	8	(89)	13	(100)	106 (97)
Minority (% of 2a)	2	(100)	7	(100)	1	(100)	18 (90)
3. Granted Indefinite Tenure							
a. HC (% of 2b)	<u>45</u>	(98)	<u>49</u>	(100)	<u>59</u>	(100)	<u>391</u> (91)
Male	29	(97)	41	(100)	47	(100)	298 (91)
Female	16 ¹	(94)	8	(100)	12	(93)	93 (88)
Minority	2	(100)	7	(100)	1	(100)	18 (1 00)

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¹ One female was denied indefinite tenure and a second female not recommended for indefinite tenure by the Chair and Dean was approved by the Provost.

TABLE V
SUMMARY OF APPROVED PROMOTIONS IN RANK
AND CHANGES IN STATUS TO INDEFINITE TENURE
1991-92

HC = Head Count of Faculty Promoted or Granted Indefinite Tenure
 % = Percent of Departmental Recommendations Approved
 Totals are Underlined

<u>YEAR OF ANNUAL REVIEW:</u>	<u>1991-92</u>		<u>1990-91</u>		<u>1989-90</u>		<u>10-YEAR TOTALS</u> <u>- 1983-92</u>	
	HC	(%)	HC	(%)	HC	(%)	HC	(%)
A. To Professor	<u>21</u>	(88)	<u>26</u>	(93)	<u>30</u>	(87)	<u>263</u>	(77)
Male	16	(84)	19	(95)	25	(86)	224	(76)
Female	5	(100)	7	(88)	5	(100)	39	(83)
Minority	0		3	(100)	2	(100)	11	(79)
B. To Associate Professor	<u>45</u>	(94)	<u>43</u>	(90)	<u>54</u>	(96)	<u>358</u>	(85)
Male	25	(92)	34	(94)	40	(95)	270	(84)
Female	20	(100)	9	(95)	14	(100)	88	(87)
Minority	3	(100)	7	(100)	2	(100)	19	(95)
C. To Assistant Professor or Senior Instructor	<u>5</u>	(100)	<u>2</u>	(100)	<u>6</u>	(100)	<u>71</u>	(93)
Male	2	(100)	1	(100)	5	(83)	36	(95)
Female	3	(100)	1	(100)	1	(100)	35	(92)
Minority	0		0		0		5	(100)
D. To Senior Faculty Research Assistant	<u>8</u>	(100)	<u>19</u>	(100)	<u>12</u>	(100)		
Male	5	(100)	14	(100)	9	(100)		
Female	3	(100)	5	(100)	3	(100)		
Minority	1	(100)	1		1			
E. Promotion Totals (All Ranks)	<u>78</u>	(94)	<u>91</u>	(93)	<u>102</u>	(94)	<u>692</u>	(83)
Male	48	(91)	69	(96)	79	(92)	530	(81)
Female	31	(100)	22	(85)	23	(100)	162	(87)
Minority			6	(100)	5	(100)	35	(95)
F. To Indefinite Tenure	<u>45</u>	(96)	<u>49</u>	(98)	<u>59</u>	(100)	<u>392</u>	(88)
Male	29	(97)	41	(100)	47	(100)	298	(88)
Female	16	(94)	8	(89)	12	(100)	94	(86)
Minority	2	(100)	7	(100)	1	(100)	18	(90)
G. All Promotions and Tenure Combined Totals	<u>91</u>	(92)	<u>108</u>	(95)	<u>111</u>	(95)	<u>990</u>	(83)
Male	57	(89)	79	(96)	87	(94)	754	(82)
Female	34	(97)	29	(88)	24	(100)	236	(86)
Minority	4	(100)	11	(100)	5	(100)	46	(92)
Total Reviewed	<u>91</u>	(92)						
Total Approved	<u>84</u>							

DEPARTMENT OF
FOOD SCIENCE AND TECHNOLOGY



OREGON STATE UNIVERSITY
Wiegand Hall · Corvallis, Oregon 97331-6602
Telephone 503-737-3131 Fax 503-737-1877

September, 1992

To: Faculty Senate

From: Academic Regulations Committee, Mina R. McDaniel, Chair

Subject: Annual Report 1991-92

Six faculty and two students have served as members of the Academic Regulations Committee.

I. Incomplete Grade

The major work this year involved changes in the handling of the incomplete grade. Much concern had been expressed regarding the I grade going to a W at the end of one calendar year if the work remained uncompleted. Some felt it should go to an F because the course would not have been completed. Others felt a grade (computed based on an F for the uncompleted work) should accompany the I and that grade be assigned if the work were not completed. The Faculty Senate, after much debate and deliberation, voted that the I should simply stay an I if the work were not completed within one calendar year. This would remain on the student's record permanently.

II. Extension of length of withdrawal time

Many good arguments were presented to extend the withdrawal date. Students often did not have sufficient information on their performance at the end of five weeks of classes. Also, OSU's five-week deadline for withdrawal from a course was the earliest of all PAC-10 institutions. The Faculty Senate passed the recommended change to allow a student, after consultation with his or her academic advisor, to withdraw from a course with a W grade after the tenth day of classes and through the end of the seventh week of classes.

III. Extension of length of time to elect the S-U option.

After the withdrawal time was extended to seven weeks, the Academic Council suggested that the time allowed for a grade basis change either to or from S-U grading also be permitted through the end of the seventh week of any term. This was passed by the Faculty Senate.

1992 Promotion and Tenure Committee Report to the Faculty Senate

The Faculty Senate Promotion and Tenure committee is responsible for reviewing policy and observing activities related to the promotion and tenure process. The major role of this committee is to provide a faculty observer to be present for meetings of the University Promotion and Tenure Committee.

The University Promotion and Tenure Committee includes the Provost, the Vice President for Research, Graduate Studies, & International Programs, the Associate Vice President for Academic Affairs, and the Dean of the Graduate School. When the University Promotion and Tenure Committee does not achieve a consensus on an individual dossier and/or there are some unusual circumstances they wish explained, a meeting is arranged with the candidate's Dean. A Faculty Senate Promotion and Tenure Committee member is present at these meetings.

The following remarks and recommendations are based on observations made in the spring, 1992 meetings.

1. A problem encountered repeatedly over the years has been how to evaluate individuals on faculty appointments who have major responsibility in non-traditional teaching areas. These people are often in extension, the library, and counseling. A long run suggestion is to adopt career advancement criteria that are more relevant to the balance of responsibilities in these areas than those used for individuals in resident instruction. This is a complex issue and it requires careful thought and consideration.
2. Another problem observed was the failure of some department heads or chairs to give faculty members timely feedback on their progress. Further, chairs should monitor young faculty member's participation in service activities to be sure they are not overburdened in a way that will detract from their promotion and tenure evaluation.
3. Administrators seemed concerned with the lack of consistency between colleges or even departments in presentation and evaluation of teaching performance.
4. There still appears to be inconsistency regarding the presence (or absence) of time "windows" for promotion and tenure. Confusion could be mitigated by a clearer definition of what administrators consider to be normal ranges for time in rank.

Summary statistics on the 1991-92 promotion and tenure decisions are available from John Dunn's office.

We recommend that the Faculty Senate Promotion and Tenure Committee continue in its role as observer to the promotion and tenure process. We hope that our comments and suggestions will be considered in next year's procedures.

Respectfully submitted,

1991-92 Faculty Senate Promotion and Tenure Committee
 B. Starr McMullen, Chair
 Rebecca Donatelle
 Roger Fletcher
 Flo Leibowitz
 Alice Mills Morrow
 Robert Sproull



OREGON
STATE
UNIVERSITY

Women's Building 120
Corvallis, Oregon
97331-6802

Telephone
503-737-2631

September 10, 1992

To: Kathleen Heath, President
Faculty Senate

From: Anthony Wilcox, Senator *Anthony Wilcox*
College of Health and Human Performance

Re: Resolution affirming commitment to academic freedom and
affirmative action

I offer the following resolution for consideration by the Executive Committee of the Faculty Senate for placement on the agenda for the October meeting of the Faculty Senate:

Whereas Oregon State University does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, age, marital status, disability, or disabled veterans or Vietnam era veteran status in any of its policies, procedures, or practices;

whereas Oregon State University is committed to the practice of academic freedom with regard to the teaching, research, and scholarly activity of its faculty;

whereas Oregon State University stands opposed to censorship or thought-control in the exchange of ideas in its many forms of transmission, including but not limited to literature, poetry and other written forms; works of art, music and dance; radio; and television;

Be it resolved that the Faculty Senate of Oregon State University upholds the honored tradition of tolerance, affirmative action, academic freedom, and opposition to censorship and thought-control at Oregon State University.

REPORTS TO THE FACULTY SENATE

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331-6203

503-737-4344

FACULTY SENATE OFFICE
Social Science 107

Thursday, November 5, 1992; 3:00 pm - 5:00 pm
Construction & Engineering Hall
LaSells Stewart Center

AGENDA

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

A. SPECIAL REPORTS

1. Roger Bassett, Director of Government Relations

Roger Bassett will present an analysis of the current political situation in Salem and what Higher Education can expect from the 1993 Legislature.

2. Telephone Registration (p. 1-2)

Barbara Balz, Registrar, will demonstrate telephone registration.

3. Athletics (p. 3-13)

Sally Malueg will report on the findings of the Sport and Athletic Review Task Force; this report was postponed from October 1992.

4. Interinstitutional Faculty Senate

Jim Pease will report on the October IFS meeting.

B. ACTION ITEMS

1. Approval of Apportionment Table for 1992-93 (p. 14)

The 1992-93 Apportionment Table (consisting of OSU FTE in the ranks of Instructor or above, including Senior Faculty Research Assistants, but excluding all other Faculty Research Assistants and No Rank faculty whose principal activity involves academically related advising or counselling of Oregon State University students), is attached.

2. Report of the Committee on Bylaws and Nominations (p. 15)

The Committee report includes nominees for the 1993 Senate President-Elect, three new members of the Executive Committee, and an Interinstitutional Faculty Senate representative. The President-Elect serves for one year, then automatically assumes the Presidency of the Senate; Executive Committee members serve two-year terms; and IFS terms are three years.

As provided in the Senate's Bylaws, (Article VI, Section 3) and amended on October 6, 1977, "additional nominations may be made from the floor and the nominations shall be closed." The Executive Committee recommends that if such nominations from the floor are made, the nominator obtain, in advance, the nominee's willingness to serve if elected. The names of all nominees will be submitted to be published in the November 12 issue of *OSU This Week*.

The University-wide election of the President-Elect and IFS representatives will be conducted between November 16 and December 1. Ballots are to be distributed simultaneously to all members of the OSU faculty included in the apportionment table, in accordance with current Faculty Senate Bylaws. Signed ballots received in the Faculty Senate Office no later than 5:00 pm on December 1 will be counted by the Counting Committee on Wednesday, December 2. The individual receiving the highest number of votes will be declared the winner in each of the elections.

Election of new members of the Executive Committee will take place at the December 3 meeting of the Faculty Senate, and will be conducted by written ballot. Those candidates receiving the highest number of votes shall be elected. Tie votes shall be resolved by written ballot in a run-off election.

3. Category I Proposal (p. 16-18)

Ken Krane will present a Category I proposal to rename the College of Oceanography to the College of Oceanic and Atmospheric Sciences.

4. Faculty Support for Recycling (p. 19)

The Executive Committee believes that a strong statement of faculty support for recycling is necessary and submits the following motion for action by the Senate.

The Faculty Senate of Oregon State University supports efforts toward creating a more effective waste management program with the goal of reducing the waste stream by 50 percent by the year 2000 as mandated by Senate Bill 66, passed by the Oregon State Legislature in 1991.

C. INFORMATION ITEMS

1. D. Curtis Mumford Faculty Service Award

Nominations now will be accepted for 1993 nominees for the D. Curtis Mumford Faculty Service Award for Distinguished Service to OSU Faculty. This award is not necessarily given yearly. Nominations are due in the Faculty Senate Office by January 22, 1993. The award is traditionally presented at University Day, which will be September 16, 1993. (Guidelines may be obtained from the Faculty Senate Office, via cc:Mail addressed to "Faculty Senate Office" or via electronic mail addressed to "fso@ccmail.orst.edu" or viewed in the Kerr Library Reserve Book Room or Faculty Senate Office.)

2. Senator Attendance Summary for 1991/92 (p. 20)

Attached is a summary of Senator attendance by unit for academic year 1991/92.

3. Endorsement of Proposed Faculty Salary Adjustment Guidelines

The Faculty Economic Welfare Committee met on October 15 and reviewed the guidelines. The Committee voted to endorse the Faculty Salary Adjustment Guidelines as presented. The guidelines are essentially the same as last year and the nine-page document is available for viewing in the Faculty Senate Office.

4. Multi-Year and Extended Fixed-Term Contracts Guidelines (p. 21-23)

The proposed guidelines are attached with a response from Stephanie Sanford, Faculty Status Committee Chair.

5. Faculty Awards

A DOS file containing information for the following Faculty Awards has been sent electronically to Deans, Directors and Department Heads.

OSU Distinguished Service Award
OSU Alumni Distinguished Professor Award
Elizabeth P. Ritchie Distinguished Professor Award
Burlington Resources Foundation Faculty Achievement Award
Dar Reese Excellence in Advising Award
Outstanding Faculty Research Assistant Award

All nomination material for these awards must be submitted to the Faculty Recognition and Awards Committee, (Ann Asbell, Chair, in Exercise and Sport Science) by February 15, 1993.

In addition to being available in Deans, Directors and Department Head offices, copies of the award packet may be viewed in the Kerr Library Reserve Book Room, the Faculty Senate Office or from Ann Asbell, x 7-6811. If you would like to receive the information electronically, you may request it via cc:Mail from the Faculty Senate Office or via E:Mail from fso@cmail.orst.edu.

6. Instructions for Nomination and Election of Faculty Senators (p. 24)

Upon receipt of all materials, the Senate Office annually transmits the attached Senatorial nomination and election instructions to heads of all voting units.

D. REPORTS FROM THE EXECUTIVE OFFICE

Roy Arnold, Provost & Vice President for Academic Affairs

E. REPORTS FROM THE FACULTY SENATE PRESIDENT

Kathleen Heath, Faculty Senate President

F. NEW BUSINESS

OSU TELEPHONE REGISTRATION WORKSHEET

DEWEY BROWN

Please read and complete this worksheet before you go to the telephone.

(2527)

1. Dial (503) 737-CLAS on a touchtone phone. My time to call→

OCT 26

2. If Telephone Registration is available, you will be asked to enter the term for which you are registering.

3. You will then be asked for your 9-digit student number (normally your Social Security Number):

SSN→

5 5 5 0 2 5 5 5 5

4. If a correct entry was entered in step 3, you will be asked for your 6-digit Personal Identification Number (PIN). Please refer to instructions for information on PINs.

PIN→

0 7 0 7 0 7

5. Telephone Registration checks your student number, access code, eligibility to register and registration time. If everything is OK, you will get the following response:

To Register or Add & Drop courses, press R
 To List Your Class Schedule, press L
 To Terminate This Call, press T

Transaction→

R

6. If pressing R, you will get the following response:

To Add or Register for a Course, press A
 To Drop a Course, press D
 To List your Current Schedule, press L
 To Process your Requests, press P

Using the area below, have your transactions and CRNs ready to enter. Please have alternate sections or classes picked in case your first choice is not available.

A Add D Drop	Course Reference Number (CRN)	Credits*
A	1 0 0 7 0	□ □
A	1 0 1 0 6	□ □
A	1 0 0 4 8	□ □
A	1 0 0 8 4	□ □
□	□ □ □ □ □	□ □
□	□ □ □ □ □	□ □
□	□ □ □ □ □	□ □

WORK AREA

Dept	Course Number	Day & Time
PH	199 (P/N)	_____
CS	325	_____
WR	121	_____
MTH	111	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

* You will be asked for the credits only if the course carries variable credits.

Please PROCESS your registration by pressing P. Failure to process your registration in this step will result in deletion of all transactions submitted with this phone call.

8. You may either continue to request or drop additional courses by pressing R or terminate the call by pressing T.

Winter Term 1993

Telephone Registration Pilot	November 17-20, 23-25
Registration (all other currently enrolled students)	December 1
Decentralized Registration	December 2-4
Schedules/Bills Mailed (to all preregistered students)	Week of December 14
Start of Term Registration & Centralized Add/Drop	January 4, Monday
Classes Begin	January 5, Tuesday
Late Registration & Add/Drop Begins	January 5, Tuesday
Martin Luther King, Jr. Day	January 18, Monday
Last day to Register, Add/Drop Courses	January 19, Tuesday
Last day to Pay Fees & Retain Schedule	January 25, Monday
Last day for course withdrawal or changes to/from S-U grading	February 19, Friday
Final Week	March 15-19
End of Term	March 19, Friday
Grades Due in Registrar's Office	March 22, Monday Noon

Spring Term 1993

Telephone Preregistration & Schedule Adjustment Sundays-Fridays, 7:00 a.m.-10:00 p.m.	February 14-19, 21-26 February 28-March 5, 7-12
Registration Confirmation & Bills Mailed	March 16
Continuous Registration & Schedule Adjustment (via telephone) Sunday-Friday, 7:00 a.m.-10:00 p.m.	March 21-26
Classes Begin	March 29, Monday
Late Registration & Add/Drop (via telephone)	March 29, Monday-April 2, April 4-9
Last day to Register or Add/Drop courses	April 9, Friday
Fall 1993 Telephone Preregistration & Schedule Adjustment	May 2-7, 9-14, 16-21, 23-28
Last day for course withdrawal or changes to/from S-U grading	May 14, Friday
Memorial Day	May 31, Monday
Final Week	June 7-11
End of Term	June 11, Friday
Commencement	June 13, Sunday
Grades due in Registrar's Office	June 14, Monday Noon

OFFICE OF THE
PRESIDENT

Date: February 7, 1992

To: Task Force

Mike Beachley	Faculty
Perry Brown	Faculty
Larry Griggs	Faculty
✓ Sally Malueg	Faculty
Alice Morrow	Faculty
Mike Oriard	Faculty
Larry Small	Associate Dean
Mary Alice Seville	Faculty
Chris Zauner	Department Chair
Tom Maresh	Administration
_____	Alumnus
_____	Student
_____	Student



OREGON
STATE
UNIVERSITY

From: John V. Byrne, President

Subject: Sport and Athletic Review

Administrative Services

A600

Corvallis, Oregon

97331-2128

By this memorandum I ask you to serve on a panel to review sport and athletics at Oregon State University.

Recently the Board of Higher Education directed attention to the matter of appropriate funding for intercollegiate athletics at state universities. Simultaneously Oregon State University is in the process of updating its long-range strategic plan. In line with this long-range planning process it is appropriate to consider the future role of sport and specifically intercollegiate athletics at Oregon State University

The leadership of the OSU Faculty Senate agrees that a study of the future of athletics is appropriate at this time. By this memorandum I request that you serve on a task force to:

- (1) review the value of sport and athletics to the culture of Oregon State University,
- (2) to consider the public relations aspects of athletics,
- (3) to explore the appropriate funding mechanisms for intercollegiate athletics,
- (4) to consider possible academic opportunities pertaining to sport and athletics in our society, and
- (5) to consider appropriate roles for faculty in providing advice and guidance to intercollegiate athletics.

503-737-4133

Sport and Athletic Review
February 7, 1992
Page 2

Discussions with OSU Senate leadership also suggest there is a lack of knowledge and considerable misunderstanding by many faculty, staff, and students of the role, value, and financing of intercollegiate athletics. The task force is asked to prepare a plan to help inform the OSU family with respect to the above topics.

The task force is asked to prepare a report due to the President no later than 15 May 1992. The report should document the findings of the task force, include pertinent recommendations for the future, and outline a plan to help educate the OSU public with respect to the operations and financing of intercollegiate athletics.

Clerical and other support for the activities of the task force will be provided through the office of the Vice President for University Relations.

Please let me know as soon as possible if you cannot serve.

c: Appropriate Chairmen, Deans, VPs

Office of the Dean



OREGON STATE UNIVERSITY

Social Science Hall 207 • Corvallis, Oregon 97331-6202

Telephone 503-737-2511 Fax 503-737-2434 E-mail: wilkinsb@ccmail.orst.edu

May 20, 1992

TO: John Byrne, President

FROM: Sally Malueg, Chair
Sport and Athletic Review Task Force

RE: Task Force Report

Enclosed is the report of the Sport and Athletic Review Task Force. Within the limited time available to us, we were able to begin to explore the value of sport and athletics to the culture of Oregon State University, public relations aspects of athletics, possible academic opportunities pertaining to sport and athletics in our society, appropriate roles for faculty in providing advice and guidance to intercollegiate athletics, and possible ways to help inform the OSU family with respect to the above topics.

We chose not to explore thoroughly one of the topics you suggested for our consideration, namely, the appropriate funding mechanisms for intercollegiate athletics, not wishing to duplicate the efforts of the state-wide task force on funding of intercollegiate athletics appointed by the Oregon State Board of Higher Education to assist Board members in making the decision they are scheduled to make later this week. We do not feel it appropriate to consider other than a state-wide solution to the problem of athletic funding.

We appreciate your desire to include consideration of sports and athletics in the long-range planning process of the University. As you recognize, both sports and athletics have played important roles throughout OSU's history. In finding themselves in danger of losing financial support during these crucial times, Intercollegiate Athletics are in the company of all other units at OSU, and, indeed, the entire University. We can only hope that we will all come through these troubled times with only minimal damage to a fine institution.

SAC14

May 20, 1992

To: John Byrne, President
Oregon State University

From: Sport and Athletic Review Task Force
Sally Malueg, Associate Dean, Liberal Arts (Chair)
Michael Beachley, Compliance Officer, Intercollegiate Athletics
Perry Brown, Associate Dean, Forestry
David Lee Cotter, Student, Liberal Arts
Michael Cowgill, Alumnus, Albany, OR
Larry Griggs, Director, Educational Opportunities Program
Jeff Gronlund, Student, Business
Tom Maresh, Dean, Graduate School
Alice Mills Morrow, Professor, Home Economics
Michael Oriard, Professor, English
Mary Alice Seville, Associate Professor, Business Administration
Larry Small, Associate Dean, Oceanography
Christian Zauner, Chair, Exercise & Sport Science

Sally Malueg

INTRODUCTION

Having been requested to examine the role of sport and intercollegiate athletics at OSU, the Task Force confronted issues that arouse some of the most extreme feelings of enthusiasm and outrage that one can find in discussions of higher education. It is important to realize that this situation is not new. Virtually from the first organization of intercollegiate athletics in the middle of the nineteenth century, the sponsoring of athletic teams by colleges and universities has provoked heated disagreements. The first intercollegiate contests were approved by college authorities principally for the physical benefit of the participants and the moral benefit of the college communities (to provide an outlet for students' overabundant energies and promote sound habits--no drinking, smoking, or keeping late hours--through the example of the athletes). Opponents of intercollegiate athletics worried about distorted priorities and insisted that the teams and competitions contributed to the very problems they were meant to solve.

By the end of the century, as football in particular was becoming a hugely popular public spectacle, college authorities had to wrestle with additional issues. The role that intercollegiate athletics played within the university community was complicated by the role it increasingly played as entertainment for the larger American public. By the 1890s, intercollegiate athletics had already become a valuable tool for attracting students and promoting the image of the rapidly expanding American university. Yet also by the 1890s, the less desirable consequences of public interest were becoming evident, as priorities seemed to many to have become seriously twisted, and control of intercollegiate athletics was slipping away from university authorities. The most pressing specific issues have changed over time, but the basic "dilemma" of intercollegiate athletics with which we are familiar today, arising from the fact that college sports such as football and basketball are simultaneously university activities and part of a billion-dollar national sports culture, was already facing college authorities by the turn of the century.

In no other university system in the world does athletics play a role such as it plays in the United States. Although there are often-cited examples of first-rate universities such as Cal Tech, MIT, and the University of Chicago, where athletics are unimportant, for the major state universities such as OSU, intercollegiate athletics have had a central place in campus life for more than a century. Whether for good or ill, higher education in the U. S. has been rooted in a belief that the students' education entails more than classroom instruction. "Campus life"--the larger social environment within which classroom instruction takes place--has been uniquely valued in American universities. As this Task Force considered the role of intercollegiate athletics at OSU in 1992, we began with this fundamental recognition, that athletic programs for many generations have not merely been an adjunct to the university's central missions in teaching and research, but have been thoroughly embedded in the very nature of the kind of institution that OSU is and has been. It was not our task to judge this arrangement but to assess, as accurately as was possible within the constraints of time and resources available to us, the place that sport and intercollegiate athletics currently have within the extended OSU community. What was most challenging for the Task Force was to document the intangible ways that intercollegiate athletics may serve the university.

The Task Force took the current financial crises, within both OSU's Department of Intercollegiate Athletics and the State System of Higher Education, to be the context within which our examination of OSU athletics took place. Were financial resources not scarce, and were the OSU Department of Intercollegiate Athletics breaking even or making a profit, our Task Force might have focused on how well intercollegiate athletics serve the student-athletes, and on how well the Department serves the educational and ethical goals of the University. In such matters as academic performance by athletes, compliance with NCAA regulations, and the general commitment of the Department of Intercollegiate Athletics to high ethical standards, the Task Force in fact believes that the intercollegiate athletic program at OSU is a good one. But in 1992, when the survival of intercollegiate athletics at OSU depends on financial assistance from the state, the expenditure of state funds cannot be justified by its benefit solely to the 500 or so student-athletes. Only in the benefits that intercollegiate athletics brings to the university as a whole can funding in part by state dollars be justified. Unfortunately, these benefits are mostly intangible, not measurable by hard data. The Task Force has attempted to assemble as much useful information as possible under the circumstances of our charge. We can offer no definitive answer to the question of the role of intercollegiate athletics at OSU, but we offer our findings and our recommendations for your consideration.

THE ROLE OF SPORT WITHIN THE OSU COMMUNITY

It is important, initially, to recognize the larger role that sport, outside of intercollegiate athletics, plays within the OSU community. The fact that sport is an integral and important part of the campus culture is evident by the large enrollments in the physical activity courses (PAC's) offered by the Department of Exercise and Sport Science, by enrollments in the Faculty and Staff Fitness (FSF) Program provided by the College of Health and Human Performance, and by the extensive participation in intramural sports and club sports and in the informal athletic activities offered at Dixon Recreation Center. Until Fall 1990, all OSU students were required to take three credit hours of PAC's; enrollments each term ranged from 3,500 to 4,000 students. Since that requirement was dropped, enrollment in PAC's has declined remarkably little: in the academic year 1990-91, 9,449 students enrolled in PAC's; in 1991-92, 8,012 enrolled in a total of 345 sections. Student interest has declined little, despite the fact that each course requires at least a \$20 fee. At the present, 354 faculty and staff members are participating in FSF activities ranging from circuit weight training and lap-swimming to golf, tennis, dance, and aerobic dance.

The intramural program offers competition in flag football, volleyball, bowling, basketball, water polo, softball, and soccer, among team sports; as well as the individual sports of golf, five-kilometer runs, tennis, triathlon, billiards, skeet-shooting, racquetball, wrestling, and bike racing. During the 1991-92 academic year, there were 8,800 participations on teams and 825 in individual sports. More than half of the student body participates in intramurals; 35% of the participants are female. No other campus activity at OSU exceeds the participation in Intramural Sports.

The University Sports Club Committee administers eighteen sports clubs with a budget of \$36,000 provided from student fees. The active sports clubs on campus are bowling, cycling, equestrian, fencing, lacrosse, mounted drill, pistol, rifle, rodeo, rugby, sailing, skiing, squash, tennis, triathlon, ultimate disc, volleyball, and water polo. And finally, Dixon Recreation Center recorded 537,683 student, faculty, and staff participations during the 1990-91 academic year, chiefly in recreational sport activities, with some in instructional programs designed to lead toward subsequent participation in a given sport. The commitment of the Associated Students of OSU is evident in their support for the programs at Dixon through a major contribution of student fees, and in their financial support for the major expansion-project currently underway, the new building to house a natatorium and improved locker-room facilities.

THE INTEREST IN INTERCOLLEGIATE ATHLETICS AT OSU

Interest in sport at OSU is thus conspicuous--in this, the OSU community is simply part of a nation in which sport is a major passion--and intercollegiate athletics contributes to this broader sports culture on our campus. Student and faculty interest in intercollegiate athletics can be recognized in some simple figures. The Associated Students of OSU committed slightly more than \$800,000 in incidental fees to intercollegiate athletics, a total surpassed only by allocations to the Memorial Union and the Student Health Center. In 1991-92, 4,138 sports passes were purchased by or distributed to students; additional student tickets for football averaged 1288; for basketball, 300. During this same academic year, 837 season tickets for football were purchased by faculty and staff, 967 for basketball. Even as the football team continues to struggle, and the basketball team slips from the success of a few years ago, student and faculty interest remains evident. The obvious point is worth noting here: student and faculty attendance at football and basketball games is many times greater than attendance at any of the educational and cultural events regularly scheduled on campus (the largest facility on campus for such events, at the LaSells Stewart Center, has a capacity of 1200). Whether a football game ought to attract more of the campus community than a theatrical performance or a public lecture is not the issue here; at OSU, as throughout the country, sport has an important place within the culture.

DOES INTERCOLLEGIATE ATHLETICS CONTRIBUTE TO THE CENTRAL MISSION OF THE UNIVERSITY?

The crucial issue engaging the Task Force concerns the relationship of intercollegiate athletics to the University's primary mission in education, research, and service. Interest alone cannot justify the University's commitment to athletic programs. The fundamental question we addressed, stated most simply, was whether OSU's participation in Division I sports and membership in the PAC-10 serve these primary missions, either in direct or indirect ways. At issue, in other words, is the question whether for complex historical reasons Oregon State is recognized, both regionally and nationally, as a "major" university

in part through its association with UCLA, Stanford, the University of California at Berkeley, and other excellent West Coast universities because of our association with them through the PAC-10; and whether this recognition provides us with tangible and/or intangible benefits. More specifically, do intercollegiate athletics and PAC-10 affiliation play a role in several areas of vital concern to the university: in attracting students, and perhaps some faculty; in maintaining close relationships with alumni; in fundraising; in establishing university relations with the Corvallis community and the citizens of Oregon; and, most generally, in promoting Oregon State University locally, regionally, and nationally? In order to answer these questions, the Task Force interviewed the Vice President and Assistant Vice President for University Relations, the Director of Development, the Director of Admissions, and the Director of Alumni Relations; and we sent a letter to the Directors, Deans, and Department Heads on campus, soliciting responses to these questions.

The responses in both interviews and letters provided little concrete data but much impressionistic information that deserves serious consideration. The fact that those most directly concerned with OSU's ability to recruit students, raise funds, and market its image are convinced of the value of Division I and PAC-10 athletics is itself significant. The Vice President for University Relations reported several advantageous relationships and committee memberships that result from PAC-10 affiliation. PAC-10 Advancement Officers (that is, Vice Presidents of University Relations, Development Officers, Legislative Liaison Officers, and News Communications personnel) meet regularly to share information and ideas. In addition, the Vice President believes that the prestige of the PAC-10 was a factor in the appointment of President Byrne to the Executive Board of the National Association of State Universities and Land Grant Colleges (NASULGC) and of himself to the Executive Council of NASULGC Committees. He noted that "the company you keep" through PAC-10 affiliation, not athletics per se, is what serves the University's interests.

The Assistant Vice President for University Relations explained a more concrete benefit from PAC-10 affiliation. A halftime promotional spot during a football or basketball game regionally televised by one of the major networks is worth \$19,000 and reaches more than a million viewers; for a nationally televised game the value is \$65,000, and it reaches an audience of 6.2 million. Through Raycom and Prime Sports Network, the regional networks with contracts with the PAC-10, the University receives more than \$50,000 in free promotions that reach several million viewers annually. Such television spots could, of course, simply be purchased by the University, but their appearance in conjunction with an OSU athletic event can enhance their favorable reception. Moreover, membership in the PAC-10 opens up major media markets (Los Angeles, San Francisco, Seattle) to OSU for stories on such non-athletic matters as student activities and scientific research. According to the Assistant Vice President, editors at the major newspapers in those metropolitan areas are more receptive to such stories because they and their readers are familiar with OSU through PAC-10 competition. Athletics serves in valuable ways as a "window into the University."

A direct connection between intercollegiate athletics and fundraising at OSU has not been documented, but those engaged in development believe that athletics opens the door for donors. In certain known cases corporate and alumni donors started giving to athletics and then moved into academic areas. When OSU Presidential Scholars graduating between 1985 and 1991--potential donors--were asked what at OSU they were most loyal to, their responses were in descending order: department, college, general university, athletics, living groups, honoraries, student activities, special professors, and the library.

The Director of Admissions and the Director of Alumni Relations, although they too cannot document the relationship, believe that OSU's participation in Division I athletics and membership in the PAC-10 help recruit students and retain their loyalty beyond graduation. The Director of Admissions reported on a survey of admitted students conducted three years ago, on which 35% ranked athletics as "important" and 34% as "unimportant." According to the Director of Alumni Relations, alumni--who are important to the University in fundraising, recruitment of students, legislative advocacy, internships for students, and jobs for students after graduation--more easily identify with athletic than academic programs. On-campus alumni activities (such as Homecoming) are regularly tied to athletic events. Of the approximately 113,000 OSU alumni, 80% live on the West Coast, in PAC-10 country (54% in Oregon, 15% in California, 10% in Washington, 1% in Arizona). Through PAC-10 athletic contests these OSU graduates regularly have contact with their alma mater.

Responses solicited by letter from Deans, Directors, and Department Heads yielded more ambiguous results. The low level of response (five deans, eighteen chairs, seven directors, two faculty responding independently of their chair, and three ROTC staff) made any clear conclusions impossible. Responses ranged from insistence that the University receives substantial academic benefit from PAC-10 athletics to outrage that so absurd a possibility would even be raised. The respondents expressed opinions rather than facts, of course, but one of the Task Force's charges was to investigate the perception of intercollegiate athletics on our campus. Despite the meager response to our request for information, there appear to be certain tendencies that might be verified by more systematic survey methods in the future. Administrators and directors seem more likely than department chairs to see value to the University in athletics. Chairs tended to insist that their faculty and students are drawn by the quality of their programs; administrators and directors, whose perspective is shaped by the University's broader relationships to its various constituencies, were more likely to claim that intercollegiate athletics and PAC-10 affiliation enhance the university's prestige, advertise its image, and thus provide benefits that follow from OSU's status as a "major" university. In general, there was virtually no support for the idea that PAC-10 affiliation affected faculty ability to win grants, a little support for the value of athletics in attracting faculty and more for attracting students. A few respondents mentioned the contribution of intercollegiate athletics to OSU's campus life and traditions.

CONCLUSIONS

The absence of concrete documentation for assessing the role of intercollegiate athletics at OSU is not surprising, nor is the range of opinions and the sharpness of disagreements on the issue. These conflicting viewpoints are as deeply embedded in American universities as are the athletic programs they address. That there should be no consensus about intercollegiate athletics among students, faculty, and administrators at OSU is deeply unfortunate, however, given the difficult economic decisions that we are currently being forced to make. At a time when budgets are allocated in a sort of zero-sum game--one unit's gain is another unit's loss--the question about the intercollegiate athletic program ought not to be whether it is more valuable in itself than other programs whose budgets may be cut, but whether it serves the central mission of the University to an extent that justifies support.

Certain tangible benefits can be noted:

1. Although most academic faculty associate through regional, national, and disciplinary associations, some administrators meet regularly with PAC-10 peers and

believe there is substantial benefit to OSU through those associations. These groups include:

Deans of Arts and Sciences

Advancement officers (administrators in University Relations, Development, Legislative Liaison, and News Communication)

Directors of Affirmative Action

Some additional administrators and directors have informal yet still special relationships with PAC-10 peers that they feel are particularly valuable.

2. Promotional spots on televised football and basketball games have a tangible value in dollars and cents.

3. At a time when the recruitment of minority students and faculty is a high priority, the Department of Intercollegiate Athletics employs about half of OSU's African-American men and provides educational opportunities for a significant number of students of color. Of approximately 205 scholarship athletes, 60 are students of color, many of whom would not have had an opportunity to attend college without athletics. As the University attempts to recruit more African-American students, for example, a large percentage of the 153 African-American undergraduate students currently at OSU are in fact scholarship athletes.

The larger, less specific, benefits derived from intercollegiate athletics and PAC-10 affiliation, if they are in fact real, are intangible. Given the information available to us, the Task Force is unable to declare, simply and emphatically, whether PAC-10 athletics is essential to recruiting students, is essential to fundraising, is essential to maintaining strong ties with alumni, does contribute importantly to the University's prestige, with myriad benefits following from that status. But in speculating aloud, with the various administrators we interviewed, about the consequences of abandoning PAC-10 intercollegiate athletics, we have concluded that such a step would likely be harmful.

Intercollegiate athletics will remain a "dilemma" so long as it must serve two masters, the University community and the huge public that is passionate about sports. There are those, of course, who advocate getting out of the business of public entertainment; let athletics, they say, be played locally on a smaller scale. But the financial cost of such a program would actually increase; a self-supporting athletic program is possible only at the Division I level. Financial costs aside, every administrator involved with student recruitment and university relations emphatically contends that, should OSU drop to a lower level while the University of Oregon remains in the PAC-10, the effect on OSU's ability to recruit students in-state and to gain general support within Oregon would be disastrous. Moreover, whatever benefits may accrue to the University through association with other PAC-10 institutions would of course be lost. Whether for good or ill, as a large state university OSU is known both within and without Oregon primarily through its athletic teams. The long-term fate of athletics at both OSU and UO is to a considerable degree in the hands of the television networks and their market considerations, but insofar as OSU retains control of its own future, competing in athletics at a lower level is not a serious option.

For OSU to continue in intercollegiate athletics thus makes sense only at the Division I level, within the PAC-10. An OSU without intercollegiate athletics at all would be a different kind of university, perhaps seriously diminished, perhaps better in the long run but only if comparable institutions likewise gave up intercollegiate sport. In the short term, an OSU without intercollegiate athletics while comparable institutions continued to field teams would clearly be handicapped in recruiting students and retaining the loyalty of at least a significant percentage of OSU graduates. As OSU continues to participate in PAC-10 athletics, it is of course essential that we continue to maintain high academic and ethical

standards. The potential damage to the University's image if we do not is as great, or even greater, than the potential benefit. Perhaps unfortunately, it is also important to field competitive teams. If OSU is to benefit from the public interest in sport, then the public's definition of athletic success matters whether we wish it did or not. This is yet another inescapable consequence of having to serve two masters.

If the power of intercollegiate athletics within the larger culture is beyond our control, it is crucial to minimize the divisiveness that inevitably results. One of the most obvious conclusions the Task Force can draw from its inquiry is the lack of a consensus within the University community about the role of intercollegiate athletics at OSU. The Task Force emphasizes the need to find ways to verify what remains at this point only impressionistic evidence of the academic benefits from PAC-10 athletics. The building of a consensus on the appropriateness of funding intercollegiate athletics during financial crisis depends on developing more convincing data than are currently available.

Until such data become available, the Task Force wishes to stress the importance of doing whatever possible to break through the barriers of misunderstanding and suspicion that it finds on campus. One way to build consensus is to integrate the Department of Intercollegiate Athletics as fully as possible with academic units on campus. The Department of Intercollegiate Athletics is different from other units because of its high visibility and intense public scrutiny. But the sense, both within and outside the Department, of Intercollegiate Athletics' separateness ought to be minimized, through cooperation in programs, full participation by the Department's staff on appropriate university committees, and sharing of information and perspectives on issues of mutual concern.

RECOMMENDATIONS

The Task Force, therefore, makes the following recommendations:

1. Conduct statistically reliable surveys of student (perhaps both newly admitted and graduating), faculty, and alumni attitudes toward sport and intercollegiate athletics at OSU. Although the results would reveal consciously held opinions, rather than the intangible contribution of athletics to OSU's status as a "major" university, such surveys would clarify our understanding of how athletics at OSU are perceived by the University's most important constituents.
2. Encourage better communication with the rest of the campus on the part of the Department of Intercollegiate Athletics. This communication might be through a regular newsletter such as those widely circulated by most colleges, International Education, and EOP, or through regular reports to the Faculty Senate that are presented in written form and circulated on campus. If an appropriate news vehicle already exists (with the public relations people in Intercollegiate Athletics or the Beaver Club), faculty members might be placed on the mailing list. The important thing is to have a vehicle for communicating topics of interest to faculty members, particularly academic issues. This communication should occur at least once a quarter.
3. Find ways to better integrate Intercollegiate Athletics with the rest of the University. The less Intercollegiate Athletics is treated like a special unit, the better. As they are treated more like an academic unit, so should they and will they function as such. Symbolic changes can contribute to substantive ones.

4. Explore the possibilities for fostering a broader academic/educational mission for Intercollegiate Athletics; as much as possible, Intercollegiate Athletics should be tied to the academic programs of the University. Members of Intercollegiate Athletics who hold professorial rank might be encouraged to participate in the instructional programs of the University when appropriate, and to cooperate with faculty members from elsewhere on campus in teaching, directing student projects, and doing research; and be professionally rewarded accordingly.
5. Explore the possibility of developing a sports management degree or certificate program, jointly offered by the College of Business, the College of Health and Human Performance, and Intercollegiate Athletics. Dramatically expanding sports-related employment opportunities throughout the country, at both amateur and professional levels, justify such a program. In addition, it would contribute to the sort of integration addressed in recommendations 3 and 4. (See Appendix A.)
6. Explore ways to integrate the Director of Intercollegiate Athletics more fully into the senior administration on campus. Perhaps, in addition to reporting directly to the President, the Director of Athletics might be made a member of the Deans' Council.
7. Encourage more autonomy in the Athletic Advisory Committee, for symbolic as well as practical reasons. Although the Committee serves to advise the Director of Athletics, not to direct policy, its members might, for example, name their own chair, have regularly scheduled meetings, set their own agenda, consider long-range policy questions with regularity, and publish reports regularly in the staff newsletter. Also, consider adding a classified staff member and a dean or a faculty member at large to the Committee.
8. Repeat the sport and athletic review every five years, as circumstances, personnel, and practices change.

FACULTY SENATE APPORTIONMENT FOR 1993

<u>College</u>	<u>1992 Total FTE</u>	<u>1993 Total FTE</u>	<u>1992 Number of Senators</u>	<u>1993 Number of Senators</u>	<u>Gain or Loss</u>
Agricultural Sciences	360.039	346.98	26	25	-1
Associated Faculty	98.487	90.98	7	6	-1
Business	53.800	51.151	4	4	
Education	31.034	0.00	2	0	-2*
Engineering	118.517	114.18	8	8	
Extension (off-campus)	157.280	152.930	11	11	
Forestry	101.610	103.300	7	7	
Health & Human Perf.	41.020	41.963	3	3	
Home Economics & Education	41.607	69.62	3	5	+2
Liberal Arts	187.691	184.683	13	13	
Library	30.920	29.920	2	2	
Oceanography	61.070	75.420	4	5	+1
Pharmacy	27.910	28.640	2	2	
ROTC	23.000	28.000	2	2	
Science	225.440	222.326	16	16	
Student Affairs	47.860	48.880	3	3	
Veterinary Medicine	<u>37.290</u>	<u>38.670</u>	<u>3</u>	<u>3</u>	-
	1644.575	1627.643	116	115	-1

* Education was merged with Home Economics on 7/1/92

October 19, 1992

MEMORANDUM

TO: Executive Committee of the Faculty Senate
Kathleen Heath, Senate President

FROM: Faculty Senate Nominations Committee
Zoe Ann Holmes, Chair *Zoe Ann Holmes*
Paul Farber
Henry Sayre
Bill Smart

RE: Faculty Senate Nominations

The Faculty Senate Nominations Committee recommends the following nominees for this fall's elections:

Faculty Senate President-Elect

1. Michael Oriard, Professor, English
2. Joe Zaerr, Professor and Assistant Department Head, Forest Science

Faculty Senate Executive Committee

1. David Hardesty, Professor and Department Chair, Art
2. Bill Lunch, Associate Professor, Political Science
3. Terry Miller, Associate Professor, Agricultural Chemistry
4. Jon Root, Professor and Director, Communication Media Center
5. David Williams, Associate Professor, Food Science and Technology

Interinstitutional Faculty Senate

1. Lita Verts, Director of Special Services, Educational Opportunities Program
2. Anthony Wilcox, Associate Professor, Exercise and Sport Science



OREGON
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97331-5103

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503-737-3561

DEPARTMENT OF PHYSICS



OREGON STATE UNIVERSITY
Weniger Hall 301 · Corvallis, Oregon 97331-6507
Telephone 503-737-4631 Fax 503-737-1683

October 16, 1992

To: Kathy Heath, President, OSU Faculty Senate
From: Ken Krane, Chair, Curriculum Council *KKrane*
Subj: Category I Proposal

At its meeting on October 15, the Curriculum Council approved the Category I proposal to rename the College of Oceanography as the College of Oceanic and Atmospheric Sciences.

This proposal is now submitted to the Faculty Senate for its consideration.

lkb

pc: Doug R. Caldwell, Dean, College of Oceanography
attachments

CATEGORY I TRANSMITTAL SHEET

PROPOSAL TO RENAME THE COLLEGE OF OCEANOGRAPHY

Submitted By: College of Oceanography
Oregon State University

Library evaluation attached? No, not applicable

Liaison Documentation from other units attached? No

Summary of Estimated Costs and Sources of Funds attached? No

Budgets and Fiscal Planning Committee review attached? No

Teacher Standards and Practices Commission information attached? Not applicable

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



Douglas Caldwell 7-17-92
Douglas Caldwell, Dean Date

PROPOSAL FOR THE RENAMING OF AN ADMINISTRATIVE UNIT
OREGON STATE UNIVERSITY

1. Current Name of Administrative Unit

College of Oceanography

2. Proposed Name of Administrative Unit

College of Oceanic and Atmospheric Sciences

3. Reason for Changing Name of the Administrative Unit

The College of Oceanography and the Department of Atmospheric Sciences have merged as of July 1, 1992, with instructional and administrative responsibilities of the former Department being assumed by the renamed College.

4. Locus Within the Institutions Organization Structure

a. Will the institutional location of this administrative unit change?

No, the renamed College remains one of the constituent Colleges of OSU, with its programs remaining in their pre-merger locations on the OSU campus.

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

We request that the new name become effective immediately upon final approval of this proposal. The merger has been completed.

5. Course of Study

Will the course of study for this major or administrative unit change?

No, the present research, public service, undergraduate and graduate courses and graduate degrees in Oceanography, Atmospheric Sciences, Marine Resource Management and Geophysics offered by the two units will be continued, after the merger, by the renamed College.

6. Admission Requirements

Will the admission requirements for this major or administrative unit change?

No changes will occur in admission requirements for the four graduate degree programs administered by the College.

7. Resources Required/Saved

a. Will additional personnel, facilities, or equipment resources be needed?

No additional resources will be needed as a consequence of the merger of these two academic units. Faculty and support personnel of the former Department have been retained to continue the Atmospheric Sciences program and have been integrated into the structure of the College. The existing merged College personnel and facilities are adequate to continue all former programs.

b. Note savings here.

None.

PROPERTY
ADMINISTRATION



October 21, 1992

TO: Kathy Heath
Faculty Senate

FROM: Bob Halvorsen, Director *Bob Halvorsen*
Business Support Services

Brian Thorsness, Manager *Brian Thorsness*
Property Administration

SUBJECT: Faculty Senate Support for Recycling



OREGON
STATE
UNIVERSITY

In 1990, the Faculty Senate, in conjunction with the 20th Anniversary of Earth Day passed a resolution with a goal of collecting at least 50 percent of the available white paper on campus. We are happy to announce that goal has been achieved.

Building 45, Room 103
Corvallis, Oregon
97331-2145

We are currently collecting over 35 tons of paper and 20 tons of cardboard per month. If this material had been sent to the landfill rather than recycled it would have cost OSU an additional \$8,250 per month in disposal fees. At this time Corvallis Disposal is transporting an average of 6.35 tons per day from OSU to Coffin Butte Landfill. For this service we are charged about \$20,000 per month. This breaks down to a disposal cost of \$150.00 per ton. With Valley Landfills proposing a 75 percent rate increase it is apparent recycling makes fiscal as well as environmental sense.

In 1991 the Oregon State Legislature passed Senate Bill 66. This bill has become known as the Oregon Recycling Act. It mandates a 50 percent reduction in the waste stream by the year 2000. As we are currently recovering about 20 percent from the waste stream, we still have our work cut out for us.

We would appreciate any assistance the Faculty Senate could provide Campus Recycling with in reaffirming your support towards creating a more effective waste management program and meeting the goals of Senate Bill 66.

If we can provide you with any additional information, please contact us. Thanks for your help.

Telephone
503-737-3102

Fax
503-737-2069

Reference:
Property Administration

SENATOR ATTENDANCE BY UNIT

FY 91/92	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Overall	90/91 Overall
Agriculture	60%	52%	56%	65%	73%	80%	57%	80%	64%	65.22%	61.66%
Associated	100%	100%	100%	100%	85%	85%	100%	85%	85%	93.33%	91.11%
Business	50%	100%	100%	100%	75%	100%	50%	75%	100%	83.33%	75%
Education	66%	0%	50%	100%	100%	50%	100%	100%	100%	66.66%	51.33%
Engineering	100%	55%	55%	87%	75%	62%	50%	50%	75%	67.66%	64.44%
Extension	81%	54%	63%	75%	90%	54%	63%	63%	75%	68.66%	64%
Forestry	57%	100%	71%	71%	28%	57%	57%	71%	85%	66.33%	63%
Health/Human Perf.	100%	66%	100%	100%	100%	100%	100%	100%	100%	96.2%	88.77%
Home Economics	100%	100%	100%	66%	100%	100%	100%	100%	100%	96.2%	100%
Liberal Arts	71%	71%	78%	76%	78%	85%	64%	78%	64%	73.88%	78%
Library	100%	100%	100%	100%	100%	100%	100%	100%	50%	94.4%	100%
Oceanography	60%	40%	20%	50%	0%	75%	50%	50%	0%	38.3%	38.88%
Pharmacy	00%	100%	50%	0%	50%	50%	50%	50%	0%	44.44%	61.1%
ROTC	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	44.4%
Science	87%	62%	81%	70%	94%	70%	76%	76%	82%	77.55%	65.77%
Student Affairs	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	96.22%
Veterinary Medicine	33%	33%	100%	100%	66%	100%	66%	100%	66%	73.77%	77.44%

OFFICE OF
THE PRESIDENT
Affirmative Action

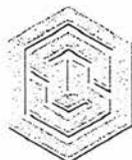
October 17, 1992

MEMORANDUM

To: Kathy Heath
President, OSU Faculty Senate

From: Stephanie Sanford
Chair, Faculty Status Committee

Subject: Multi-year and Extended contracts
guidelines



OREGON
STATE
UNIVERSITY

The Faculty Status Committee met yesterday to develop a recommendation regarding the proposed guidelines for multi-year and extended fixed-term contracts. John Dunn joined us at the beginning of the meeting and provided background and other information about the proposed guidelines.

Provided one change were made in the wording of the section "Conversion of Extended Fixed-Term Appointments", we recommend that the proposed guidelines be forwarded to the Chancellor's Office, as is required.

The change we strongly recommend is that the sentence in the last section, "Conversion of Extended Fixed-Term Appointments" read: Extendable appointments may be renewed as one-year fixed term contracts at the discretion of the University.

It should be noted that two issues, not directly related to the committee's charge to review the proposed guidelines, were discussed. One, some members of the committee believe that multi-year and extended fixed-term contracts should apply to some research positions also. Two, the argument was made that offering multi-year and extended fixed-term positions that provide some of the benefits of academic tenure, weakens the status of tenure, that is based on the need for academic freedom. The committee agreed to continue to consider these two issues.

Administrative Services A526
Corvallis, Oregon
97331-2139

Telephone
503-737-3556

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503-737-2400

OREGON STATE UNIVERSITY MULTI-YEAR AND EXTENDED FIXED-TERM CONTRACTS

Oregon State University permits the awarding of extended fixed-term and multi-year contracts for faculty whose administrative and support responsibilities are such that a commitment of greater than one year is in the best interest of the University and the employee. Prior to offering or renewing a multi- or extended fixed-term appointment, approval must be obtained from the immediate supervisor, dean/vice president, and associate vice president for academic affairs. It is anticipated that the primary requests for multi- and extended fixed-term contracts will be for personnel whose primary duties are in the areas of administration and support services. Application of this policy should not abrogate the university's responsibility and commitment to tenure related appointments for faculty with continuing responsibilities for instruction, research/scholarship, and public service.

A multi-year employment contract continues for a period of time beyond one year. An extendable contract allows for an annual extension of the contract following the initial contract period, so that the number of years remaining on the contract is the same at the beginning of each contract period.

ELIGIBILITY

Consistent with recent guidelines from the Chancellor's Office, multi-year and extended fixed-term contracts will be used judiciously and only in selected instances. In most cases, those eligible for multi-year and extendable contracts are directors of major units and administrative and support personnel who were selected following a national search.

AWARD OF APPOINTMENT

Faculty eligible for a multi- or extended-fixed term contract will be initially appointed to either a one-year fixed-term or a multi-year appointment (maximum of two years). An employee may be considered for conversion to an extended fixed-term appointment following at least four years of satisfactory service. The request to convert to an extended contract will be permitted only after a committee of peers conducts an extensive review of the faculty member's performance. The committee performing the review shall make a recommendation to the immediate supervisor. The request to convert to an extended fixed-term appointment must have the approval of the immediate supervisor, dean/vice president, and associate vice president for academic affairs.

LENGTH OF APPOINTMENT

Multi-year and extended fixed-term contracts will be restricted to a maximum of two years. All letters of offer and notices of appointment must contain minimum contract language as specified in OSU's Model Letter Packet. Each notice of appointment must include a statement, consistent with University criteria for program reduction or elimination, that the contract can be terminated with six-months notice prior to the contract period. Multi-year and extended fixed-term contracts will be indicated on Notice of Appointments.

CONVERSION OF EXTENDED FIXED-TERM APPOINTMENTS

Extendable appointments may be converted to one-year fixed term contracts at the discretion of the University.

OREGON STATE UNIVERSITY
Corvallis OR 97331-6203

(737-4344)

Faculty Senate Office
Social Science 107
November 2, 1991

MEMORANDUM

TO: Dean Weiser - Ag Sci
Dean Halverson - Education
Dean Brown - Forestry
Dean Caldwell - Oceanography
Dr. John Dunn - Associated
Director George - Library
Dean Green - Home Ec
Dean Horne - Science
Dean Koller - Vet Med

Dean Maksud - HHP
Dean Ohvall - Pharmacy
Dean Owen - Engineering
Director Smith - Extension
Col. Swinyard - ROTC
Dr. Jo Anne Trow - Student Affairs
Dean Parker - Business
Dean Wilkins - CLA

FROM: Executive Committee of the Faculty Senate
Kathleen Heath, President, Faculty Senate

RE: Faculty Senate Elections, Fall 1992

Please commence your normal procedures for the nomination and election of new Faculty Senate members to represent the unit for which you are responsible. Enclosed please find: (1) a roster of current Senate membership (terms expire for all those appearing in the column headed '1992'; those with asterisks preceding their name are ineligible for Senate reelection this year since they have already served two consecutive terms); (2) a table depicting Faculty Senate apportionment by unit; (3) an updated list of individuals eligible to vote in your unit; and (4) two sets of mailing labels for your use.

Your unit is to elect __ Senate representative(s) at this time. Senate Bylaws specify that there be at least two nominees for each position to be filled. The number of Senators elected is based on total apportionment within the voting unit, not within individual departments. Do not be concerned with possible scenarios for 1993-94. If required, we will make temporary adjustments in affected units.

All academic staff members with the rank of Senior Faculty Research Assistant or higher who were included in the figures used for apportionment, and who are in Oregon at the time of the election, shall be eligible to vote in the nomination and election of Senators. There are no provisions for proxy or absentee ballots.

Please activate and complete your election process as soon as possible, concluding by **no later than December 4**, and forward the names of the individuals elected to the Faculty Senate Office by **no later than December 8**.

Also enclosed are attendance summaries for your unit for the period October 1991 - June 1992. Although these have no direct bearing upon the current election, we believe you may find the information to be of interest.

If you have any questions about materials or procedure, contact us immediately at x 7-4344. Thank you very much for your cooperation and assistance.

October 19, 1992

Memo To: Dr. John V. Byrne
From: Dutch Baughman
Subject: Task Force Report Concerning Intercollegiate Athletics

Our Department of Intercollegiate Athletics diligently reviewed the May 20, 1992 report of the OSU Task Force to examine the role of sports and intercollegiate athletics at OSU. We consider the work of the Task Force to be thorough and good. We agree with and are pleased with the conclusions of the study, and we appreciate the supportive statements contained in the report. It was most apparent that the general theme of the report referred to efforts of establishing and improving the existing dyadic communications between Intercollegiate Athletics and the University. As a staff project, we have analyzed the recommendations contained therein; the purpose of this memo is to indicate the method by which the recommendations of the Task Force may be implemented. Specific suggestions for each of the Task for recommendations follow.

Recommendation Number 2:

1. Every published issue of BEAVER SPORTS is currently distributed to each name on the "DDD" list, plus all 45 extension offices. The weekly publication of the BEAVER LINE is also distributed to the 45 extension offices. Media guides and all other publications, to include schedule cards and posters, are also available.
2. We suggest regular meetings be established between our athletic staff members and their counterparts within the University Staff, as follows:

Bob Herndon	University Physical Plant, Public Safety, Parking, Motor Pool, Rec. Sports
Patti Drapela	Women's Center, EOP, Admissions, Registrar, Jayne Ackerman
Mike Corwin	John Dunn, Jacque Rudolph, Stephanie Sanford
Scott Spiegelberg and Bob Westlund	John Irving, John Evey, Lynn Spruill Erin Haynes, Jim Weikart

Kim Reed	Bob Bruce, Sylvia Moore, Lynn Spruill JoAnne Trow
Mary Alice Stander	Admissions, Registrar, EOP
Marianne Vydra	Women's Center, EOP
Greg Goracke	(Computers)
Michael Sandago	Bill Francis, Jayne Ackerman
LeRoy Hammon	Vice President for Finance and Administration, Bob Newton, Allan Mathany, Bob Halvorsen
Hal Cowan	Bob Bruce
Mike Beachley	Caroline Kerl, John Dunn
Carol Blazeovich	MUPC, Living group leaders, student organizations, JoAnne Trow
Elaine VanVleet	Don Wirth

The basic concept is that our staff members would meet with their University counterparts on a monthly basis, then as part of their weekly report to our administrative staff meeting, our staff member would discuss any information pertinent to our staff.

3. We should also distribute all flyers and/or ads promoting student marketing programs with the "DDD" list.
4. The "window" of opportunity concept:

Entertaining fans at OSU's athletic contests has been not only the primary method of producing revenue for what has been expected to be a self-sustaining department, it has become an elaborate way of hosting potential donors to intercollegiate athletics. It shouldn't stop there as this "window" to the university should be looked at by all facets of the university and its OSU Foundation as the same "window" of opportunity.

While some faculty may show no interest in any of the 15 sports offerings of the Oregon State athletic department, the potential donors to their particular departments may have an emotional tie to the diverse spectrum of OSU sports. We have to believe that those who may not have interest in OSU's two revenue producing sports, football and men's basketball, are still likely to find a women's gymnastics meet, a men's or women's golf match, or a crew regatta an intriguing inclusion to their university visit.

The proposal is for the athletic department to offer its sport contests to the fund raising efforts of all facets of campus.

Intercollegiate Athletics would make complimentary passes (skybox, VIP or preferred reserve seating depending on the importance of the visit and the sport involved) available on request to host potential donors to other campus interests. Additionally, student-athletes excelling in that field of study can be included in the visit as testimony to what that school or college contributes to them personally. Athletic administrative and coaching staffs may also be included to further support the importance put on academics with our student-athletes and that field of study's contribution to OSU in general.

The respective sports at Oregon State would have the following opportunities available to the OSU Foundation and the fund raising efforts of the university:

FOOTBALL	Complimentary or special discount VIP or skybox seating on an availability basis, preferred reserved seating if other unavailable. Stadium Club pre-game and post-game participation on a cost basis. Invitation to various regional speaking engagements of coaching staff.
BASKETBALL	Complimentary preferred seating. Participation in halftime Stadium Club function.
GYMNASTICS	Complimentary preferred seating. Participation in post-meet reception for competitors and coaches in downtown Corvallis.
GOLF	Invitation to attend selected golf matches/tournaments and participation in clubhouse function when available.
CREW	Invitation to attend selected crew regattas and participation in VIP tent receptions when available.

Any sport can accommodate the hosting of potential donors in some capacity. The sports not mentioned above (baseball, wrestling, women's basketball, men's and/or women's soccer, softball, women's swimming, and women's volleyball) can handle special requests as arranged. Also, as previously mentioned, the student-athletes and department personnel are available to assist in positive reinforcement of our direction and goals as arranged.

The hope of this effort is to stress that the high profile position which exists for any Division I intercollegiate athletic program within its university should be looked at in its most positive light by all those involved with the institution. This effort takes that a step further by providing the tangible benefit of this "window" to all on campus, regardless of their outlook on intercollegiate athletics in general.

Recommendation Number 3:

The Department of Intercollegiate Athletics subscribes enthusiastically to this recommendation, for all of our staff desire to be active participants in the academic community. Our location across the railroad tracks and unique treatment by the media tend to isolate athletics from the main stream of the campus; in addition to the suggestions in Recommendation 4, we therefore suggest the following as actions which would bridge the physical and philosophical gap between Intercollegiate Athletics and the rest of the University.

1. To foster development of courses and academic programs, Intercollegiate Athletics should be designated as an academic department. This would also allow the future designation of 30-050 funds for approved academic courses.
2. Consistent with item (1) above, professional titles should be provided for full-time head and assistant coaches and other professionals involved with teaching or coaching students, administration, and student services. Such action would affirm coaching as a part of the teaching profession and that coaches are truly teachers in an academic community.
3. Department staff already participate in and contribute to Faculty Senate and Administrative Committees, but our staff wish to expand and enhance our contribution. We plan to survey staff annually to determine our current level of participation; we suggest that staff be considered more frequently for these appointments.
4. University Faculty are often involved in community activities, service clubs, etc. Coaches have conflicts with such activities due to travel schedules, but other staff are often available and interested. The Department will take greater interest in promoting staff involvement in these activities; in cases where the University needs representatives to committees, etc., we encourage the appointment of our staff. Department staff and coaches especially should be listed in the University's speakers bureau.
5. Department staff currently participate in SOAP, new student orientation, head advisor's meetings, alumni meeting and picnics, Foundation meetings, etc. We wish to expand our efforts and working with other faculty, and suggest continued inclusion of our staff in these activities.
6. The Department has initiated this fall the "guest coach" program, involving faculty with the inside workings of football. We hope to expand this program, for response from faculty has been very positive.
7. The Director of Athletics makes an annual report to the Faculty Senate. We encourage continuation of this activity, but we'd like to expand the reporting to ASOSU also, as a means of providing good communications and dialogue with our student leaders. Further, the Athletic Director might send an annual letter to Deans, Directors, Department Heads, and Head Advisers to inform University administrators about athletic activities in which our academic colleagues have an interest.

8. Consistent with item (7) above, we encourage an annual visit to the Department by the Faculty Senate Executive Committee; the visit arranged last year by Provost Spanier was mutually very informative and productive.
9. With some additional resources and effort, the department wishes to arrange for some campus-wide seminars, perhaps with outside speakers, to deal with contemporary academic/athletic issues of interest to faculty and students.
10. Coaches and other staff will make every effort to make a presence on the "other side of the tracks," through visits to living units and other activities which demonstrate our keen interest in being an integral part of campus life.
11. We currently participate in the University "phone-a-thon" fund raising campaign.
12. We must continue to help people understand we have budgetarily "stopped the bleeding," inasmuch as our budgets have been under control.

Recommendation Number 4:

The report of the Sport and Athletic Review Task Force emphasized the need to explore possibilities for fostering and developing a greater academic mission for Intercollegiate Athletics. Appendix A of the report summarized academic opportunities in the field of Athletic Administration, indicating that there are growing interests in this field but limited opportunities in the West.

The Department of Intercollegiate Athletics offered courses several years ago in collaboration with the College of Health and Human Performance. The activities courses are no longer offered and the coaching courses are somewhat limited.

The Department concurs with this recommendation and offers the following suggestions for pursuing the development opportunities to meet the educational needs and interests of our students:

1. The Department should explore with the College of Health and Human Performance and Business the current potential for developing a program of study in Athletic Administration. The adaptability of current courses and the need for new or expanded courses would be a part of such exploration.
2. In cooperation with Health and Human Performance, the Department might again offer activities courses for credit, for students involved in varsity athletics. Similarly, the Department wishes to explore the desire for expanded courses in coaching, in various sports. The Department plans to contact Health and Human Performance to assess the needs for such courses and the resources required to meet such needs.
3. The course offered by the Department in the Honors Program proved very popular; the Department would like to offer a similar course, and will explore this possibility with the College of Liberal Arts.

4. The Department has an extensive clinical program in athletic training, with Health and Human Performance. The Department wishes to expand clinical programs in other areas of its programs, perhaps in administration, business office, student services, etc; we will develop such internships (given adequate resources) and will offer these to students in the appropriate academic areas.
5. The Department often collaborates with other departments in research or in individual study courses. This has many mutual advantages; the Department will therefore take more initiative to generate ideas for research or study which will expand the academic mission of the Department as well as foster increased collaboration with other academic departments.

Recommendation Number 5:

1. We recommend that an exploration be conducted into the development of a Category I proposal of a joint graduate degree program leading to the Master's degree in Athletic Administration, offered jointly between the Department of Intercollegiate Athletics, the College of Business, the College of Health and Human Performance, and the College of Liberal Arts. Initial conception of such a degree-granting program seems most feasible if structured in a manner similar to the Master's Degree in Interdisciplinary Studies. We concur with this recommendation, and as indicated above in recommendation number 4, we shall initiate exploring the possibilities for a sports management or athletic administration program with our colleagues in the College of Business and the College of Health and Human Performance.
2. We recommend that the Department of Intercollegiate Athletics be afforded the opportunity to offer seminars and colloquia by the department's graduate faculty in support of students seeking the Master's degree in Athletic Administration. Such opportunity provides a structure whereby students seeking a possible MSAA degree can meet regularly with a program director who assists administratively and provides guidance in the areas of students' specialities, practicum experiences, research projects, and internships.

Recommendation Number 6:

Efforts are currently under way to include my participation on the Dean's Council. We emphasize at this point, how important it is to continue the organizational structure whereby I answer directly to the President of the University. It is necessary for me to work with each member of your staff on matters pertaining to their responsibility, and that relationship has been very good (correspondence with Roy Arnold is enclosed). Due to our understaffing, it is crucial that we do not lose any of our administrative positions.

Recommendation Number 7:

The first meeting of the Athletic Advisory Committee for the 1992-93 academic year is Monday, October 19. One of the main agenda items is to discuss the format of the meetings and the recommendations of the Task Force. The Task Force clearly indicates the Advisory Committee role is not to establish policy, but rather an advisory role. The Constitution of the Athletic Advisory Committee requires the Faculty Athletic Representative to serve as Chair. Further, the Committee currently has opportunity to develop agenda, and we are scheduled to meet on the third Monday of each month.

Whereas, The climate on the Oregon State University campus and in the larger Corvallis community is currently full of tensions involving issues of diversity;

Whereas, Specific incidents involving harassment of members of underrepresented groups on campus have already happened Fall term;

Whereas, Oregon State University has generated a wealth of information about campus climate and the need for a more multicultural approach to the everyday activities of campus life (e.g. the Outside Board of Visitors and their report; the Minority Affairs Commission and the Minority Action Plans from every academic and administrative unit; the report from the Commission on Racism; the creation of a Multicultural Affairs Office etc.);

Whereas, The Faculty Senate has, in previous resolutions, affirmed its commitment to creating an Oregon State University that is truly a multicultural institution representative of the diversity of the campus community;

Whereas, The structure of an institution tends to mirror the assumptions, values and goals of those who created the institution, and therefore needs to be reexamined periodically in the light of those assumptions, values and goals;

Resolved, The Faculty Senate of Oregon State University requests the Committee on By-Laws (or any other appropriate committee identified by the Faculty Senate Executive) to use campus resources to learn about patterns of institutional discrimination in general, to look at reports on the campus climate at Oregon State University, and to suggest ways the Senate might revise their current laws and practices to avoid institutional discrimination and to encourage multicultural participation in the affairs of the Senate.

- Laura Rice, College of Liberal Arts Senator

Committee
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REPORTS TO THE FACULTY SENATE

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331-6203

503-737-4344

FACULTY SENATE OFFICE
Social Science 107

Thursday, December 3, 1992; 3:00 pm - 5:00 pm
Construction & Engineering Hall
LaSells Stewart Center

AGENDA

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

A. SPECIAL REPORTS

1. Phyllis Lee, Multicultural Affairs Director *postponed due to illness*
Phyllis Lee will report on activities of the Multicultural Affairs Office and help us focus on ways the faculty can affirm diversity on the campus.
2. Annie Popkin, Difference, Power and Discrimination Program Acting Director
Annie Popkin will report on the Summer Seminar and upcoming activities in the Difference, Power and Discrimination Program.
3. Larry Curtis - Election Results
Larry Curtis, Ballot Counting Committee Chair, will report on the outcome of the elections for Faculty Senate President-Elect and IFS Representative.

B. ACTION ITEMS

1. Executive Committee Election (p. 1-3)
See attached biographical sketches. Voting will take place during the meeting by Senators or their proxies only. Three people will be elected for two-year terms beginning January 1993.
2. Category I Proposal (p. 4-41)
Ken Krane, Curriculum Council Chair, will present a Category I Proposal for a Master's of Public Health. This is a joint proposal with OSU, PSU and OHSU.

C. DISCUSSION ITEM

1. Jim Foster, Baccalaureate Core Committee Chair (p. 42-44)

Jim Foster will lead a discussion of a minimum grade requirement for Baccalaureate Core Courses. As an information item for the Faculty Senate, he has included a currently updated list of WIC courses.

D. INFORMATION ITEMS

1. Affirming Diversity Resources (p. 45-48)

The Faculty Senate Executive Committee is compiling a list of affirming diversity resources available on campus. If you have additions or corrections to the incomplete list included in the agenda, please contact the Faculty Senate Office at 7-4344 or fso@ccmail.orst.edu.

2. New Senator Orientation

New Senator Orientation will be held January 7, 1992, preceding the regular Senate meeting, in the Agricultural Science Room in the LaSells Stewart Center.

3. Faculty Senate Handbook Return

If your term as Senator will be completed on December 31, and you were not reelected in your unit, please return your Faculty Senate Handbook to the Faculty Senate Office as soon as possible so it can be updated and redistributed to new Senators. It would be helpful if you would include a note indicating who is returning the Handbook, so it will not be listed as outstanding.

E. REPORTS FROM THE EXECUTIVE OFFICE

Roy Arnold, Provost & Vice President for Academic Affairs

F. REPORTS FROM THE FACULTY SENATE PRESIDENT

Kathleen F. Heath

G. NEW BUSINESS

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

OREGON STATE UNIVERSITY
Corvallis OR 97331-6203

(737-4344)

Faculty Senate Office
Social Science 107
November 27, 1992

MEMORANDUM

TO: Members of the OSU Faculty Senate

FROM: Executive Committee of the Faculty Senate
Kathleen Heath, President, OSU Faculty Senate

RE: Biographical Sketches of Candidates for Executive Committee of the Faculty Senate

Voting will take place during the meeting by Senators or their proxies only. Three people will be elected for two-year terms beginning January 1993 and will join the following continuing members on the Executive Committee: Janet Nishihara, Educational Opportunities Program; Laura Rice, English; and Tony Wilcox, Exercise and Sport Science. The 1993 Faculty Senate President, Carroll DeKock, Chemistry, the President-Elect (not elected prior to agenda publication) and the Immediate Past President, Kathleen Heath, Health and Human Performance, also serve on the Executive Committee.

DAVID HARDESTY (at OSU since 1968), Chair, Professor of Art

FACULTY SENATE: 1992-present and 1988-90; Research Council, 1990-present; and Advancement of Teaching Committee, 1990-92.

COLLEGE OF LIBERAL ARTS: Budget Committee, Chair, 1989-1992; Director of Development Search Committee, Chair, 1988; President, Faculty Council, 1988-89; President-Elect, Faculty Council, 1987-88; Curriculum Committee, 1984-85; Ad Hoc Committee for Human Development, 1982-84; Faculty Council, Member-At-Large, 1982-83; Dean Selection Committee, 1976-77; and Curriculum Committee, 1971-73.

OTHER SERVICE: Leadership Implementation Team, Outsourcing Subcommittee, 1992; Steering Committee, Thundering Seas Institute, Office of Development, 1991-present; Chair, Director of Development Search Committee, Thundering Seas Institute, 1990-91; Museum Studies Committee, 1985-87; University Museum and Collections Committee, 1982-84; and Architecture Color Coordination Consultant, Campus Plan Committee, 1972-78.

BILL LUNCH (at OSU since 1984), Associate Professor of Political Science

FACULTY SENATE: Senator, 1992-present; Committee on Committees, 1987-90; and Bylaws Committee, 1984-85.

COLLEGE OF LIBERAL ARTS: Curriculum Committee, 1984-85 and 1987-89; Personnel Committee, 1985-86 and 1992-present; and Governor Tom McCall Lecture, Campus Coordinator, 1985-88.

OTHER SERVICE: Association of Oregon Faculties, Campus Representative (and state board), 1985-87; Martin Luther King Day Committee, 1987-88; Faculty Advisor, OSU Democrats, 1987-1990; Faculty Advisor, Pi Sigma Alpha (Political Science Honorary Society), 1988-present; and Political Analyst, Oregon Public Broadcasting, 1988-present. Invited speaker before more than 50 campus and community groups located in: Corvallis, Eugene, Salem and Portland.

TERRY L. MILLER (at OSU since 1970), Associate Professor of Agricultural Chemistry

FACULTY SENATE: Senator, 1992-present, 1984-90, 1982-83 and 1978-82 ; Committee on Committees, 1990-92; Faculty Consultative Group, 1988-89; Executive Committee, 1987-89; Research Council, 1987-89; Faculty Status Committee, 1984-87 and 1976-79, Chair 1986-87; Graduate Admissions Committee, 1979-82; and Ad Hoc Committee to Review OSBHE Administrative Rules Revisions Proposed by the Interinstitutional Faculty Senate, 1977.

COLLEGE OF AGRICULTURAL SCIENCES: Agricultural Sciences Senator Caucus, Chair, 1992-present and 1986-88; Search Committee for Acting Director, Agricultural Experiment Station, 1986; Search Committee for Acting Dean, College of Agricultural Sciences, 1986; and Dean's Advisory Committee for Policy Review, 1979-83.

OTHER SERVICE: Ad Hoc Committee on Policy and Procedure for Pesticide Usage in Teaching, Research and Extension, 1989; and Ad Hoc Committee on Policy for the Use of Human Substances in Classroom Situations, 1987.

JOHN E. MORRIS (at OSU since 1968), Professor of Zoology

FACULTY SENATE: Senator, 1982-84 and 1991-present, and Library Committee, Chair, 1973-74.

COLLEGE OF SCIENCE: Zoology Department Chair, 1992-present; Associate Dean for Administration and Research, 1987-91; Physical Plant Liaison Committee, 1988-91; Graduate Council Representative, 1987-88; and Review Committee for Biological Instruction, 1982.

OTHER SERVICE: Molecular and Cellular Biology Program, Executive Committee, 1990-91; Advisory Committee on International Studies, 1989; Review Teams for Graduate Programs in Civil Engineering, 1988, Electrical and Computer Engineering, Chair, 1987, and General Science, 1983; OSU Commencement Committee, 1987; Scientific Misconduct Policy Committee, Chair; Electron Microscope Facility Committee, 1983-84; and OSU Chapter of AAUP, Vice President/President, 1979-81.

DAVID E. WILLIAMS (at OSU since 1986), Associate Professor of Food Science and Technology

FACULTY SENATE: Senator, 1992-present; Promotion and Tenure Committee, 1992-present; and Administrative Appointments Committee, 1991-present.

COLLEGE OF AGRICULTURAL SCIENCES: Curriculum Committee, 1991-present.

OTHER SERVICE: Toxicology Program Advisory Committee, 1992-present; Institutional Animal Care and Use Committee, 1992-present; Nutrition Research Institute Advisory Group, 1989-present; and Chemical Safety Committee, 1988-present.

JON ROOT (at OSU since 1969), Director and Professor, Communication Media Center

FACULTY SENATE: Senator, 1985-90; Administrative Appointments Committee, 1989-92; Retirement Committee, 1986-87; and Ex-Officio, Instructional Media Committee, 1982-present.

OTHER SERVICE: Printing and Mailing Committee, 1990-present; OSSHE ED-NET Steering Committee, Chair, 1989-present; OSU ED-NET Committee, Chair, 1989-91; Classroom Improvement Committee, Chair, 1988-90; Commencement Committee, 1985-91; Broadcast Media Committee, 1979-85, Chair, 1980-81; and OSSHE Media Council, 1976-present, Chair, 1980-82.



OREGON STATE UNIVERSITY
Weniger Hall 301 · Corvallis, Oregon 97331·6507
Telephone 503·737·4631 Fax 503·737·1683

November 23, 1992

To: Kathy Heath, President, OSU Faculty Senate
From: Ken Krane, Chair, Curriculum Council *Ken Krane*
Subj: Category I proposal for Master's in Public Health

The accompanying Category I document proposes a new degree program, a Master's in Public Health. This program was developed jointly among OSU, PSU, and OHSU as a result of directions from the State Board in 1989 to establish a statewide coordinated program within OSSHE for health administration and public health.

The original document submitted to the Curriculum Council proposed to offer the MPH through 8 different departments (some of which had no previous authority to grant graduate degrees) in 5 OSU colleges, supervised by a MPH program director. This program was to be implemented in 2 stages: stage 1 was to consist of programs offered only through the Department of Public Health, while in stage 2 the degree program would be offered by 6 additional departments.

The Curriculum Council, the Graduate Council, and the Budgets and Fiscal Planning Committee all reviewed the original proposal. It was the opinion of all three committees that only the stage 1 portion of the proposal should be approved at the present time. That is, only the Department of Public Health should be authorized to offer the MPH at the present time. The accompanying proposal, even though it contains descriptions of stage 2 activities, seeks approval only for the stage 1 program. We take this action because we feel that a well focused and tightly administered program will have an easier time gaining Board approval than one that is perceived as being diffuse and requiring an additional administrative coordinator.

We believe that the proposed MPH is a strong program consistent with OSU's mission. It has been developed after careful coordination among several OSU academic units as well as among three OSSHE institutions. We are enthusiastic in recommending the approval of this proposal.

The accompanying document is an abbreviated version of the proposal. The full document can be reviewed in the Faculty Senate Office or in Academic Affairs.

lkb

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTION PROGRAM
LEADING TO A MASTER'S OF PUBLIC HEALTH DEGREE

Oregon State University
Oregon Health Sciences University
Portland State University

1. Definition of Academic Areas

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

1. Overview of the Program

The program proposal described in this document is for a Master's of Public Health (MPH) degree offered jointly by three of the major research universities in the Oregon State System: Oregon State University, Oregon Health Sciences University, and Portland State University. Each University has resources to contribute to the program and each has the motivation to further the development of such a program in the state.

The basic goal of the cooperative state-wide program is to provide leadership in the field of education, research, and service in all aspects of public health. Public health, as a field, is devoted to the promotion of health and the prevention of disease through identification of the factors affecting the health of population groups. As these risk factors are identified, the purpose of public health is to plan, develop, implement, and evaluate preventive health strategies designed to bring about changes necessary to assure the maximum quantity and quality of life for all people. The attainment of this goal requires the joint efforts of professionals from many disciplines directing their efforts toward analysis of the biologic, environmental, and social factors involved in the causation of disease and the maintenance of health. Health policy analysis and the study of the structure of health care systems are essential to accomplishing the overall goals of public health. Health promotion, health protection, and disease prevention are the unifying

components for curricular, research, and service activities related to the MPH program.

The research goals of the MPH program are to gain an understanding of factors that affect the occurrence of illness and injury, and to improve methodologies for the analysis of physical, environmental, mental, and social factors affecting health. In addition, research goals relating to the development of new knowledge regarding the promotion of health, strategies for initiating social change related to public health, and the organization and operation of the health care system, will be advanced. Graduates of the MPH program will obtain a general understanding of the areas of knowledge basic to public health. These areas include the following:

- (1) biological, physical, and chemical factors which affect the health of communities;
- (2) concepts and methods of relevant social and behavioral sciences;
- (3) community and individual educational strategies designed to promote health and to prevent disease and disability;
- (4) distribution of diseases or conditions in susceptible populations and factors that influence this distribution;
- (5) collection, storage, retrieval, analysis, and interpretation of health data; and
- (6) planning, policy analysis, and administration of health programs.

2. Overview of the Structure of the Program

The proposed educational program is a natural extension of on-going curricular efforts at Oregon State University, Oregon Health Sciences University, and Portland State University, and is consistent with Oregon State Board of Higher Education and Chancellor directions established in November, 1989 for coordinated delivery of health administration and public health programs in the State System of Higher Education.

The basic structure of the proposed program is outlined in Figure 1.

- (1) Each institution will grant the MPH degree. The core curriculum follows national accreditation requirements of the Council on Education for Public Health (CEPH) and has been jointly developed by faculty from the three universities. (See Appendix 1 for MPH Program Coordinating Council listing and letters of appointment from their respective universities). Core courses will be offered at individual campuses and jointly at either on- or off-campus locations as necessary.
- (2) Beyond the core curriculum, each of the universities will determine specific program options to be offered and the associated curricular requirements.
- (3) At Oregon State University program implementation will occur in two phases (See Figure 1). The resources necessary to implement Phase I of the program are currently available at each of the participating universities.
- (4) Future program development (Phase II) will be coordinated by the MPH Program Coordinating Council and will be integrated into existing institutional review and approval procedures.
- (5) Research and field placement opportunities will be coordinated within the program by the MPH Coordinating Council.

The proposed MPH program is structurally and conceptually unique, in that it represents the joint efforts of three major universities in this state. It has been designed and developed collaboratively, and the planned implementation is similarly conceived. We propose to advance public health higher education in Oregon through existing academic and institutional strengths in a new and coordinated manner.

Figure 1.

Structural Overview of Proposed Master's of Public Health Degree

OREGON STATE UNIVERSITY	OREGON HEALTH SCIENCES UNIVERSITY	PORTLAND STATE UNIVERSITY
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Statewide MPH Program Coordinating Council
(Two representatives from each institution)

Statewide MPH Core Courses

- Epidemiology
- Biostatistics
- Health Systems Organization
- Environmental and Occupational Health Sciences
- Behavioral Sciences

OSU PROGRAM TRACKS	OHSU PROGRAM TRACKS	PSU PROGRAM TRACKS
<p><u>Phase I.</u></p> <ul style="list-style-type: none"> ● Epidemiology/Biostatistics ● Health Behaviors ● Health Policy & Management ● Occupational Health & Safety ● Public Health Promotion & Education ● Maternal & Child Health ● International Health ● Gerontology <p><u>Phase II.</u></p> <ul style="list-style-type: none"> ● Anthropology ● Public Health Nutrition ● Public Administration & Public Policy ● Microbiology ● Radiation Health Physics ● Medical Sociology 	<p><u>Phase I.</u></p> <ul style="list-style-type: none"> ● Epidemiology/Biostatistics ● Public Health Nursing <p><u>Phase II.</u></p> <ul style="list-style-type: none"> ● Behavioral Sciences ● Occupational/Environmental Health ● Public Health Dentistry ● Public Health Nutrition 	<ul style="list-style-type: none"> ● Health Administration and Policy ● Health Education/Health Promotion

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

The initial program tracks to be offered are as follows:

Oregon State University

- Epidemiology/Biostatistics
- Health Behaviors
- Health Policy and Management
- Occupational Health and Safety
- Public Health Promotion and Education
- Maternal and Child Health
- International Health
- Gerontology

Oregon Health Sciences University

- Epidemiology/Biostatistics
- Public Health Nursing

Portland State University

- Health Administration and Policy
- Health Education/Health Promotion

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

Yes. Each institution plans to add program options as needs develop and resources permit. At Oregon State University several options are planned as part of Phase II: Anthropology, Public Health Nutrition, Public Administration and Public Policy, Microbiology, Radiation Health Physics, and Medical Sociology.

OHSU also proposes to follow a two-phase process. Phase II programs would include: Behavioral Sciences, Occupational/Environmental Health, Public Health Dentistry, and Public Health Nutrition. PSU would include additional program options as interest demands and resources become available.

- d. **Are there any subspecialties that the institution intends to avoid, in developing the program?**

None

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

This program would become operational no later than fall term following approval.

2. **Department, School or College Responsible**

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

At Oregon State University, concentrations in Phase I will be offered by the Department of Public Health in the College of Health and Human Performance, and in Gerontology. Further developments in Phase II may be offered by the Department of Nutrition and Food Management in the College of Home Economics, by the Department of Microbiology in the College of Science, by the Department of Nuclear Engineering in the College of Engineering, and in the Departments of Anthropology, Political Science, and Sociology in the College of Liberal Arts.

At Oregon Health Sciences University the Department of Public Health and Preventive Medicine in the School of Medicine will offer the Epidemiology/Biostatistics concentration. The Department of Community Health Care Systems in the School of Nursing will offer the Public Health Nursing concentration.

At Portland State University concentrations will be offered by the Department of Health Studies and by the Department of Public Administration and the Institute on Aging in the School of Urban and Public Affairs.

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

No. As stated previously, the Presidents of the three participating universities, through their Provosts, will select two representatives to serve on the statewide MPH Program Coordinating Council. This council will serve as the coordinating body for specific MPH program issues. Actions by this council, however, cannot take precedence over each university's administrative protocols regarding graduate admission and graduate school policies.

3. **Objectives of the Program**

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

(1) To prepare students who are able to identify and define biological,

chemical, physical, and other environmental factors that affect the health of persons in a community, and identify and describe measures for the detection and control of these factors.

- (2) To prepare students who are able to identify and describe social, cultural, political, economic, behavioral, and other factors that affect the health of persons in a community, and who are also able to identify and define an appropriate method of changing those factors to achieve a higher level of health in the community.
- (3) To prepare students with appropriate understanding of the components and operation of health services delivery systems as they affect prevention, health promotion, and health care for individuals and the community.
- (4) To prepare students who are capable of demonstrating appropriate methods, techniques, and procedures of information collection, storage, retrieval, analysis, reporting, and interpretation of public health data.
- (5) To prepare students who are able to demonstrate an understanding of the factors that inhibit or facilitate cross-disciplinary cooperation in the public health sector, and who are capable of applying this knowledge in the solution of public health problems.
- (6) To prepare students with the skills necessary to evaluate health needs of the community; analyze plans proposed to meet such needs; prepare plans by which such needs can be met, including identification of resources to implement and methods to evaluate the effectiveness of such programs.
- (7) To prepare students with adaptive skills necessary to respond to professional fields characterized by change, innovation, competition, economic uncertainty, and regulation.
- (8) To prepare students interested in preserving, protecting, and improving the health conditions of the public through appropriate programs and services designed to promote health and prevent injury, premature disease, and disability.
- (9) To prepare students with the knowledge and skills necessary to communicate risk and utilize effective educational strategies in the promotion of health and the prevention of disease and disability.

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

Each institution will determine the educational contribution of the proposed effort and the meeting of objectives through a formal evaluative protocol involving measures of effort, performance, efficiency, and process. Measures of programmatic effort reflect overall programmatic expenditures and allocation of faculty and staff, equipment, and facilities. Performance measures reflect program activities in terms of: (1) number of students advised, taught and graduated, (2) nature and number of courses taught, (3) faculty teaching assignments, (4) service activities undertaken by faculty and technical staff, and (5) evidence of research activities. Adequacy of performance will be reflected through: (1) student course evaluations, (2) systematic long term follow-up surveys of students and student employers to determine effectiveness of training vis a vis needed job skills, and, (3) formal curriculum reviews by faculty. Efficiency measures will be concerned with costs expended per student and per course, both on and off campus. Finally, measures of process shall systematically identify the impact (both positive and negative) of other programmatic elements to include location of off-campus sites, time of course offerings, program marketing, program descriptive materials, student advisement procedures prior to and during matriculation, internship/preceptor effectiveness and student placement. Process measures will be gathered largely through student and employer evaluations.

The MPH Coordinating Council will be responsible for the development of a computerized data collection and analysis system. This system will consist of shared databases, available at the participating universities, and thus there will be no material costs in maintaining data collection. The Council will initiate each of the elements of the protocol using a variable schedule. Effort, performance, efficiency, and process measures will be collected and analyzed bi-annually. Measures of adequacy of performance will be conducted through specific surveys at two and four year intervals following graduation as well as by periodic general alumni surveys. The results of each measurement will be collectively prepared in report form by the Council and shared with the appropriate university administrators as well as with the Chairs of the participating departments in all three universities.

In addition to the self-assessment activities to be conducted as part of the usual graduate program evaluations conducted by each institution, the state-wide MPH program will perform a second form of evaluation as part of the administrative procedures of the MPH Program Coordinating Council. This council will be engaged in ongoing discussions and evaluation of the MPH program and compliance with CEPH accreditation standards.

Regular review of core curriculum, faculty credentials for conducting public-health related graduated courses, new proposals for program concentrations, and other rigorously upheld standards will be continually reviewed.

For initial and reaccreditation review by CEPH, the Program Coordinating Council will conduct and document an analytical self-study responsive to CEPH policies at prescribed time periods after accreditation.

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

The proposed program was developed in response to a November 1989 request from the Oregon State Board of Higher Education to develop "a coordinated plan for the delivery of health administration and public health programs." Further, the "plan should identify the on- and off-campus plans of programs over a three-year period, with specialties expected to be available by location. The plan should document cooperative arrangements developed between institutions..." The structure for the proposed MPH program was submitted to the Chancellor's Office in July 1991. The present proposal represents the formal request to implement the proposed plan and is responsive to the Chancellor's Office encouragement to efficiently utilize available resources within the State System of Higher Education.

The mission statement of Oregon State University states in part that "through research, Oregon State University extends the frontiers of knowledge in the sciences, liberal arts, and in all aspects of natural, human, and economic resources. Oregon State University contributes to the intellectual development and the economic and technological advancement of humankind." Oregon State University's mission and strategic plan provides a fundamental base for its participation in the proposed program. Embedded in Oregon State University's mission is a commitment to excellence and a commitment to provide the educational programs necessary to develop and utilize our human resources.

The mission statement of Oregon Health Sciences University charges the university to: serve(s) the citizens of Oregon as the primary center for education in the health professions for students of the state and region. The university will provide:

- (1) An environment that stimulates the spirit of inquiry, initiative and cooperation between and among students, faculty, and staff.
- (2) Research into the prevention and cause of disease or disability.

- (3) The delivery of health care will be promoted to assure the development and dissemination of new knowledge.

The university community will strive for excellence in education, research, clinical practice, scholarship and community service while maintaining high levels of compassion, personal and institutional integrity and leadership in carrying out its mission. The MPH program proposed herein is in alignment with the mission and plans of Oregon Health Sciences University.

Both the mission and strategic plan of Portland State University are committed to the enhancement of "the intellectual, social, cultural and economic qualities of urban life by providing access throughout the life span to quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to the metropolitan area. The University will actively promote development of a network of educational institutions that will serve the community and will conduct research and community service to support a high quality educational environment and reflect issues important to the metropolitan region." The proposed program in public health is within the scope of the University's commitment to enhancing the quality of life and the effectiveness of institutions within the metropolitan area.

- d. What are the employment outlets and the employment opportunities for persons who would be prepared by the proposed program?**

As referred to in Appendix 2. A1, the Eighth Annual Report to Congress on Health Manpower by the U.S. Department of Health and Human Services (March 1990), details the supply and demand for public health workers in the United States. Shortages are noted in the target areas of the proposed program concentrations. The minimum standards for local health department employment in Oregon (see Appendix 2. D1) recommend master's degree level education for many supervisory and mid-level positions in public health or public-health-related areas; as evidenced by a survey of Oregon Public Health Association members in 1991. Nearly two-thirds of respondents did not have an MPH (see Appendix 2. B2).

Improving the academic preparation of public health position candidates and workers will benefit the state and the individuals; individuals will be more employable and more likely to achieve career advancement; the State and local health departments will benefit from an applicant pool of academically-prepared, competent public health workers.

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

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

At Oregon State University all of the proposed concentrations in Phase I are associated with currently offered undergraduate majors or certificate programs. In addition, graduate programs currently offered by Oregon State University which would give important support to the proposed program include Health, Health Education, Health and Safety Administration (with concentrations in Health Promotion, Health Care Administration, and Safety Management), Environmental Health Management, Radiation Health, Human Development and Family Studies, Nutrition and Food Management, Pharmacy, Microbiology, Statistics, Toxicology, and Anthropology. In addition, further supporting graduate course work is available in the Colleges of Science and Business.

At Oregon Health Sciences University, the Department of Public Health and Preventive Medicine currently teaches graduate level public health required and elective courses to medical students. These courses emphasize epidemiology, biostatistics, health care organization, and ethics. The department also supports a residency program in Public Health and Preventive Medicine with didactic and practicum course work. The department is formally affiliated with Kaiser Permanente's Center for Health Research, an independent, well-established non-profit research center, conducting studies in disease prevention, epidemiology and health economics (among other areas). The Master's of Science in Nursing Program in Community Health at the OHSU School of Nursing will offer support to the proposed Public Health Nursing MPH concentration.

At Portland State University the proposed concentrations in Health Education/Health Promotion and Health Administration and Policy are well supported by the current Master's programs in Health Studies and Public Administration/Health Administration. The Health Education/Health Promotion concentration is associated with an undergraduate degree and graduate offerings in Health Education. The Health Administration and Policy concentration is associated with the MPH; MPA:HA degrees; Ph.D. program in Public Administration and Policy and the Certificate Program in Gerontology. A Master of Science in Public Health (MSPH) proposal with an emphasis in environmental health risk assessment and control is being submitted concurrently with the MPH proposal at PSU. MPH students in the Portland area can complete their environmental health care requirements by completing Concepts of Environmental Health Science (HS 5XX) offered as part of the

MSPH program. In addition, MSPH students may fulfill their epidemiology requirements at OHSU by completing courses offered as part of the MPH degree program.

5. Course of Study

a. Describe the proposed course of study

Each of the program concentrations will contain, in part, five courses called the "MPH Core." These five courses are: Principles of Epidemiology (H 525 at OSU) (PH 6XX at OHSU), Biostatistics or Health Data Analysis (H 524 at OSU) (PH 6XX at OHSU), Environmental and Occupational Health (H 542 at OSU) Environmental Health (H 5XX at OSU) (PH 5XX at PSU), Health Behaviors (H 571 at OSU) (HS 512 at PSU), and Organization, Financing, and Delivery of Health Care (H 533 at OSU) (PA 5XX at PSU). A syllabus for each of the core courses appears as Appendix 4. In addition to the MPH Core, each student will elect a program concentration consisting of 30-45 credit-hours of course work in a selected area of public health.

In addition to the 15 credit hours of core courses, students must select one of several possible program concentrations. These concentrations will comprise 30-45 additional hours, each of which must have an inherent focus on a public health area. Specific information about the five core courses and program concentrations offered at each of the three institutions is presented in the appendices. Where applicable, students may select elective course work from any of the public health-related graduate offerings at the appropriate institution(s). At Oregon State University, such course work would be drawn primarily from the Departments of Public Health, Anthropology, Economics, Political Science, Psychology, Sociology, Statistics, Human Development and Family Sciences, Nutrition and Food Management, Agriculture and Resource Economics, Zoology, Education, Pharmacy and Philosophy as well as from the College of Business.

At Oregon Health Sciences University, elective course work would be drawn primarily from existing graduate programs at OHSU (both inside and outside the Schools of Medicine and Nursing), from courses developed as part of each proposed concentration, and from systems science and health administration courses at PSU.

At Portland State University, elective course work would be drawn primarily from the Department of Health Studies, Public Administration, and Urban Studies and Planning. Course offerings at OHSU also will be utilized.

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

At Oregon State University, four of the five core courses currently are offered by the Department of Public Health: H 524 Health Data Analysis, H 525 Principles of Epidemiology, H 533 Organization, Financing, and Delivery of Health Care, and H 571 Health Behaviors.

For the Epidemiology/Biostatistics concentration at OHSU, the Biometry core course is in place and the Epidemiology core course will be easily modified from other existing coursework. These core courses will serve the needs of PSU and OHSU School of Medicine and Nursing MPH students. Other core courses for this group will be offered through PSU.

At PSU two of the five proposed core courses are currently offered by the Department of Health Studies (HS 512 Principles of Health Behavior) and the Department of Public Administration (PA 570 Health Administration).

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

At Oregon State University, one new core course H 542 Environmental and Occupational Health will need to be added to the curriculum. The following courses in the concentration areas have been submitted for approval:

- H 549 Health Risk Communication (3)
- H 556 Strategic Planning and Management in Health Care Organization (3)
- H 557 Financial Management of Health Care Organization (3)
- H 558 Reimbursement Mechanisms (3)
- H 567 Long Term Care Alternatives (3)
- H 574 Public Health and Violence in Society (3)
- H 559 Quality Assessment and Assurance (3)
- H 569 Maternal and Child Health (3)

At OHSU courses will be drawn from the list of program courses (new and existing) to be offered as part of the MPH concentrations in the School of Nursing and School of Medicine, Department of Public Health and Preventive Medicine. At OHSU all the coursework for the Public Health Nursing concentration is currently available in the

School of Nursing except the core courses needed. Elective courses are listed in this document under the appropriate concentration, and will also be drawn from other existing graduate programs at OHSU and from systems science and health administration courses at PSU. Other courses will be developed (or modified from existing course components) by faculty who are listed and have agreed to participate for their respective courses.

At PSU one new course would be added (Concepts of Environmental Health Science). This course is proposed in the concurrent submission of the MSPH proposal in Health Risk Assessment and Control. This course will replace the currently existing undergraduate courses in environmental health. Dr. David Dunnette will be the faculty person responsible for this course. Students at PSU would take the required Epidemiology and Biostatistics courses at OHSU. In addition, the Department of Public Administration will add two new courses (Health Systems Organization and Health Care Law and Regulation); one as a core course, the other as a required course within the Health Administration and Policy concentration.

OREGON STATE UNIVERSITY PROGRAM CONCENTRATIONS (See Appendix 6)

Concentrations Offered by the Department of Public Health

Epidemiology/Biostatistics Concentration (OSU)

The epidemiology/biostatistics concentration prepares students in the fundamental quantitative sciences of public health. Students will focus on epidemiologic methods, statistics, research study design, and program evaluation.

Health Behaviors Program Concentration (OSU)

The health behaviors program concentration prepares students in the interdisciplinary areas of behavioral sciences as they apply to health maintenance and prevention of disease and injury. Students focus on the interaction of the biological, behavioral, sociocultural, and environmental processes that function in the promotion of health and the prevention of disease. Areas of study include, but are not limited to health-relevant behaviors related to cancer, HIV infection, sexually transmitted and other infectious diseases, cardiovascular disease and other chronic conditions, contraception and family planning, substance abuse, nutrition, individual and occupational stress, the health behavior of special populations, program evaluation; the social organization and politics of health policy, and health education strategies designed to promote health and prevent premature disease and disability. Both individual and public health issues are emphasized.

Health Policy and Management Concentration (OSU)

The goal of the health policy and management track is to prepare future health care leaders with knowledge and skills in improving the efficiency and equity of health care delivery systems in the United States and other countries. Students in this track are required to choose one of the following areas: Health Policy, Health Care Organization and Management, Health Economics, Health Services Research, and Global Health Development. Students will learn analytical methods, problem solving skills, as well as knowledge in at least one of the following disciplines: management, financing, accounting, statistics, health economics, econometrics, political science, and development studies.

Occupational Health and Safety Concentration (OSU)

The occupational health and safety concentration is intended for prospective administrators and occupational health and safety specialists in public and private organizations where persons of broad ability are demanded and a broad technical education is needed. The curriculum prepares students to organize, plan, administer, and evaluate occupational health and safety programs.

Public Health Promotion and Education Concentration (OSU)

The public health promotion and education concentration focuses on educational approaches to risk management and control of public health problems. The curriculum prepares students to recognize and analyze educational needs and opportunities in health delivery organizations and population groups from a systems perspective ; to plan, develop, administer, implement, and evaluate educational aspects of health programs; to mobilize community resources for planned social change; to aid others in increasing their educational skills; and to integrate education into comprehensive health promotion and disease prevention programs.

Maternal and Child Health (OSU)

The focus of maternal and child health is the promotion and assurance of optimum health status and health services to meet the needs of women of reproductive age, children through adolescence, and families.

International Health Concentration (OSU)

The goal of the international health track is to prepare health professionals for leadership roles in international health, especially the health development of disadvantaged populations in developing countries. Areas of special interest include international cooperation in health promotion, disease prevention, epidemiology,

population, reproductive health, comparative health care systems, health program development and evaluation, nutrition, child health, women's health, and environmental health.

Gerontology (OSU)

The gerontology concentration will emphasize the development and application of knowledge and skills in public health and gerontology. A multi-disciplinary curriculum will prepare students to work in the administration, development, and evaluation of public health programs and health delivery organizations serving adults in middle and later life.

OREGON HEALTH SCIENCES UNIVERSITY PROGRAM CONCENTRATIONS (See Appendix 7)

Concentration Offered by the Department of Public Health and Preventive Medicine, School of Medicine (OHSU)

Epidemiology/Biostatistics Concentration (OHSU)

The specific goal of this program is to offer graduate education and training to health professionals in the population perspective toward health care and disease prevention, and in the use of quantitative methodology for analyzing health problems and to support basic and applied research in public health and health care.

Concentration Offered by the Community Health Care Systems Department, School of Nursing (OHSU)

Public Health Nursing Concentration (OHSU)

The purpose of the PHN concentration in the MPH program is to provide interdisciplinary graduate education in health care delivery, with emphasis on the promotion of health and prevention of illness. The PHN concentration is designed to ground nurses in the concepts of population-based practice and to provide the skills needed for leadership roles in the organization and delivery of health care services.

PORTLAND STATE UNIVERSITY PROGRAM CONCENTRATIONS (See Appendix 8)

Concentration Offered by the Department of Health Studies

Health Education/Health Promotion Concentration (PSU)

The overall goal of the Health Education/Health Promotion concentration is to deliver graduate level professional training in behavioral and educational strategies for preventing disease and promoting health. The program will give students theoretical underpinnings and practical applications in public health education and promotion.

Concentration Offered by the Department of Public Administration (PSU)

Health Administration and Policy Concentration

The Health Administration and Policy concentration will focus on the administrative and management dimensions of public health programs and services, along with the public policy process. Emphasis will be on preparing managers to meet the increasingly demanding challenges they face. Topics to be addressed will include health policy, law and regulation, ethics, economic issues, administrative theory, program evaluation, and the management of information resources.

6. Admission Requirements

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

At Oregon State University and at Portland State University admission to a concentration will be evaluated by the department offering the concentration. Thus, admission criteria may vary from concentration to concentration depending on the policies and procedures set forth by the individual participating departments.

For all concentrations at Oregon State University, at Portland State University, and Oregon Health Sciences University, applicants will be expected to hold an earned bachelor's or graduate degree including substantial course work in an area directly related to the major concentration of study. In addition, specific requirements for the Public Health Nursing concentration are as follows: graduation from a NLN-accredited program with an upper-division major in nursing and supervised clinical practice; eligibility for an Oregon registered nurse license and active licensure prior to matriculation. The Graduate Record Examination will be required for admission to most concentrations, depending on the policies determined by the department offering the concentration. Prior employment experience related to public health and computer literacy will be strongly encouraged.

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

Any enrollment limitation will be determined by the department offering each concentration. While no overall limitation has been set, realistically, there is a limitation to the number of students the program will be able to accommodate at any given time. This number, statewide, is estimated to be approximately 300 students when the program is fully implemented. Approximately one-third of these students will be individuals who otherwise would have enrolled in related degree programs at these universities. Decisions about enrollment will be made competitively on the basis of the admission criteria.

7. **Relationship of Proposed Program to Future Plans**

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

Oregon State University will proposed implementation of Phase II (Figure 1) of the Master's in Public Health when additional resources become available. While other steps in reaching a long-term goal in this or a related field have not been discussed in any detail, the feasibility of proposing a statewide Doctor of Public Health degree based on the success of the Master's Degree in Public Health program may arise in the future.

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

Any proposal to establish a statewide Doctor of Public Health degree would be based on the success of the Master's Degree in Public Health program and would not occur until after formal national accreditation of the MPH program by CEPH (no sooner than two years after enrollment of the first cohort of students). No steps toward establishing a D.Ph program are being initiated at this time.

8. **Accreditation of the Program**

- a. **Is there an accrediting agency or professional society which has established standards in the area in which the proposed program lies? (Please give name).**

Yes. The Council on Education for Public Health (CEPH).

- b. If so, does the proposed program meet the accreditation standards? If it does not, in what particulars does it appear to be deficient? What steps would be required to qualify the program for accreditation?**

Members of the MPH Coordinating have been in contact with CEPH since July 1990 regarding the appropriateness of implementing a statewide MPH program that would fully meet the standards for national accreditation by CEPH. CEPH has accredited other multi-institutional MPH programs (the Rutgers University/Robert Wood Johnson Medical School, for example). The program would be accredited through the CEPH route that allows MPH program accreditation via Departments of Preventive Medicine in Schools of Medicine. The Executive Director of CEPH has indicated that the MPH program described in this proposal would be eligible to apply for accreditation by CEPH. The proposed program meets all of the specific academic requirements for accreditation.

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

The following undergraduate programs are nationally accredited or have full membership in the national, professional society which has established standards in the area in which the undergraduate program lies:

Environmental Health (OSU) - National Environmental Health Science and Protection Accreditation Council

Health Care Administration (OSU) - Association of University Programs in Health Administration

Occupational Safety (OSU) - Accreditation application pending with the American Society of Safety Engineers

Health Promotion and Education (OSU) and Health Studies (PSU) - Accreditation application to SOPHE and AAHE will be submitted during 1992-93. All requirements for accreditation met.

Nutrition and Food Management (OSU) - American Home Economics Association Accreditation and American Dietetic Association - approval didactic program in dietetics. (Phase II Program)

Nuclear Engineering (OSU) - Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (Phase II Program)

Public Administration (PSU) - National Association of Schools of Public Affairs and Administration

Health Studies (PSU) - National Council for the Accreditation of Teacher Education

9. **Evidence of Need**

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

Interest in a coordinated offering of health administration and public health programs in the State System of Higher Education exists at all levels in Oregon. The Oregon State Board of Higher Education and Chancellor made recommendations in this direction in November 1989. Each of the three institutions listed in this proposal has evidenced recognition of the need for such a program in the State and by its students; enthusiastic support by faculty and administration has been present at each institution. We believe that there is a substantial student body population eagerly anticipating these educational programs. Thirty percent of the students at the School of Nursing surveyed in Winter 1991 reported interest in pursuing a MPH degree (see Appendix 2.C.1). We have coordinated the handling through OHSU of calls of inquiry (occurring at about 1-2 per week) from prospective MPH students based on word-of-mouth regarding this proposed program. Further, there are specific instances of talent and "brain" drain occurring from lack of MPH education in Oregon. Numbers of students leave the state or take extended courses through the University of Washington or Loma Linda University each year.

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

It is estimated that there will be approximately 300 students enrolled in the program (all concentrations) statewide. The numbers of students per concentration will vary from several students to as many as 30.

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

For some concentrations, such as the Health Promotion and Education

concentration (OSU), Health Education/Health Promotion (PSU) and Epidemiology/Biostatistics (OHSU), the program will provide another program option to students who may already be attracted to the institution. For other concentrations, however, the program will draw its clientele primarily from students who would not otherwise come to the institution and who seek the opportunity to earn an MPH degree in Oregon.

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

Please see Appendix 2: Sections A. Extract from Eighth Annual Report to Congress on Health Manpower (March 1990); Section D. Minimum Standards for Local Health Departments in Oregon (November 1987); Section E. Oregon County Public Health Profiles (January 1990); and Section F. The Future of Public Health Chapter 6 (1988).

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

As in Section D. of Appendix 2, the educational standards for local health administrators, public health nursing supervisors, and supervising sanitarians generally recommend master's degree level education in public health or public health related areas. Most of the professionals in the field in Oregon have not yet received this level of education. Generally, even higher educational requirements are required for public health work in agencies other than local health departments. In Section F. which is from the Institute of Medicine's report on The Future of Public Health, Chapter 6, (1988), strong recommendations are made to improve the public health infrastructure in the United States. This report has been the stimulus for vast proposed reforms in the field of public health. Page 157 and 158 present the recommendations for changes in public health education. The proposed MPH program is particularly apropos to fill the public health education needs envisioned by this report.

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

Compelling arguments for a renewed commitment to the public health infrastructure are summarized in Appendix 2, Section F, taken from the influential National Academy of Science, Institute of Medicine's report of The Future of Public Health. Vast reforms and reconsiderations of the importance of the public health field and infrastructure have been stimulated by this report's release in 1988. The issue of increased need, increased demand, and insufficiently trained public health personnel (as detailed in Section A. of Appendix 2) to respond to that demand compels us to a proactive stance

toward improving the public health systems at all levels in this state.

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

The following agencies and groups have evidenced special interest in this program by providing some level of support during its development: Oregon State Health Division; County Health Departments; C.L.H.O. (County Local Health Offices); OPHS (Oregon Public Health Association); Kaiser Permanente; Legacy; Sisters of Providence; Blue Cross; Oregon Hospital Association; Oregon Medical Association (Public Health Committee); Oregon Nursing Association; the Legislature; other insurers and providers.

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

To make the program available for part-time or evening students, the program plans to offer the MPH Core courses during the summer in an intensive format on both on- and off-campus locations. In addition, several concentrations, for example, Occupational Health and Safety (OSU), Health Policy and Management (OSU), Health Administration and Policy; Health Behaviors (OSU) and Health Education/Health Promotion (OSU and PSU), plan to offer evening courses.

Duplication of Effort

10. Similar Programs in the State

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

No similar program is offered in the state of Oregon.

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

Not applicable.

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

As stated previously, the proposed program will be offered jointly by Oregon State University, Oregon Health Sciences University, and Portland State University. As such, the universities have committed to sharing their resources

in a unique manner in offering this program. In situations where two or more institutions plan to offer concentrations in similar areas, the academic units involved will work together to efficiently utilize resources. Innovative approaches to sharing resources and increasing access and options for students will be employed. For example, participating faculty may be offered joint university appointments; courses may be cross-listed; faculty from one university may offer courses at another participating university; and faculty may participate in an exchange program on a per term basis.

Resources

11. Faculty

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

Appendix 9 contains the resume for each faculty listed in this section. The primary faculty who will participate in the program are the following:

FACULTY FROM OREGON STATE UNIVERSITY

Faculty Member

Specialization

Faculty in the Department of Public Health

Luana Beeson	health education
Chunhuei Chi	health care administration, research methods, international health, health care financing
Rebecca J. Donatelle	Coordinator, Community/Worksite Health Promotion and Education Programs; specialist in human diseases, health behaviors, stress and program planning; research in antecedents of high risk behaviors and stress, AIDS, program evaluation, and preventive programs for special populations including women and elderly.
Leonard Friedman	health care organization; strategic management; finance
Chris Hafner-Eaton	health policy analysis; long-term care, health care administration

Anna J. Harding	environmental health, sexually transmitted diseases, international health
John Hogan	health care administration; long-term care
Robert Houston	specialist in health education; research and service background in driver and traffic safety education
David C. Lawson	specialist in safety education; research and service background in traffic safety, youth safety programs, industrial safety and risk
Annette M. Rossignol	specialist in epidemiology and environmental health; research in burn injury control, nutritional aspects of premenstrual syndrome, and environmental health
Margaret Smith	Coordinator, Health Education Programs, specialist in health education; research and service background in AIDS, cardiovascular health education, sexuality education, older women's health, thanatology and gerontology
Raymond Tricker	specialist in drug education, stress management and health behavior; research background in drug education and implementation, drugs in sport and health behavior
Anthony Veltri	specialist in safety and risk management; research and background in financial and economic justification, strategic planning and evaluation of the safety function

FACULTY FROM OREGON HEALTH SCIENCES UNIVERSITY

Faculty Member

Specialization

Faculty in the Department of Public Health

John R. Beck, M.D.	medical decision making, biomedical information systems, and pathology
Sonia Buist, M.D.	pulmonary diseases and smoking

- David W. Fleming, M.D. epidemiology, public health, and infectious diseases
- Laurence R. Foster, M.D., epidemiology and infectious diseases
M.P.H.
- Donald K. Freeborn, Ph.D. health services delivery, physician behavior, and alcoholism
- Michael J. Garland, biomedical ethics and human subjects issues
D.Sc.Rel.
- Jane E. Gordon, Ph.D. public health epidemiology
Richard H. Grant, Ed.D., Area Health Education Centers
M.P.H.
- Merwyn R. Greenlick, medical care organization, financing, and
Ph.D. delivery; health services utilization; health behavior risk factor intervention, cardiovascular epidemiology; and long-term care
- David H. Hickam, M.D., health services research and development, and
M.P.H. research training and curriculum
- Jack F. Hollis, Ph.D. social psychology and health behavior modification
- Mark C. Hornbrook, Ph.D. medical economics and health care delivery, financing, and organization
- Linda L. Humphrey, M.D., medicine breast cancer and epidemiology
M.P.H.
- Diane Kaiser, Ph.D. research methodology and statistics
- Bentson H. McFarland, biostatistics, epidemiology, community mental
M.D., M.P.H. health and mental health services and medical care utilization
- Cynthia D. Morris, Ph.D. epidemiology and cardiovascular epidemiology
- William E. Morton, M.D., occupational and environmental medicine and
Dr.P.H. epidemiology

John P. Mullooly, Ph.D.	biometrics, epidemiology, and medical care utilization
Haydeh Payami, Ph.D.	genetic epidemiology
David S. Phillips, Ph.D.	medical psychology and biostatistics
Beatrice K. Rose, M.D., M.P.H.	public health and preventive medicine geriatrics and women's health
Gary J. Sexton, Ph.D.	statistics and pulmonary and cardiovascular epidemiology
Michael R. Skeels, Ph.D., M.P.H.	public health studies, public and community health issues, and health administration
Victor J. Stevens, Ph.D.	psychology and health behavior interventions
Barbara J. Stewart, Ph.D.	psychometric models, nursing practice, long-term care issues, and statistics
Barbara G. Valanis, Dr.P.H.	epidemiology, cancer epidemiology, and nursing practice
Thomas G. Vogt, M.D., M.P.H.	epidemiology, disease prevention, cardiovascular epidemiology, and health behavior risk factor intervention
William M. Vollmer, Ph.D.	pulmonary epidemiology and biostatistics
Eric M. Wall, M.D., M.P.H.	research in family practice
Mark S. Yerby, M.D., M.P.H.	neurological disorders

OREGON HEALTH SCIENCES UNIVERSITY SCHOOL OF NURSING

Faculty Member

Specialization

Faculty in the Department of Community Health Care Services

Marie C. Berger, Ph.D.	nursing administration and ethical issues in nursing
Julia S. Brown, Ph.D.	medical sociology, chronic disease, self-care, family functioning, and nursing
Joyce Colling, Ph.D.	nursing care of community and institutionalized elderly, incontinence, and gerontological education
Cecelia O. Capuzzi, Ph.D.	health policy and program development, especially for families and childbearing women
Barbara C. Gaines, EdD.	health professions, program development and education for nursing
Mark C. Hornbrook, Ph.D.	health care economics and cost and delivery of services within the framework of a health maintenance organization
Donna B. Jensen, Ph.D.	nursing administration and nursing and health services delivery
Shelley L. Jones, M.S., COHN	occupational health nursing and community health nursing
Linda G. Krentz, M.N.	family nursing and family health
Margaret R. McCreedy, M.N.	urinary incontinence and well-elderly research
Darlene A. McKenzie, Ph.D.	nursing services for the elderly and patient classification systems
Lydia Metje, M.S.N.	cross-cultural nursing, migrant health
Patricia K. Patterson, M.A.	urban studies, nursing administration, and nursing services

Leslie N. Ray, M.A.	management, community health, and occupational health nursing
Caroline M. White, Dr. P.H.	public health nursing and long-term care

FACULTY FROM PORTLAND STATE UNIVERSITY

Faculty in the Department of Health Studies (PSU) - '92 - '93 Academic Year

Sally Althoff, Ph.D.	health/fitness promotion, aging, nutrition
Gary Brodowicz, Ph.D.	adult fitness testing and programming, research methods
David Dunnette, Ph.D.	environmental health, risk assessment and control, occupational health
Dawn Graff-Haight, Ph.D.	health education programs for at-risk children and youth, teaching methods
Sarah Margaret Heyden, M.S.	health and fitness promotion, fitness testing, self-defense
Leslie McBride, Ph.D.	determinants of health behavior, alternative health approaches
Judith Sobel, Ph.D., M.P.H.	public health-cancer control, health behavior evaluation, breast cancer screening
Milan Svoboda, E.D.D.	health-related aspects of exercise physiology, aspects of weight management
James Wallis, M.S.	sports medicine

Faculty in the Department of Public Administration (PSU)

Ronald C. Cease	public administration, administrative ethics, state and local government
Sheldon M. Edner	inter-governmental and inter-organizational relations, public policy

Walter G. Ellis	public administration, human resources, labor relations, organization theory
Stephen J. Heck	management information systems, intra-organizational communications
Mark C. Hornbrook	medical economics and health care delivery, financing, and organization
Theresa E. Julnes	health administration, health care systems, health policy, organization theory
James Marshall	strategic planning, organization development
Thomas Mason	legal systems, health policy, legislation and administration
Marvin O'Quinn	health administration, health care marketing
Daniel E. O'Toole	financial management, budgetary systems, organizational development
Brian Stipak	data analysis, research methods, operations research, program evaluation

- b. Estimate the number, rank, and background of new faculty members that would need to be added to initiate the proposed program; that would be required in each of the first four years of the proposed program's operation, assuming the program develops as anticipated in item 8b. What kind of commitment does the institution make to meeting these needs.**

At OSU, OHSU, and PSU no new faculty will be needed to initiate the proposed program. At OSU, a program director and funding to support internship requirements would be needed to implement Phase II.

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

Current office staff will support this new program.

12. Library

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

Oregon State University Library

The library collection at Oregon State University, which supports graduate and undergraduate education programs, is represented by these approximate title counts (not volume counts):

Journal Titles	15,482
Monograph Titles	542,000
Miscellaneous Titles	130,671

Subjects of particular importance in public health education are highlighted:

	<u>Monographs</u>	<u>Journals</u>
Epidemiology	234	8
Biostatistics	131	3
Health Administration	71	17
Environmental Health	388	15
Health Ed/Promotion	139	24
Health Research	153	not estimated
Occupational Health	132	6

Oregon Health Sciences University Library

Oregon Health Sciences University Libraries consist of the Main Library, the Dental Branch Library, and the Child Development and Rehabilitation Center Branch Library. The following figures represent the collections of all three libraries as of December 31, 1991:

Volumes (Bound Journals and Monographs)	201,134
Titles (Monographs)	71,149
Titles (Journals)	2,024
Titles (CD-Roms)	2
Titles (AVs)	1,456

The OHSU libraries receive the following number of monograph and journal titles in the following subject areas:

	<u>Monographs</u>	<u>Journals</u>
Epidemiology	25	17
Biostatistics	250	47
Health Administration	400	15
Environmental Health	175	25
Health Education/Promotion	600	17
Health Research	25	87
Occupational Health	275	13
Total Titles in Public Health (less duplicates)	3,000	200

CDROMS/Local Databases

OHSU Medline - five current years, reflecting OHSU Library journal holdings indexed by the National Library of Medicine. Literature indexed includes public health, epidemiology, nursing research, biostatistics, clinical trials, environmental and occupational health, health care administration, health services research, as well as clinical medicine and research.

CINAHL (Cumulative Index to Nursing and Allied Health Literature) 1983-1992

Literature indexed includes nursing, nursing research, pharmacy, emergency medicine, nutrition, administration

MICROMEDEX - a drug and toxicology database. A major emphasis is environmental and occupational chemical exposure.

Database Access

The OHSU Library accesses databases in the MEDLARS, BRS, DIALOG, STN and OCLC systems.

Some of the databases relevant to Public Health are:

- Health Planning and Administration
- Bioethicsline
- Toxline
- Hazardous Substances Databank
- Toxic Chemical Release Inventory

PsychInfo
 Sociological Abstracts
 Social Work Abstracts
 ERIC
 Ageline
 Alcohol and Alcohol Problems Science Database
 Combined Health Information Database
 Health and Psychosocial Instruments
 Sport Database
 ABI/Inform
 Management Contents
 Science Citation Index
 Social Science Citation Index
 Family Resources Database
 Social Planning/Policy & Development Abstracts
 Library Literature
 Language Behavior Abstracts
 MATHSCI
 Microcomputer Index
 Information Science Abstracts
 Religion Index
 Occupational Health and Safety
 Insurance Periodical Index

Collection Assessment:

A collection assessment project conducted in 1986 evaluated the public health portion of the collection as a "2a" with intent to grow to a "cb" level collection. The definitions, which are national standard, for a "2a" collection and a "3b" collection follow:

2a: A collection of up-to-date general materials that serve to introduce and define a subject and to indicate the varieties of information available elsewhere. It may include dictionaries, encyclopedias, historical surveys, bibliographies, and periodicals in the minimum number that will serve the purpose. A basic information collection can support school instruction and routine public inquiries, but is not sufficiently intensive to support higher-level academic courses or independent study or the wide-ranging reading demands of a highly educated general public.

3b: A collection, which includes all that in a 2a and 2b collection (more major periodicals, selected editions of important works, wider selection of reference materials), with a wide range of the most

important primary and secondary literature and strong journal support. The collection is adequate to support higher-level academic courses.

Comments:

That portion of the Library's monograph collection that relates specifically to public health numbers approximately 3,000 titles or 4% of the total monograph collection. Because of the Library's strong journal support in public health (10% of the journal collection) and the size and currency of the monograph collection, the Library's collection more closely matches a "3b" collection in 1992.

Portland State University Library

The Portland State University Library supports graduate and undergraduate education in a variety of disciplines. The following represents the library collection as of June 30, 1991, with emphasis on subjects relevant to Public Health:

Journal titles	5,260
Library volume holdings	865,554 volumes
Miscellaneous holdings:	
Total serials (inc. Journals)	11,216 titles
Microfilm reels	31,287 units
Microcards	75,629
Microprints	42,219
Microfiche	1,542,279
Maps	44,913
Photos	21,094
Videotapes	1,491
Phonodiscs	11,176
Phonotapes	6,739
Audio cassettes	2,216
Slides	51,083
Filmstrips	402
Motion pictures	1,850
Motion film loops	399
Uncataloged govt. documents	396,974
Uncataloged pamphlets	823
Manuscripts	11,145
CDs	1,529
Computer software discs	64
Video disc	1

Holdings by subject category:

Biostatistics (medical statistics)	218
Epidemiology	146
Health Administration	139
Environmental health	145
Health education	414
Health promotion	88
Health research	43
Occupational health	45

PSU has 11,824 monographs in the Library of Congress "R" classification (covering medicine).

Center for Health Research Library

The total collection of the Kaiser Permanente Center for Health Research (CHR) Library is on an in-house computer database of approximately 70,000 entries. Monographs, articles specific to research at CHR from our journal collection, articles obtained on interlibrary loan, and other unpublished documents in the health care field are indexed and entered in the system. The collection at CHR is represented below:

Journal Titles:	200
Monograph Titles:	5,000

	<u>Monographs</u>	<u>Journals</u>
Epidemiology	200	15
Biostatistics	30	7
Health Administration	200	25
Environmental Health	150	3
Health Education/Promotion	300	20
Health Research	600	55
Occupational Health	51	4

The library also stores over 30,000 articles, reprints, proceedings and unpublished papers on microfiche. The Center's own publications are maintained by the Library in a reprints collection of approximately 400 papers.

The CHR Library has access to all national and international databases available through Dialogue and BRS for computer literature searching. Documents not available at this library may be obtained through the

National Library of Medicine Docline Computer System and through the Online Computer Library Center (OCLC) which allows access to the collections of thousands of academic, research, public and special libraries.

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

No additional funding is required.

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

Not applicable.

- d. A statement from the Director of Libraries indicating present resources and funding of future needs must be attached to the proposal. (This is an OSU requirement exclusively.)**

Letter from Oregon State University is attached.

13. Facilities and Equipment

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

Access to computing facilities is required for all concentrations. These facilities currently are available. The "field" of public health encompasses all aspects of human interactions that affect health. As such, the "special facilities" that are required for the MPH degree program are access to, for example, long-term care facilities, state bodies involved in regulating occupational, environmental, and public health and safety, and rural and urban populations. Such access will be developed based on the considerable experience faculty at each of the participating institutions already have in these areas.

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

See 13a. No new physical facilities are necessary to implement the proposed program.

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

No additional facilities are required.

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

Not applicable

14. Budgetary Impact Oregon State University.

- a. **Please indicate the estimated cost of the program for the first four years of its operation, following the format shown following this document.**

Please see the attached summary tables. For the first phase the net budgetary impact is \$0. If the second phase were to be implemented, there would be additional costs. The implementation of this phase is not requested at this time.

The Department Chair of the Department of Public Health will be responsible for the overall administration of the program in Phase I.

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

Not applicable.

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

Not applicable.

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

The allocation of ongoing-level budget funds in support of the proposed program will not have a serious adverse impact on any other institutional programs. It is likely, however, that approximately half of the students who currently are enrolled in the M.S. degree program in Health (Department of Public Health) or who enrolled in this program in the past would have selected one of the MPH concentrations proposed by the Department of Public Health if such concentrations had been available. While this decreased enrollment in the M.S. in Health program might be perceived as an "adverse impact," a more realistic assessment is that these students now will be served better than in the past because of the availability of a degree option that is widely recognized as the primary, terminal professional degree in Public Health.

For each of the concentrations offered, there will be some shift in student

advising and student-faculty interactions during faculty office hours to accommodate the MPH students. For most concentrations, however, the numbers of students expected to enroll in any given year is five or fewer. Therefore the effect of these shifts will be minimal.

e. If the program will be financed from existing resources, specifically state:

- (1) what the budgetary unit will be doing as a result of the new program that is not now done, in terms of additional activities;**
- (2) what these new activities will cost and whether financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution.**

Apart from the core courses discussed subsequently, minor shifts in departmental resources will accommodate the numbers of MPH students expected to enroll and the new courses that will be offered as a result of the program.

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

No resources will be moved.

11/23/92

APPROVED WIC COURSES

[As of 10/28/92]

COLLEGE OF AGRICULTURAL SCIENCES

AG 421	Leadership Development	3 credits
AREC 361	Agricultural & Food Policy Issues	4 credits
BOT 341/342	Plant Ecology /Writing About Plant Ecology	4/1 credit(s)
CSS 480	Cropping Systems & Decision Making	4 credits
RNG 403	Senior Thesis	3 credits

COLLEGE OF BUSINESS

BA 469	Strategic Management & Business Policy	4 credits
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COLLEGE OF ENGINEERING

CHE 414	Chemical Engineering Laboratory	3 credits
CE 321	Civil Engineering Materials	4 credits
CS 361	Fundamentals of Software Engineering	4 credits
ECE 422	Data Acquisition II	4 credits
IE 497, 498	Industrial Engineering Analysis and Design	3 credits each
ME 351	Mechanical Laboratory	4 credits

COLLEGE OF FORESTRY

F 415	Forest Policy	4 credits
FP 406A/B/C	Senior Project	1-2 credits each

COLLEGE OF HEALTH AND HUMAN PERFORMANCE

EXSS 481	Analysis of Critical Issues in Exercise & Sport Science	3 credits
H 430	Health Policy Analysis	3 credits
H 440	Environmental Health	3 credits
H 476	Planning Health Programs	3 credits
H 482	Problems and Research in Safety	3 credits

COLLEGE OF HOME ECONOMICS

AIHM 345	Interior Merchandising Procedures	3 credits
AIHM 370	Textile and Apparel Market Analysis	4 credits
AIHM 378	Consumer Housing	3 credits

HDFS 361	Lifespan Issues, Policies and Programs	3 credits
NFM 416	Cultural Aspects of Foods	3 credits
NFM 419	Human Nutrition Laboratory	2 credits
COLLEGE OF LIBERAL ARTS		
ANTH 370	Age, Sex, and Family	3 credits
COMM 456	Rhetoric: 500 B.C. to 500 A.D.	3 credits
COMM 458	Rhetoric: 500 A.D. to the Present	3 credits
COMM 464	Rhetorical Criticism	3 credits
EC 315	Introduction to Economic Research	3 credits
ENG 445	Studies in Non-Fiction	3 credits
ENG 455, 456, 457	Continental European Literature	3 credits
ENG 470	Studies in Poetry	3 credits
FR 439	French/Francophone Studies	3 credits
GER 411	Fourth-Year German	3 credits
HST 407	Seminar	5 credits
*J 390	Reporting	3 credits
MUS 324, 325, 326	History of Western Music	3 credits each
PHL 407	Seminar	1-16 credits
PS 419/W	Topics in American Politics	4 credits
PS 459/W	Topics in International Relations: Interdependence and World Law	4 credits
PSY 430	Animal Behavior	3 credits
PSY 460A/B	Advanced Social Research Methods	3 credits each
PSY 470	Psychometrics and Psychological Testing	3 credits
PSY 480	Case Study Methods	3 credits
*R 405	Reading & Conference	1-16 credits
SPAN 438	Selected Topics in Luso-Hispanic Culture	3 credits
SOC 300	Sociological Perspective	3 credits
TA 330, 331, 332	History of the Theatre	3 credits each
WR 411	Writing for Teachers	3 credits
WR 495	Literature, Composition, & Literacy	3 credits

COLLEGE OF PHARMACY

PHAR 432	Selected Topics in Medicinal Chemistry	3 credits
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COLLEGE OF SCIENCE

BB 493	Biochemistry Laboratory	2 credits
BI 371	Ecological Methods	3 credits
CH 463	Experimental Chemistry II	3 credits
G 411	Development of Geologic Thought	3 credits
G 426	Volcanology	4 credits
G 490	Geological Field Methods	4 credits
GEOG 462	Field Research Techniques	4 credits
GS 333 (<i>becomes BI 333</i>)	Environmental Problem Solving	3 credits
GS 489 (<i>becomes BI/BOT 489</i>)	Analysis of Environmental Issues	3 credits
**HSTS 415	Theory of Evolution and Foundations of Modern Biology	3 credits
HSTS 416	Science and the Emergence of Modern Society	3 credits
HSTS 417	History of Medicine	3 credits
HSTS 418, 419	Science and Society	3 credits each
HSTS 422X	Women in Science	3 credits
MB 307	Advanced General Microbiology Laboratory	2 credits
MTH 333	Fundamental Concepts of Topology	3 credits
MTH 338	Non-Euclidean Geometry	3 credits
MTH 401W	Research	3 credits
MTH 458	Numerical Solutions of Ordinary Differential Equations with Writing Intensive Segment	4 credits
MTH 473	History of Mathematics	3 credits
PH 401	Research	TBA
PH 403	Thesis	TBA
Z 414	Research Perspectives	2 credits

*Course will be dropped with closure of department on June 30, 1992.

**All HSTS courses will move to the History Department Fall 1992.

MULTICULTURAL INDEX

CULTURAL CENTERS AND RESPECTIVE CULTURAL GROUPS

AFRICAN STUDENT ASSOCIATION President: Mohamed Salim Faculty Advisor: Sally Davenport - Political Science	758-1532 737-6235
AMERICAN INDIAN SCIENCE & ENGINEERING SOCIETY President: Orvie Danzuka Advisor: Fred Horne	737-2738 737-4811
ASIAN CULTURAL CENTER - 2638 Jackson Coordinator: Jennifer Oka	737-6361
ASOSU SAFERIDE Director: Tiffany Adams	737-6352
ASSOCIATED STUDENTS OF LATIN AMERICA President: Mauricio Leclerc Advisor: Robert Kiekel	
ASSOCIATION OF ASIAN STUDENTS President: Soutsaneha Thammaphouvong Advisor: Sally Wong	
BLACK CULTURAL CENTER - 2320 NW Monroe Coordinator: Crystal Hanson	737-4372
CAMBODIAN STUDENT ASSOCIATION President: Vanna Kong Advisor: Janet Nishihara	752-2964 737-3928
DISABLED STUDENT ORGANIZATION President: Jim Kiester Advisor: Tracy Bentley - Dean of Students	737-6360 737-3661
ELITE DANCE TEAM President: Yolanda Green Faculty Advisor: Jeff Boyd - Student Activities	737-6341
ETHNIC, MINORITY & DISABLED STUDENT AFFAIRS TASK FORCE Director: Ulonda Watkins	737-6357
EUROPEAN STUDENTS ASSOCIATION President: Susanne Friese Advisor: Chris Stehr	
FILIPPINO STUDENTS ASSOCIATION President: Ruby McHone Advisor: Cristobal L. Miranda	
HISPANIC CULTURAL CENTER - 1969 "A" Street Coordinator: Sandra Acevedo	737-3790
HISPANIC STUDENT UNION President: Renato Quintero Faculty Advisor: Dr. Mario Magana - Electrical & Computer Engineering	737-6356 737-3149

HONG KONG STUDENT ASSOCIATION

President: Lao Wong

Advisor: Sally Wong

HUI-O-HAWAII

President: Dane Fujimoto

Advisor: Andrew Hashimoto

INDIA ASSOCIATION

President: Varad Joshi

Advisor: Prasad Tadepalli

INDONESIAN STUDENT ASSOCIATION

President: Ahmad Mughiri Nurhani

Advisor: William Smart

INTERNATIONAL ISLAMIC GROUP

President: Reza Dai Aliakbari

Advisor: Laura Rice

INTERNATIONAL STUDENTS OF OREGON STATE UNIVERSITY

President: Michael Fox

Advisor: Jeff Boyd - Student Activities

737-6348

737-6341

JAPANESE STUDENT ASSOCIATION

President: Mikio Yoshizawa

Advisor: Erick E. Masuyama

KAPPA ALPHA PSI

President: Keith Dempsey

Advisor: Derrick Harris - Portland

757-6873

253-4924

KOREAN STUDENTS ASSOCIATION

President: Hyunik Shin

Advisor: Dae-Huyn Baek

LAO STUDENT ASSOCIATION

President: Vieng Kham Virasak

Advisor: Ataa Akyeampong

LESBIAN, GAY & BISEXUAL ALLIANCE

President: Jeffery Harrison

Advisor: Ray Verzasconi - Foreign Languages & Literatures

737-6363

737-2146

LESBIAN STUDENT GROUP

President: Cara Wilson

Advisor: Yvonne Smith - Educational Opportunities Program

737-6363

737-3907

MALAYSIAN STUDENTS ORGANIZATION

President: Raymond Sani

Advisor: Parandeh Kia

MEMORIAL UNION DIVERSITY COORDINATOR - MU East, Room 160

Coordinator: Jeff Boyd

737-6341

MUSLIM STUDENTS ASSOCIATION

President: Murad Taha

Advisor: M.T. Ali Niazee

NATIONAL/INTERNATIONAL AFFAIRS

NATIONAL STUDENT EXCHANGE

President: Victoria Paul
 Advisor: J. Roger Penn

NATIONAL UNION OF IRAQI STUDENT & YOUTH

President: Kais S-Ebrahim
 Advisor: Doris Tentchoff

NATIVE AMERICAN LONGHOUSE - 26th & Jefferson
 Coordinator: Tami Cheshire

737-2738

NATIVE AMERICAN STUDENT ASSOCIATION

President: Stewart Young
 Faculty Advisor: Cassandra Kerkvliet - OMCA

737-3848
 737-4381

PAKISTAN STUDENTS ASSOCIATION

President: Ferhat Abbas
 Advisor: M.T. Ali Niazee

SINGAPORE STUDENT SOCIETY

President: Kai Tuan (Kelvin) Yan
 Advisor: William Smart

THAI STUDENT ASSOCIATION

President: Khavinet Lourvanij
 Advisor: Jack Bailes

UCHINANCHU ASSOCIATION

President: Byron Jones
 Advisor: Erick Masuyama

UNITED BLACK STUDENT ASSOCIATION

President: Douglas Nelson
 Faculty Advisor: Laverne Woods - Educational Opportunities Program

737-6356
 737-3628

VIETNAMESE STUDENT ASSOCIATION

President: Vinh Nguyen
 Advisor: Sheila Roberts

WOMEN'S AFFAIRS TASK FORCE

Director: Kaiara McCracken

737-2101

WOMEN'S CENTER

Coordinator: Kathy Deckard

737-3186

Y-ROUND TABLE

President: Kelli Gentry
 Faculty Advisor: Shannon Hodges - Student Activities

737-3041
 737-6342

MULTICULTURAL OFFICES/COMMISSIONS/PROGRAMS

AFFIRMATIVE ACTION - Director: Stephanie Sanford - 737-0868

DIFFERENCE, POWER AND DISCRIMINATION - Acting Director: Annie Popkin - 737-6136

EQUAL OPPORTUNITY PROGRAM - Director: Larry Griggs - 737-3628

INDIAN EDUCATION OFFICE - Cassandra Manuelito-Kerkvliet - 737-4381

MINORITY AFFAIRS ADVISORY COUNCIL - 737-3626

MINORITY AFFAIRS COMMISSION - Contact: Provost Arnold - 737-2111

MINORITY SCHOLARS - 737-3661

OFFICE OF MULTICULTURAL AFFAIRS - Director: Phyllis Lee - 330 Snell Hall - 737-4381

PRESIDENT'S BOARD OF VISITORS FOR MINORITY AFFAIRS - Contact: Phyllis Lee - 737-4381

PRESIDENT'S COMMISSION ON THE STATUS OF WOMEN - Chair: Marilyn Henderson -
737-1785

UPWARD BOUND - Director: Thomas Morgan - 737-4681

SMILE - 737-2388

REPORTS

MINORITY ACTION PLANS

For every academic unit - Contact: Deans of Colleges

For every administrative unit - Contact:

Provost & Vice President for Academic Affairs - Roy Arnold

Vice President for Finance & Administration - Lee Schroeder

Vice President for Research & International Programs - George Keller

Vice President for Student Affairs - Jo Anne Trow

Vice President for University Relations - Lynn Spruill

WORKING TOGETHER FOR THE FUTURE TOWARDS RACIAL AND CULTURAL DIVERSITY AT OREGON STATE UNIVERSITY - President's Board of Visitors for Minority Affairs

RACISM AT OREGON STATE UNIVERSITY - Findings by the President's Commission on Racism

BALLOT FOR ELECTION OF EXECUTIVE COMMITTEE MEMBERS

December 3, 1992

This ballot will elect three members of the Faculty Senate's Executive Committee for two-year terms, beginning January 1993.

(ONLY FACULTY SENATORS OR THEIR PROXIES ARE ELIGIBLE TO VOTE)

Vote for Three (3), and no more than three (3)

___ DAVID HARDESTY

___ JOHN E. MORRIS

___ BILL LUNCH

___ DAVID E. WILLIAMS

___ TERRY L. MILLER

___ JON ROOT

December 3, 1992

To: Kathy Heath, President
Faculty Senate

From: Anthony Wilcox, Senator *AW*
College of Health and Human Performance

RE: Action item for December meeting of the Faculty Senate

Motion: The Faculty Senate directs the Air Force, Army, and Navy ROTC units at Oregon State University to immediately discontinue soliciting any information regarding the sexual orientation of students entering or participating in the ROTC programs.

RESOLUTION ON DISCRIMINATORY POLICY BY ROTC

President Martin called on Senator Wilcox, HHP, to explain the rationale behind bringing this issue to the attention of the Senate. Wilcox noted that this issue has been raised on campuses across the nation and is contrary to OSU's strong commitment to affirmative action and equal opportunity. He recognizes ROTC as an existing campus unit which does not abide by OSU's regulations because ROTC is also governed by military policy. The national policy must be changed, and the unit on campus is not being targeted. He would like the Faculty Senate to go on record as standing in opposition to Defense Department policy and encourage the administration to actively oppose the policy and take steps in trying to correct the situation at the national level.

Provost Spanier distributed copies of a position statement which will become the university's position statement on this issue should the Senate pass the proposed resolution. He urged the FS to pass the resolution. He also distributed a copy of a joint statement signed by the heads of all the Higher Education associations in the United States which have all now endorsed resolutions similar to the one proposed.

ROTC ON OREGON STATE UNIVERSITY CAMPUS

Whereas Oregon State University is committed to a policy of nondiscrimination against individuals on the basis of sexual orientation . . .

Whereas the Reserve Officer Training Corps (ROTC) follows a policy that discriminates against homosexuals . . .

Whereas the ROTC's policies against homosexual cadets is dictated by the Department of Defense ban against homosexuals in the armed services . . .

Be it resolved that the Faculty Senate is strongly opposed to the Defense Department policy of discrimination against individuals based upon their sexual orientation . . .

Be it further resolved that the Faculty Senate urges the University community to voice its opposition to the Defense Department policy of discrimination that stands in direct contradiction to OSU's affirmative action policies . . .

Be it Further Resolved that the Faculty Senate urges the Administration to encourage Oregon's Congressional delegation to seek changes in the Federal policy which discriminates against homosexuals in the military.

June 1990

New Business

Senator Wilcox, Health & Human Performance, presented and moved the following resolution affirming commitment to academic freedom and affirmative action which was seconded:

Whereas Oregon State University does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, age, marital status, disability, or disabled veterans or Vietnam era veteran status in any of its policies, procedures, or practices;

whereas Oregon State University is committed to the practice of academic freedom with regard to the teaching, research, and scholarly activity of its faculty;

whereas Oregon State University stands opposed to censorship or thought-control in the exchange of ideas in its many forms of transmission, including but not limited to literature, poetry and other written forms, works of art, music and dance; radio; and television.

Be it resolved that the Faculty Senate of Oregon State University upholds the honored tradition of tolerance, affirmative action, academic freedom, and opposition to censorship and thought-control at Oregon State University.

The above motion passed by voice vote with no dissenting votes (motion 92-487-01).

October 1992